# California High School Exit Examination

## English-Language Arts Released Test Questions

California Department of Education
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# Introduction

All California public school students must satisfy the California High School Exit Examination (CAHSEE) requirement, as well as all other state and local requirements, in order to receive a high school diploma.

The CAHSEE is divided into two parts: English-language arts and mathematics. All questions on the CAHSEE are evaluated by committees of content experts, including California educators, teachers, and administrators, to ensure the questions' appropriateness for measuring the designated California academic content standards in English-language arts and mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document combines released test questions that have appeared on the English-language arts part of the CAHSEE since the 2000–2001 school year and contains new test questions from the 2007–2008 school year. A similar document for mathematics is also available. The questions are grouped by strand (e.g., Word Analysis). At the beginning of each strand section is a list of the specific standards assessed on the CAHSEE. Following a group of questions is a table that gives the correct answer for each question, the content standard each question is measuring, and the year each question originally appeared on the CAHSEE.

The following table lists each strand, the number of items that appear on the exam, and the number of released test questions that appear in this document.

| STRAND | NUMBER OF QUESTIONS ON EXAM | NUMBER OF RELEASED TEST QUESTIONS |
|---|---|---|
| • Word Analysis (RW) | 7 | 25 |
| • Reading Comprehension (RC) | 18 | 59 |
| • Literary Response and Analysis (RL) | 20 | 65 |
| • Writing Strategies (WS) | 12 | 33 |
| • Writing Conventions (WC) | 15 | 46 |
| • Writing Applications (WA) | 1 | 13 |
| **TOTAL** | **73** | **241** |

In selecting test questions for release, three criteria are used: (1) the questions adequately cover the content standards assessed on the CAHSEE; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways each standard can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the CAHSEE, visit the CDE's Web page at http://www.cde.ca.gov/ta/tg/hs/.



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## READING

The Reading portion of the CAHSEE has three strands: Word Analysis, Reading Comprehension, and Literary Response and Analysis. A description of each strand follows. The released passages and test questions for the Reading portion of the CAHSEE follow the strand descriptions.

### The Word Analysis Strand

The following two California English-language arts academic content standards from the Word Analysis strand are assessed on the CAHSEE by seven test questions and are represented in this booklet by 25 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

| READING (GRADES NINE AND TEN) | |
|---|---|
| **Standard Set 1.0** | **Word Analysis, Fluency, and Systematic Vocabulary Development:** |
| 10RW1.1 | Identify and use the literal and figurative meanings of words and understand word derivations. |
| 10RW1.2 | Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. |



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## The Reading Comprehension Strand

The following six California English-language arts academic content standards from the Reading Comprehension strand are assessed on the CAHSEE by 18 test questions and are represented in this booklet by 59 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

| READING (GRADES NINE AND TEN WITH ONE STANDARD FROM GRADE EIGHT AS NOTED†) | |
|---|---|
| **Standard Set 2.0** | **Reading Comprehension (Focus on Informational Materials):** |
| †8RC2.1 | Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). |
| 10RC2.1 | Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. |
| 10RC2.4 | Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. |
| 10RC2.5 | Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. |
| 10RC2.7 | Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. |
| 10RC2.8 | Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationships between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). |

† *Eighth-grade content standard*



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## The Literary Response and Analysis Strand

The following 12 California English-language arts academic content standards from the Literary Response and Analysis strand are assessed on the CAHSEE by 20 test questions and are represented in this booklet by 65 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

**READING (GRADES NINE AND TEN WITH ONE STANDARD FROM GRADE EIGHT AS NOTED†)**

| Standard Set 3.0 | Literary Response and Analysis: |
|---|---|
| 10RL3.1 | Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). |
| 10RL3.3 | Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. |
| 10RL3.4 | Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. |
| 10RL3.5 | Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. |
| 10RL3.6 | Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). |
| 10RL3.7 | Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. |
| 10RL3.8 | Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. |
| 10RL3.9 | Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. |
| 10RL3.10 | Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. |
| †8RL3.7 | Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) |
| 10RL3.11 | Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) |
| 10RL3.12 | Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) |

† *Eighth-grade content standard*



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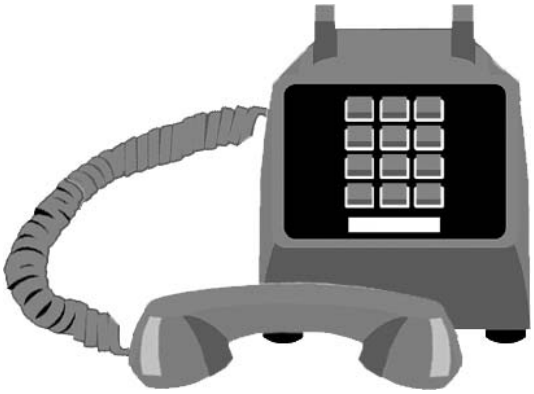
**Read the following passage and answer questions 1 through 9.**

# A Day Away

**by Maya Angelou**

Most people today know Maya Angelou as one of America's most important poets. One of her stories, "Georgia, Georgia," was the first story by an African-American woman to be made into a television movie. Angelou also wrote the screenplay for the movie *All Day Long* and even directed it. The variety, quality, and passion of her work continue to inspire people today.



We often think that our affairs, great or small, must be tended continuously and in detail, or our world will disintegrate, and we will lose our places in the universe. That is not true, or if it is true, then our situations were so temporary that they would have collapsed anyway.

Once a year or so I give myself a day away. On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness. I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone. I turn the radio dial to an all-music station, preferably one which plays the soothing golden oldies. I sit for at least an hour in a very hot tub; then I lay out my clothes in preparation for my morning escape, and knowing that nothing will disturb me, I sleep the sleep of the just.

On the morning I wake naturally, for I will have set no clock, nor informed my body timepiece when it should alarm. I dress in comfortable shoes and casual clothes and leave my house going no place. If I am living in a city, I wander streets, window-shop, or gaze at buildings. I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses. I stay in no place for very long.

On the getaway day I try for amnesia. I do not want to know my name, where I live, or how many dire responsibilities rest on my shoulders. I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

Every person needs to take one day away. A day in which one consciously separates the past from the future. Jobs, family, employers, and friends can exist



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one day without any one of us, and if our egos permit us to confess, they could exist eternally in our absence.

Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

From WOULDN'T TAKE NOTHING FOR MY JOURNEY NOW by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

64B

**1. What is the narrator's main purpose in this passage?**

**A** to entertain readers with a story of an unusual day

**B** to inform readers how to organize a day away from home

**C** to persuade readers to take some time for themselves

**D** to describe to readers what it is like to rediscover a city

L164B007

**2. Which sentence below is an example of a simile?**

**A** I will have set no clock . . .

**B** I do not want to know my name . . .

**C** We need hours of aimless wandering . . .

**D** A day away acts as a spring tonic.

L164B013

**3. The words *casual*, *wander*, and *gaze* in paragraph 3 suggest a feeling of—**

**A** determination.

**B** solitude.

**C** bewilderment.

**D** relaxation.

L164B006



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**4. The narrator MOST likely laid out her clothes the night before her day away so that she—**

**A** wouldn't forget what she wanted to wear.

**B** wouldn't have to make a decision in the morning.

**C** would be able to sleep late in the morning.

**D** would be as stylishly dressed as possible.

L164B010

**5. Which BEST describes the narrator's tone in the second half of the passage?**

**A** persuasive

**B** humorous

**C** sarcastic

**D** frustrated

L164B016

**6. Which sentence from the passage is an example of figurative language?**

**A** Once a year or so I give myself a day away.

**B** On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness.

**C** I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses.

**D** It can dispel rancor, transform indecision, and renew the spirit.

L164B014

**7. In which sentence from the passage does the narrator acknowledge those who disagree with her main argument?**

**A** I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone.

**B** I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

**C** If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

**D** When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

L164B015

**8. Which statement from the passage BEST describes the narrator's motivation for "a day away"?**

**A** . . . we will lose our places in the universe.

**B** . . . I sleep the sleep of the just.

**C** . . . I want to forget for a while.

**D** . . . friends can exist one day without any one of us.

L164B009

**9. Which of the following is the main theme of the passage?**

**A** Self-energizing oneself is necessary.

**B** Time is of the essence.

**C** Problems will solve themselves.

**D** A single decision has many consequences.

L164B011



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**Read the following passage and answer questions 10 through 12.**

# A UNIVERSAL LANGUAGE

1 Thousands of different languages exist in the world, some spoken by millions of people and some spoken by only a few. Since it is difficult and time-consuming to learn a new language, many people speak only one. Some people have a little knowledge of one or two other languages but aren't able to put them into practice very often. Travelers to foreign countries often have to rely on a translator or an international dictionary. Wouldn't it be helpful, then, to have a universal language that everyone could understand?

**Dr. Zamenhof and His Belief in the Benefits of a Universal Language**

2 L. L. Zamenhof believed in such a language. A linguist from Warsaw, Poland, he felt that a common language would contribute to better communication and help ease world tensions. Zamenhof wanted to create a language that did not favor speakers from any geographic area and one that would be easy for everyone to learn. He rejected existing languages because they were either too complicated or would put native speakers at an advantage over others.

3 Zamenhof published his universal language in 1887. It quickly became known as "Esperanto" after his pseudonym, which means "one who is hoping." He was hoping that his language would become accepted and spread throughout the world.

4 Zamenhof did not envision his language as one replacing all other languages but instead as one spoken as a second language by people around the world. In addition to travelers, Esperanto could be useful for anyone wanting to learn more about other cultures. In fact, people from all around the world come together at Esperanto conventions, where the communication barrier is broken because everyone speaks the same language.

**An Easy Language to Learn**

5 Esperanto is easy to learn. The grammar and other rules of Esperanto are relatively simple, and all words are spelled as they sound. These features make it possible to become fluent in Esperanto much more quickly than in other languages. A knowledge of Esperanto also makes it easier to learn other foreign languages, since Esperanto has its roots in many different languages.

6 The majority of the words in Esperanto are derived from Latin and Romance languages, and French in particular. The rest of the vocabulary comes from German, English, Russian, Polish, and Greek. The words were chosen to be as easily recognizable as possible.



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7 Most of the letters in Esperanto are pronounced the same way as they are in English. Some of the exceptions are the letter "J," which is pronounced as we would pronounce a "Y," and the letter "R," which is trilled. The letter "G" is always pronounced as in the word "go," and never as in the word "gentle."

8 In Esperanto, it is also easy to identify the different parts of speech. Nouns always end in the letter "o" or "on," with plural nouns ending in "oj" or "ojn." Some common nouns are "amiko" for friend, "libro" for book, and "vorto" for word. Adjectives always end in the letter "a." Some common adjectives in Esperanto are "granda," which means large, and "bruna," which means brown.

9 There are no indefinite articles in Esperanto. The only article used is "la," which is used like the English word "the." There is no need to learn different articles for masculine or feminine words, or for any cases.

10 Another interesting rule of the language is that word order is more flexible than in most languages. For example, an adjective may be placed before or after a noun.

**The Future of Esperanto**

11 Although Esperanto is easy to learn, it has not yet achieved widespread usage as a universal language. One reason is that many people simply prefer their own language. They are proud of their country, and their own language is one way to keep that identity.

12 Another reason is that, while many will agree with the idea of a universal language, they do not have the time or motivation to learn one. Learning a new language can be time-consuming, and many people will not take the time to learn one unless they have an inclination to learn languages or see some personal benefit in doing so. Others, perhaps, have not even heard of Esperanto or are unaware that such a universal language exists.

13 Despite Esperanto's seeming lack of popularity, it is estimated that several million people can speak the language. Many magazines are published in Esperanto, and books—from Shakespeare to Dante—have been translated into Esperanto. Esperanto leagues and organizations help maintain the language and provide interested people with information. Perhaps in the future, Esperanto will find its place as a widely used and accepted universal language.

90B



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**10. Read this sentence from the passage.**

> Learning a new language can be time-consuming, and many people will not take the time to learn one unless they have an inclination to learn languages or see some personal benefit in doing so.

**What does the word *inclination* mean?**

**A** liking

**B** voice

**C** profit

**D** indifference

L190B004

**11. Based on the passage, which sentence is the BEST conclusion about Zamenhof?**

**A** He wanted the fame that creating a universal language would bring.

**B** He wanted to make a contribution to world peace and understanding.

**C** He thought English was the best basis for a universal language.

**D** He believed that pride in one's country led to conflicts and wars.

L190B006

**12. How does the passage reflect the themes and concerns of the 21st century?**

**A** It is about global communication.

**B** It describes a particular language.

**C** It reinforces the importance of research.

**D** It focuses on one person's achievement.

L190B016



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**Read the following passage and answer questions 13 through 15.**

# White Fang

In the fall of the year when the days were shortening and the bite of the frost was coming into the air, White Fang got his chance for liberty. For several days there had been a great hubbub in the village. The summer camp was being dismantled, and the tribe, bag and baggage, was preparing to go off to the fall hunting. White Fang watched it all with eager eyes, and when the tepees began to come down and the canoes were loading at the bank, he understood. Already the canoes were departing, and some had disappeared down the river.

Quite deliberately he determined to stay behind. He waited his opportunity to slink out of the camp to the woods. Here in the running stream where ice was beginning to form, he hid his trail. Then he crawled into the heart of a dense thicket and waited. The time passed by and he slept intermittently for hours. Then he was aroused by Gray Beaver's voice calling him by name. There were other voices. White Fang could hear Gray Beaver's squaw taking part in the search, and Mitsah, who was Gray Beaver's son.

White Fang trembled with fear, and though the impulse came to crawl out of his hiding-place, he resisted it. After a time the voices died away, and some time after that he crept out to enjoy the success of his undertaking. Darkness was coming on, and for awhile he played about among the trees, pleasuring his freedom. Then, and quite suddenly, he became aware of loneliness. He sat down to consider, listening to the silence of the frost and perturbed by it. That nothing moved nor sounded, seemed ominous. He felt the lurking of danger, unseen and unguessed. He was suspicious of the looming bulks of the trees and of the dark shadows that might conceal all manner of perilous things.

Then it was cold. Here was no warm side of a teepee against which to snuggle. The frost was in his feet, and he kept lifting first one forefoot and then the other. He curved his bushy tail around to cover them, and at the same time he saw a vision. There was nothing strange about it. Upon his inward sight was impressed a succession of memory-pictures. He saw the camp again, the tepees, and the blaze of fires. He



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heard the shrill voices of the women, the gruff basses of the men, and the snarling of the dogs. He was hungry, and he remembered pieces of meat and fish that had been thrown him. Here was no meat, nothing but a threatening and inedible silence.

His bondage had softened him. Irresponsibility had weakened him. He had forgotten how to shift for himself. The night yawned about him. His senses, accustomed to the hum and bustle of the camp, used to the continuous impact of sights and sounds, were now left idle. There was nothing to do, nothing to see nor hear. They strained to catch some interruption of the silence and immobility of nature. They were appalled by inaction and by the feel of something terrible impending.

He gave a great start of fright. A colossal and formless something was rushing across the field of his vision. It was a tree-shadow flung by the moon, from whose face the clouds had been brushed away. Reassured, he whimpered softly; then he suppressed the whimper for fear that it might attract the attention of the lurking dangers.

A tree, contracting in the cool of the night, made a loud noise. It was directly above him. He yelped in his fright. A panic seized him, and he ran madly toward the village. He knew an overpowering desire for the protection and companionship of man. In his nostrils was the smell of the camp smoke. In his ears the camp sounds and cries were ringing loud. He passed out of the forest and into the moonlit open where there were no shadows nor darkness. But no village greeted his eyes. He had forgotten. The village had gone away.

Reprinted from "*White Fang*" by Jack London. (Troll Communications).

057

**13. This passage is BEST described as—**

**A** fiction

**B** biography

**C** article

**D** essay

L0057009

**14. Which of the following BEST describes the relationship between Gray Beaver and White Fang?**

**A** Gray Beaver is White Fang's owner.

**B** Gray Beaver is White Fang's brother.

**C** Gray Beaver and White Fang are members of the same tribe.

**D** Gray Beaver and White Fang are father and son.

L0057001

**15. Which of these sentences from the story BEST illustrates the wild side of White Fang's nature?**

**A** "He knew an overpowering desire for the protection and companionship of man."

**B** "Upon his inward sight was impressed a succession of memory-pictures."

**C** "Here in the running stream where ice was beginning to form, he hid his trail."

**D** "Then, and quite suddenly, he became aware of loneliness."

L0057006



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**Read the following passage and answer questions 16 through 18.**

# Going Home

Some days, I go to school, and on the way to school, I think that there is nowhere else in the world I would rather be. No matter what time of year it is, I walk through the neighborhoods, and every morning, I see the same people I always see: the tiny old lady walking what may be the tiniest dog in the world, the man at the newsstand with the walrus mustache, the skipping twins on their way to the bus stop. I don't know any of their names or where they live, or what their favorite foods are, or what they think about anything, but these are people I've known forever. In a strange way, I think of them as my friends. Every day, I smile at them, and they smile at me. The man at the newsstand says "Buenos días" in his deep voice and will sometimes comment on the weather in Spanish because years and years ago I told him that my parents spoke Spanish too, and he told me I needed to learn. When it rains, the old lady with the dog always scolds me and tells me I should carry an umbrella.

And school—it's the same. What I like best is the routine: homeroom, English, biology, physical education, lunch, math, and social studies, then soccer practice after school. I see the same people at school every day, sit next to the same people in my classes, eat lunch with my same friends. I have friends I have known as long as I can remember. It's as comfortable as being at home.

My parents moved into our house before I was born. I know everything there is to know about our street. The oak tree in the yard has a tree house that my father built when I was six. The sidewalk is cracked in front of our neighbors' house from the big earthquake; we use the uneven pavement as a skate ramp. If you run past the tall fence in front of the big white house on the corner, you can see through the fence as if it didn't exist.

At breakfast my parents give each other a look, and I know something is going to happen. Before they can say anything, I want to know what it is all about.

"Nothing bad," my father says.

I look at my mother, and she gives me a smile of reassurance and pats my shoulder. "You should be happy, Carlos. This is only good news." What I see on their faces is worry.

"We're going to move," my father says.

Today on my way to school I look at everything as if seeing it for the first time. The tiny old lady waves at me; her tiny dog wags its tail and gives a tiny bark. The man at the newsstand greets me. The skipping twins almost run me off the sidewalk, but they veer in the other direction and race off to the bus stop. I feel



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like a different person, a stranger, someone who really might be seeing these people for the first time. No longer are they the familiar landmarks of my daily trek to school. After I move with my family, I might never see them again, and I am filled with an indefinable feeling. I don't know if it's loneliness or grief.

For the first time ever, my school day is not comfortable. All day long, I feel constricted and restrained, the way you feel when it's winter and you're wearing layers of sweaters under your jacket, and everything feels too tight and you can't move. My English teacher's voice sounds high-pitched and scratchy; my friends say the same things they always do, but today it seems boring; my lunch tastes like chalk; and my pitches in P.E. class go wild, as if they have a mind of their own. In social studies, the teacher lectures from the chapter we read the night before, so it's like knowing how the movie ends before you sit down in the theater. Going home from this day is a relief—until I remember that we're moving.

I try to imagine living somewhere else, but all I can see is a blank space, a question mark, an empty page. All I know is my life. All I know is where I live, where I go, what I do here. I have been other places—I have visited my grandparents in Texas and my cousins in Mexico, and once we took a trip to New York. You can visit anywhere, but until you walk the same route to school every day for years, what do you know? You can know about the average rainfall and the geographical landmarks, but where is the best place to get a milkshake?

My mother comes up to my room and tells me that my father has gotten a promotion. That's why we are moving. "Don't you want to know where we're going?" she asks.

"Not really," I say. She tells me anyway. I pretend not to listen.

Every day, my parents tell me something about the town that will become our new home. There is a bronze statue honoring World War II veterans in the park downtown. In the summer, there are rodeos at the county fair. There is an annual strawberry festival. The mayor used to be a pro football player. There are oak trees in our new neighborhood, just like the one in our yard.

Images of oak trees and rodeo clowns and strawberries and statues begin to fill in the blank space in my mind. I start wondering what it might be like to live in this town where the mayor presides at all the high school football games, and the strawberries are supposed to be the best in the world.

On the day before we move, I walk in the same direction as I would if I were going to school. When I see the tiny old lady, I tell her good-bye, and she tells me to carry an umbrella when it rains. Her tiny dog



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holds out a tiny paw to shake my hand. The man at the newsstand shakes my hand, too. The twins wave as they board the bus. I go home, walking slowly through streets lined with oak trees.

A huge truck is parked in front of our house. The movers are carrying boxes while my parents are loading suitcases into our car. Soon our house will be empty. But not for long; I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world, a place where, if you're lucky, you might see the same people every day of your life.

030

**16. Why does the narrator take a walk on the day before the family moves?**

**A** to take one last look at everything familiar

**B** to visit the statue in the middle of town

**C** to see if the same people are still in the same places

**D** to be away from home when the movers come

L0030003

**17. Read this sentence from the selection.**

> . . . I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world . . .

**What makes the preceding statement ironic?**

**A** the fact that, like the narrator, other children are worried about moving

**B** the fact that, like the people in the narrator's neighborhood, most people enjoy their homes

**C** the fact that, like the narrator's father, parents often get promotions

**D** the fact that, like the narrator's home, every house has its stories

L0030008

**18. What does the author emphasize by having the narrator see the same people three different times in the story?**

**A** that the narrator feels at home in this town because nothing ever changes

**B** that the narrator's life is repetitive and boring because nothing ever changes

**C** that the new town the family is moving to will have similar people to meet

**D** that the new children who move to the narrator's house will become comfortable in it

L0030007



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**Read the following passage and answer questions 19 through 22.**

# *Acting Up*

Write something.

"Huh?"

Write something.

"Ugh."

My ninth grade teacher was telling me to write something about what I had just read, and my mind was gazing out across greener pastures. I was staring at the football field, through my high school English class's window, daydreaming about what "pearls of wisdom" I should transcribe to my notebook paper, when all I really wanted to do was "to act."

When I was a kid, and I read a book, all I could do was picture the book as a movie. And, naturally, I was the star. (Ah, to see my name in lights!) Indeed, all my life, I have thought cinematically. When I walk into a room, my immediate thoughts are how would this look on the big screen? What would this person say? Where would I put this chair? Can I make this more entertaining?

It is terrible to think this way. You spend half your time not really listening to what people have to say. And the other half rearranging their wardrobe.

Write something.

I would like to write something, but what I really like to do is "act." I think it's genetic.

I was born with a predisposition to sing and dance. I came out of the womb wearing a top hat and cane, ready to softshoe my way into the hearts of my relatives. My school years were spent playing the clarinet (not my forte), singing in choruses (you didn't miss anything), and putting on plays. For my high school senior year, I was voted "Most Dramatic." I was not surprised, though. I had performed for my high school a monologue entitled "The Night the Bed Fell" by James Thurber, and I had been—as they say in showbiz—a hit.

I remember the day vividly. As members of the high school debate team, we were forever going to district and state competitions. One category that I relished



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was dramatic interpretation. My debate teacher, Mrs. Spector (dear Mrs. Spector, I remember the time when we jumped in the school's indoor pool with our clothes on, but that's another story), selected the piece for me, knowing my penchant for humor and my desire to entertain. She felt this Thurber piece, about a series of misadventures that lead everyone to believe that an earthquake has occurred, instead of a bed falling, was the perfect vehicle for my dramatic debut.

She was right.

There I was on the high school stage, standing near a single chair (You know the kind. They are wooden, sturdy, and usually found in turn of the century libraries), bathed in a glow of bright light. And a sea of people. My classmates. All staring in great anticipation.

"What's this crazy kid going to do now?"

Until then, my classmates had only seen me in bit parts. I was not the Tom Cruise of my high school. I had been in school plays, but nothing really big. I was the character actor to the right, the nerdy kid in stage makeup, looking like someone's long-lost relative.

I was no heartthrob.

Most high schools present Spring musicals, where good looking singers and dancers are held at a premium. And although I love to sing and dance, enthusiasm is my real talent.

Mrs. Spector, though, gave me my big break.

As soon as the audience quieted, I began.

It was awesome.

I held my classmates in the palm of my hand. They were glued to my every word. They sighed and laughed appropriately. They understood what I was saying (believe me, Thurber is not easy to follow), and moreover, they listened to me. No one else. Just me.

I was in seventh heaven.

Until this day, I still remember the final ovation.

I remember the applause sweeping over me like a wave of righteousness. Each clap, underlining what I already knew.

Acting is my thing.

Kaplan, J. 1997. Acting up across the curriculum: Using creative dramatics to explore adolescent literature. *The ALAN Review* 24(3): 42-46.

002



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**19. How does the reader know that the story is a dramatic monologue?**

**A** The narrator is the only speaker.

**B** The story is about the narrator's love of acting.

**C** The narrator has a vivid personality.

**D** The story is based on the narrator's experiences.

L0002011

**20. What is the main effect produced by the repetition of the phrase *Write something?***

**A** It reminds the reader that the narrator is daydreaming.

**B** It proves that the narrator has finished his homework.

**C** It emphasizes the importance that writing has to an actor.

**D** It makes the story easier for the reader to understand.

L0002004

**21. Which statement BEST describes what happens in the story?**

**A** A teacher nurtures a talented writer.

**B** A teacher gives students an impossible assignment.

**C** A student avoids classwork by daydreaming.

**D** A student gains confidence in his abilities by performing.

L0002002

**22. What does the use of flashbacks accomplish in "Acting Up"?**

**A** makes the narrator seem dreamy and unrealistic

**B** shows the reader what the narrator was like as a child

**C** allows the narrator to list his achievements

**D** gives the reader more insight into the narrator's character

L0002005



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**Read the following passage and answer questions 23 through 25.**

# Hiking Trip

"I never wanted to come on this stupid old hiking trip anyway!" His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

"This is hard on you, son, I know. But you've got to come through with courage and a level head."

"But I'm scared! I don't even want to have courage!" he retorted. He jerked his head the other way and wiped his eyes across his arm.

"If not courage, fine," his father replied sternly. "Then have enough love for your brother to think this through!" He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy's shoulder and continued, more softly this time. "Now, I don't know if I can make it without stopping every so often. And we just don't have the time to stop. You're young, but you're strong and fast. Do you remember the way back from here to the road, if you had to go alone?"

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that morning. He'd been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn't put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

"Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?"

Jeff blinked and looked past his father's eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind. "What was the name of that little town we stopped in to get matches, Dad?"

His father smiled and replied, "Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is



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facing, you'll know that the town is back the other direction." Jeff thought about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he suddenly heard several loud honks from behind. He turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter in there," he seemed to be shouting into his hand. But Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn. "Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"



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"Well, I finally hiked myself out of that canyon and to the road. I won't be going back there any time soon. That's for sure. Anyway, I couldn't see the car, and as I headed for Flint, I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck."

Jeff laughed out loud. "I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!"

157

**23. This passage is an example of which of the following genres of writing?**

**A** a narrative short story

**B** an informational text

**C** a persuasive essay

**D** a biographical essay

L0157003

**24. Which of the following sentences BEST explains Jeff's biggest problem in the passage?**

**A** He needed to face his fear of losing his father's respect.

**B** He needed to find someone to take him to the town of Flint.

**C** He needed to climb the rock-covered hill to get to the top.

**D** He needed to face his fear in order to help his brother.

L0157006

**25. What kind of person is Jeff's father in the passage?**

**A** understanding and motivating

**B** aggressive and annoying

**C** humorous and entertaining

**D** impatient and anxious

L0157005



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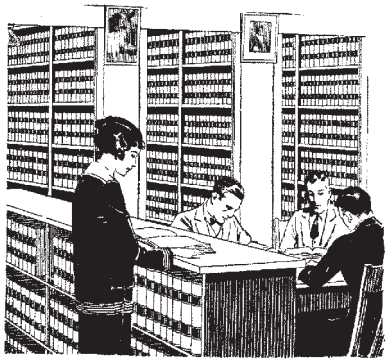
**Read the following passage and answer questions 26 through 28.**



# A Word in the Hand

It might have been destiny that left Marco waiting in the library for his sister. Whatever it was, Marco waited impatiently, tapping his fingers on the table until a librarian gave him a warning glance. He tapped his foot until the librarian sent another cautionary glance his way. Marco stood up, stretched, yawned, and viewed the stacks of books, the shelves of books, the books in every direction, books as far as the eye could see. He picked one randomly off the shelf: *Everyday Quotations and Proverbs*. Marco thumbed through the pages, a little bored. To be honest, Marco wasn't much of a reader. He didn't mind reading, but it just wasn't his favorite thing to do.

A line caught his eye. It was a quotation he had heard before, a million times at least, something his mom said to him all the time. This quotation was from the sixteenth century, was over 400 years old, and was still kicking around today. Marco read on. The more he read, the more he found that sounded familiar. He moved a stack of magazines off a chair and sat down, still reading. He found a saying to fit every situation and every occasion. There were proverbs that offered instruction on everything, from loaning money to friends (not a good idea, according to the wisdom of the ages) to making excuses. Marco kept reading.

When his sister finally showed up, Marco didn't even notice. Alicia practically had to shout to get him to look up. Then she was the one who had to wait, somewhat impatiently, while Marco applied for and received a library card so he could check out the book and take it home.

"Come on," said Alicia. "Hurry up. Mom said to make sure we got home in time for dinner."

"Haste makes waste," said Marco calmly as he got into the car and put the key in the ignition.

"What's wrong with you?" Alicia wanted to know.

Marco pointed to the book that lay on the console between them. "Knowledge is power."

"You're crazy," she said.



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"Birds of a feather flock together."

"Whatever. All I know is that if we're late for dinner, Mom's going to be mad."

"A soft answer turns away wrath."

Alicia's only response was to gape at Marco, her mouth slightly open.

Marco himself was surprised by the proverbs popping out of his mouth. The sayings had taken on a life of their own.

At dinner, Marco declined a serving of green beans.

"Marco, you need to eat some vegetables," said his mother.

"Waste not, want not," Marco replied.

When Marco's mother asked him what was new, Marco shrugged and said that there was nothing new under the sun. When Marco's father said that he had hired a new assistant, Marco nodded in approval and said that a new broom swept clean and that two heads were better than one. When his mother said that she had gotten stuck in the development phase of a new project, Marco said sympathetically, "Back to the drawing board." As an afterthought, he cautioned that if she wanted anything done right, she would have to do it herself. Alicia mentioned that she had snagged her favorite sweater on the sharp corner of a desk. Marco told her there was no use in crying over spilt milk. Alicia looked at him as if she had never seen him before. "Be quiet, please." Her tone was anything but polite.

"It takes two to make a quarrel," Marco instructed her.

"I guess it only takes one to act like an idiot," his sister replied. "Stop it!"

"Familiarity breeds contempt," said Marco sadly. "Let's forgive and forget."

"Marco," his father said sternly, "discretion is the better part of valor."

"That's right," said his mother in her strictest voice. "Besides, this is all Greek to me!"

Both of his parents started laughing.

"Laughter is the best medicine," said Marco.

"Oh, well," said Alicia, relenting. "Better to be happy than wise."

"Good one," said Marco, surprised.

Alicia smiled. "If you can't beat them, join them."

042



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**26. Read this sentence from the selection.**

> "Familiarity breeds contempt."

**What does the word *contempt* mean in this sentence from the story?**

**A** alarm

**B** dislike

**C** emotion

**D** confusion

L0042001

**27. What does Marco mean when he says to his sister, "Birds of a feather flock together"?**

**A** If he is crazy, then she must be crazy, too.

**B** She must set a good example for him.

**C** She, not he, is the crazy one.

**D** If she plans to stay out of trouble, they must unite.

L0042007

**28. How does Marco's family react to his use of proverbs?**

**A** His parents are surprised; his sister is upset.

**B** His parents are irritated; his sister is impressed.

**C** His parents are entertained; his sister is annoyed.

**D** His parents are disturbed; his sister is encouraging.

L0042004



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**Read the following story and answer questions 29 through 31.**

# Out of the Woods

There was a strange silence in the woods. As they walked, Gabriel and Marie could hear birds chirping, pine needles crunching under their feet, the snapping of twigs, even the slight thump of the occasional pine cone landing softly.

They had been hiking as part of a project with their natural sciences class, a group that included thirteen other students and two teachers. As the trail became steeper, the others had started to fall behind. Mr. Davis had kept up with Gabriel and Marie most of the way, but had turned around to make sure the others were on the right track. Oblivious to the group, Gabriel and Marie had climbed and climbed as the trail narrowed and twisted and peaked.

"It's the soccer legs," said Gabriel, who was a forward on the varsity team. "I could climb forever."

"You'll be sore tomorrow," said Marie. "I, on the other hand, have the stamina. I'm used to logging miles and miles." Marie ran cross-country.

"Miles of flat land. We'll see who's sore tomorrow."

They thought they had been following a straight course, but when they finally turned back to find the group, they discovered that the trail had actually split.

"Are we lost?" Marie asked.

"How could we be lost? They were all here just a few minutes ago."

The sheer silence, the absence of other human voices, was overwhelming.



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"Let's go back that way." Marie pointed at the trail leading in the opposite direction.

The trail led nowhere. Gabriel and Marie soon found themselves at a precipice, looking down into a canyon. Realizing that they were lost, they panicked. Every snap of a twig was a mountain lion stalking them; every twitch of a branch behind them was a bear getting ready to charge. They ran. They ran wildly, blindly into the forest ahead, slipping on pine needles, leaping over fallen branches, and looking—they later agreed, laughing—like complete idiots.

"You should have seen yourself," said Marie. She mimicked a terrified face.

"Me? You're the one who ran into a tree," said Gabriel.

"I tripped!"

"Okay, you just keep saying that." Gabriel looked around. "We can't be too far from everyone."

"Then why can't we hear them?"

They followed the trail back and began to make their way down the mountain. Surely they could find their way to the beginning of the trail. As they hiked down, the landscape looked unfamiliar. "Hey, this doesn't look right," said Gabriel, stopping. "Look how the trail slopes up again."

"We didn't come this way."

"Let's go back," said Gabriel.

"No, wait. Listen." Both were quiet. They heard a sound, a new sound.

"It's a creek!" The first trail had crossed over a creek!

The sound of water led them to the creek. Following the direction of the running water, they hiked along the creek bed until they reached another trail crossing.

"This is it!"

"I knew we'd find it," said Marie. They jumped the creek and ran down the trail. As the trail widened, they ran even faster, propelled by relief. Nearing the road where the bus was parked, they heard the sounds they had been longing to hear.

"Come on," yelled Gabriel. "Race!"

047



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**29. What is the author's purpose in writing this story?**

**A** to entertain the reader with a lesson about paying attention to the surroundings when hiking

**B** to teach the reader a moral about the importance of listening to your leader

**C** to present factual information about the best places in nature to hike

**D** to give an explanation of what to take when preparing to go for a hike

L0047001

**30. Read this sentence from the story.**

> Every snap of a twig was a mountain lion stalking them; every twitch of a branch behind them was a bear getting ready to charge.

**What does the author convey in the above sentence?**

**A** Although the woods had been strangely silent at first, now they were full of deafening noises.

**B** The strange noises Gabriel and Marie heard were being made by different animals.

**C** Every strange noise they heard was frightening to Gabriel and Marie.

**D** The woods were full of dangerous animals that were stalking Gabriel and Marie.

L0047006

**31. Read this sentence from the story.**

> Nearing the road where the bus was parked, they heard the sounds they had been longing to hear.

**In this sentence, the author is referring to the sounds of—**

**A** the voices of the other hikers.

**B** the water in the creek.

**C** the pine needles crunching under their feet.

**D** the noises of other cars on the road where the bus was parked.

L0047002



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**Read the following poem and answer questions 32 through 34.**

# The Courage That My Mother Had

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;
Now granite in a granite hill.

The golden brooch[1] my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet it is something I could spare.

Oh, if instead she'd left to me
The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.

"The Courage That My Mother Had" by Edna St. Vincent Millay, from *Collected Poems*, Harper Collins. Copyright © 1954, 1982 by Norma Millay Ellis. All rights reserved. Reprinted by permission of Elizabeth Barnett, literary executor.

[1] pin

017



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**32. Which sentence BEST describes the theme of this poem?**

**A** Personal strengths are more important than valuable objects.

**B** Only a daughter can truly relate to her mother's feelings.

**C** Having a golden brooch is better than nothing.

**D** Unlike jewelry, traits such as courage are not valued.

L0017001

**33. Which phrase from the poem creates a tone of sadness and regret?**

**A** "Rock from New England quarried"

**B** "Oh, if instead she'd left to me"

**C** "The golden brooch my mother wore"

**D** "That courage like a rock"

L0017008

**34. Which pair of nouns BEST describes the mood of this poem?**

**A** admiration and longing

**B** distrust and jealousy

**C** awe and amazement

**D** anger and resentment

L0017009



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**Read the following poem and answer questions 35 through 37.**

# *I've Watched . . .*

I've watched the white clouds pantomime
The inner workings of my mind,
Where thought and feeling paint a scene
As if the blue sky were a dream.

I've watched the snow-bogged trees bend down
And shake their coats upon the ground
In order that they may reclaim
A straighter truth from whence they came.

I've watched the congress of the geese
Assemble in a perfect V
In order that they may keep sight
Of one another's path of flight.

I've watched the flood tide turn its head
And slack before the coming ebb
Without want or predilection
Waiting for the moon's direction.

I've watched the ocean lashed by wind,
Make a fool of the fishermen,
Who thought their knowledge of the sea
Ensured them some security.

But all this watching, knows not much,
For what are wind and sea and such,
The V of geese, the bent-down tree,
If nothing more than mystery?

04A



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**35. In this line from the poem, the word *lashed* suggests that the ocean is being—**

> I've watched the ocean lashed by wind,

**A** soothed.

**B** troubled.

**C** sailed.

**D** whipped.

L104A005

**36. According to lines 17–20, the fishermen's knowledge of the sea—**

**A** reflects their love of natural elements.

**B** helps them navigate more effectively.

**C** is greater than their knowledge of the weather.

**D** does not guarantee them safety.

L104A009

**37. What is the theme of the poem?**

**A** Clouds can be a reflection of our thoughts.

**B** Geese assemble in the shape of a V to navigate properly.

**C** Nature remains a mystery, regardless of our observations.

**D** Trees often bend beneath the weight of the snow.

L104A002



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**Read the following drama and answer questions 38 through 41.**

# The School Garden

**Cast:**
**MR. EMERSON**, teacher
**Students in his class**

(***Setting*: *Desert Sky High School, MR. EMERSON'S English class***)

**MR. EMERSON:** (*As he finishes taking attendance.*) Vargas, Warner, and Zuniga. Everyone's here today. That's great, because I have good news! Remember that "Keep America Beautiful" essay contest we entered a few weeks ago that was sponsored by Lakeside Nursery?

(*Class murmurs, acknowledging this.*)

**MR. EMERSON:** We had an entry that came in first place. Raymond won with his essay on recycling! According to the judges, you *all* did very well, and they said it was a tough contest to judge. I'm really proud of you all!

**SARAH:** So, Mr. Emerson, what exactly did Raymond win?

**MR. EMERSON:** Well, since it was someone from *our* class, we will be able to select plants from Lakeside Nursery and plant them on the school grounds.

(*The class groans.*)

**SARAH:** *That's* the prize? Plants for the school?

**MR. EMERSON:** Hey! Think about it. This will be great. We can find a little spot on the school grounds, fix it up with some colorful plants, and we can go there on nice afternoons and read or write in our journals. Plus, it will make the school look nicer. Everyone will enjoy it.

**NATHAN:** So, you're saying that we can attend class *outside*?

**MR. EMERSON:** Sure! I think it would be nice to hold class outdoors now and then.

(*Class begins to show approval.*)

**HECTOR:** Way to go, Raymond!

**RENE:** Yeah, I could use some fresh air about this time of day.

**ALEX:** So could I. But I had some place in mind other than the school grounds. Maybe the skate park!

**MR. EMERSON:** (*Laughing.*) Sorry, not an option, Alex. We're talking about creating a garden, which brings me to my next question: What kind of garden would you like to create?

**JEN:** A rose garden.

**MR. EMERSON:** Rose gardens are nice. Yes, Carolina?

**CAROLINA:** Last week in Mrs. Villareal's biology class we had a botanist come as a guest speaker.

**KARL:** A whatanist?



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**CAROLINA:** A botanist. A scientist who studies plants. Anyway, she said that Xeriscaping™ [1] is a smart way to garden in this desert area.

**KARL:** Now you're *really* confusing me! What's Xeriscaping?

**MAX:** Oh, I know! In our area, that's when you use indigenous plants in your garden.

**KARL:** (*Rolling his eyes.*) Why is it that people always use a complicated word when they're defining another complicated word?

**MR. EMERSON:** Can anyone help Karl and tell him what indigenous means?

**MACY:** (*Thumbing through her dictionary.*) It says here: "existing, growing, or produced naturally in a region or country."

**MR. EMERSON:** Good job, Macy! That's a dictionary point for you. (*Addressing class.*) Why do you think it's a smart way to garden? (*Pauses.*) Yes, Jennifer?

**JENNIFER:** Well, I think indigenous plants would require less watering, and that would save the school time and money.

**MR. EMERSON:** Good point. In fact, Xeriscaping means growing plants with little water. Anything else?

**JAMAL:** If it grows in this region anyway, then it probably would be something that would be compatible with the soil, right?

**MR. EMERSON:** Makes sense. Anyone else?

**JESSIE:** It would probably need less maintenance than something that grows in another region.

**MR. EMERSON:** Very good! I like the idea of Xeriscaping, but I'm also open for other ideas. Anyone?

(*No one responds.*)

**MR. EMERSON:** Okay, then give me a show of hands. Who wants to have a Xeriscape garden?

(*Most of the students raise their hands.*)

**MR. EMERSON:** Okay then, a Xeriscape garden it is. (*Looks at the clock on the wall.*) Now, with the time we have left, why don't we go outside and find a spot for our new garden?

(*The class exits excitedly.*)

03A

[1] **Pronounced ZER-i-scaping**



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**38. Where does the drama take place?**

**A** in an auditorium

**B** in a skate park

**C** outside a school building

**D** in a classroom

L103A003

**39. How is Karl a foil character in the drama?**

**A** He shows a reluctance to agree with the group.

**B** He explains the feelings of the class as a whole.

**C** He asks questions that let other characters teach him.

**D** He reveals thoughts that are mature for one so young.

L103A009

**40. How does the students' attitude about the garden change during the drama?**

**A** from hopeful to disappointed

**B** from unenthusiastic to supportive

**C** from worried to confident

**D** from approving to disapproving

L103A004

**41. Which sentence BEST expresses an important theme in this drama?**

**A** A positive attitude is its own reward.

**B** Friendship helps overcome obstacles.

**C** It is good to give new ideas a chance.

**D** Working toward a goal requires patience.

L103A005



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**Read the passage and answer questions 42 through 45.**

# The Remarkable Paper Cuttings of Hans Christian Andersen

1 Best known as an author of fairy tales, Hans Christian Andersen wrote such children's classics as "The Ugly Duckling," "The Little Mermaid," and "The Emperor's New Clothes." Many people may not be aware, however, that he was also an actor, a singer, and an artist, and that as an artist, he excelled at the unusual craft of paper cutting.

2 Andersen may have begun practicing paper cutting as a young boy in Denmark. It is known that he loved to play with puppets and frequently created clothes for them from scraps of cloth. He also may have helped cut leather for his father, a shoemaker. These practices could have contributed to his proficiency in using scissors to create works of art.

3 Paper cutting was not a well-known craft in Denmark during the 1800s. Some Europeans created silhouettes out of black paper, but Andersen's cuttings were quite different. Andersen usually used white or brightly colored paper. He never drew an outline first but simply snipped away with a design that existed only in his imagination. Sometimes he used a flat piece of paper. Other times he folded the paper, made some cuts, opened the paper, and then refolded it in a different way before cutting again. When at last he unfolded the finished paper cutting, an intricate design could be seen, often incorporating dancers, swans, windmills, storks, and castles. Frequently, the images were bordered by a stage with curtains and fancy decorations.

4 Andersen had many reasons for making his paper cuttings, but the main one was to entertain. Andersen loved to tell his fanciful stories to anyone who would listen. As he spoke, he would take out his scissors and create a remarkable paper cutting to illustrate his words. Audiences remained enthralled as they awaited the end of the tale and the outcome of the mysteriously changing piece of paper. Books, especially those other than instructional, were not very common at the time. People who enjoyed hearing a story purely for the sake of entertainment valued Andersen's unique skill as a storyteller and an artist.

5 Andersen also found that his paper cuttings helped bridge a communication gap between himself and others. Although an awkward and shy man, Andersen still loved an audience. His stories and paper cuttings helped him to communicate when he would have otherwise felt uncomfortable. He loved to travel and always



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took his scissors along. When encountering those who spoke different languages, Andersen found he could always make a connection by demonstrating his beautiful paper creations.

6 The paper cuttings also became unique gifts for friends and family. Sometimes Andersen would paste the cuttings into scrapbooks and present them to the children of relatives. Other times they were given as tokens of appreciation to hosts and hostesses. When his writing brought him fame, these gifts were even more valued.

7 Now more than 100 years old, many of Andersen's delicate paper cuttings still exist in a museum in Denmark devoted to his work. While Andersen will always be remembered for his classic fairy tales, his beautiful works of art also remain for all to enjoy.

02B

**42. What does *delicate* mean as used in the following sentence?**

> Now more than 100 years old, many of Andersen's delicate paper cuttings still exist in a museum in Denmark devoted to his work.

**A** thin
**B** fragile
**C** creative
**D** old

L102B006

**43. Based on the information in the passage, which of the following is MOST likely to happen?**

**A** Andersen's paper cuttings will be preserved for many years.
**B** The museum will replace the paper cuttings with other objects created by Andersen.
**C** Interest in Andersen's books will diminish when people learn about his paper cuttings.
**D** Andersen's paper cuttings will become more treasured than his writings.

L102B003

**44. What is the main purpose of this passage?**

**A** to illustrate the importance of having a variety of skills
**B** to compare entertainment of the past to that of the present
**C** to illustrate how a person used art to overcome shyness
**D** to explore a lesser-known talent of a famous writer

L102B014

**45. Which of the following would make this passage easier to understand?**

**A** a picture of one of Andersen's paper cuttings
**B** an excerpt from one of Andersen's fairy tales
**C** a quote from someone who owns one of Andersen's paper cuttings
**D** an explanation of what inspired Andersen to write fairy tales for children

L102B013



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**Read the following brochure and answer questions 46 through 47.**

# Santa Lucia Scenic Trail

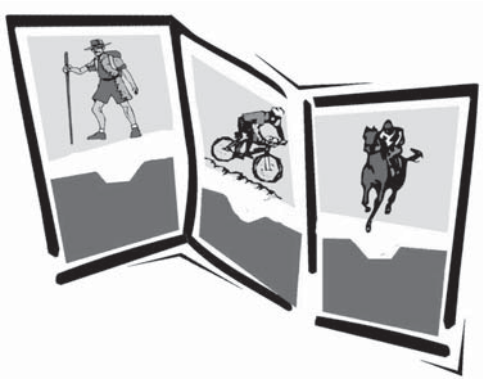
**A Multi-Purpose Trail**

## The Trail

1 The Santa Lucia Scenic Trail is a network of over 50 miles of multi-purpose trails for hikers, runners, walkers, cyclists, and horseback riders. Currently, both paved and unpaved trails wind along the Pacific Coast, where the variety of natural wonders is unsurpassed in beauty. More trails are planned, and they will be built as funds become available.

## The History

2 A combination hiking and biking trail had long been a dream of Carlos Ventura, a lifelong cyclist and resident of San Luis Obispo, California. For years, he was an advocate for more alternative means of transportation, especially recreational bicycle paths. In 1990, paving the way for Ventura's dream, local officials from Cambria and Morro Bay approached the California Department of Natural Resources to acquire an abandoned railroad right-of-way[1] that ran along the California coast, citing the need for an alternative means of transportation. After numerous public hearings and multiple engineering plans, the Federal Highway Administration (FHA) approved the final plan in 1999.



3 With a grant from the FHA, the communities of Cambria and Morro Bay and the California Department of Natural Resources worked together to provide 100% funding for the trail. The first section of the trail was dedicated on August 15, 2001, as a multi-purpose trail for walkers, hikers, runners, cyclists, and horseback riders. That same day, the Santa Lucia Scenic Trail Association (SLSTA) was formed with the following objectives:

- expand and maintain existing trails
- encourage trail etiquette
- educate users so that everyone enjoys a safe visit along the trail

[1]**railroad right-of-way:** a piece of land on which railroad tracks are built



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4 The main trail is a 20-mile, paved multi-purpose trail that runs along the old railroad right-of-way. Two unpaved paths branch off for those who ride horses. More branches of paved and unpaved trails are planned, including trails for cyclists and hikers. Trail maps created by the SLSTA are available at the Welcome Center.

**Trail Etiquette**

5 The SLSTA guidelines have been established to ensure cooperation of multiple users: walkers, hikers, runners, cyclists, and horseback riders. Remember that each user has equal rights to the trail. To ensure these rights, please respect the following trail etiquette:

- Only non-motorized forms of transportation are permitted.*
- Cyclists yield to foot traffic; all users yield to horses.
- Cyclists keep right of the trail, except to pass; announce "on your left" when passing; and move off paved trail when stopped.
- Keep pets on leash and clean up after them.
- Carry out everything that is carried onto the trails.
- Camping is prohibited. Contact park ranger for nearest camping facilities.

**Trail Safety Tips**

6 To ensure a safe visit, users need to assess their limits and abilities before starting out on a trail. Public phones are located at the main entrance and at the end of the trail; however, there are no public phones along the trail (an emergency phone system has not yet been installed). To ensure everyone's safety, please review these tips:

- Tell someone your destination and trail before setting out.
- Wear clothing appropriate for the weather.
- Carry a flashlight and wear reflective clothing before sunrise and after sunset.
- If you are cycling, check equipment, wear a helmet, carry a tire pump, and maintain a safe speed.
- Use caution around horses.

**Problems, Suggestions, Comments**

7 To better serve users, the SLSTA welcomes all helpful comments or suggestions. If you

*Persons using motorized wheelchairs are allowed access to paved trails.



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notice something that needs attention or someone who is acting in an unsafe manner, do not hesitate to contact the Park Ranger. You can also leave a detailed note at the Welcome Center.

8 If you would like to join SLSTA, visit the Welcome Center and sign up. It's free! Plus, you will receive SLSTA's monthly newsletter by e-mail, containing articles by members and SLSTA staff. Paper copies are available for those without access to e-mail.

**Support**

9 There are no admission fees for use of the trails. SLSTA relies on donations to avoid charging trail users. Visit the Welcome Center or write SLSTA, P.O. Box 31, Cambria, CA 90228.

**Emergency**

10 Dial 911 for police.

**Trail Hours**

11 Open daily, dawn to dusk.

01B

**46. The phrase *trail etiquette* suggests that trail users—**

**A** will dress in the appropriate fashion.

**B** might have many choices of trails.

**C** must avoid dangerous maneuvers.

**D** should be considerate of other users.

L101B002

**47. According to the information in the section entitled "Trail Safety Tips," what should hikers do before starting out?**

**A** Always carry a warm jacket.

**B** Use caution around horses.

**C** Learn the location of public phones along the trail.

**D** Inform someone else which trail the hiker will use.

L101B003



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**Read the following article and answer questions 48 through 50.**

# California: A Tribute

You do not have to travel to many other states to realize that California is a world unto itself. This is so widely recognized throughout the world that the state may as well be its own country. The Golden State is complete in itself, with a landscape ranging from desert to mountain to meadow to coastline. Snow-capped mountains rise up majestically before the ocean and golden deserts stretch over vast plains. Fragrant, fruit-scented breezes waft through valleys full of orange groves, apple orchards and vineyards. Pacific Coast Highway, also known as Highway 1, charts a sometimes winding course, edging the rugged, sea-worn cliffs, curving through the mountains, and sailing by smooth beaches, past the white-capped waves of wild surf and the glassy blue waters of the bays. Pastoral scenes of cows grazing in pastures contrast with urban views of skyscrapers and city lights.

California's population is as diverse as its geography, including people from every race and ethnic background. This diversity intensifies the beauty of the state. Music, art, and dance from every country is widely performed in towns and cities throughout the state. Dragons lead parades for the Chinese and Vietnamese New Year celebrations, the music of guitars enlivens Cinco de Mayo festivals, and drumbeats quicken the heartbeat at Brazilian Samba and African dance performances in the parks. Music from summer jazz festivals drift over the communities while symphonies tune up for Bach festivals in the winter. All of these traditions and arts weave together to create an atmosphere of incredible intercultural beauty and richness.

The state's wealth is only increased by its eccentricities and its magic. In a small town north of San Francisco, there is a ranch populated with horses no bigger than large dogs. In the coastal city of Santa Cruz, a favorite tourist attraction is the Mystery Spot, a place where the rules of gravity don't seem to apply and objects actually roll uphill. The Monterey Bay region hosts hordes of regal black and orange Monarch butterflies during their annual migration. Swallows return yearly to San Juan Capistrano, perhaps because, like anyone who has traveled to California, they cannot bear to leave the Golden State forever.



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**48. What does the word *eccentricities* mean in the following sentence?**

> The state's wealth is only increased by its eccentricities and its magic.

**A** unusual characteristics

**B** large population

**C** diverse climate

**D** famous beauty

L0101001

**49. Which of the following lines from the article BEST supports its theme?**

**A** "Fragrant, fruit-scented breezes waft through valleys full of orange groves."

**B** "The state's wealth is only increased by its eccentricities and its magic."

**C** "You do not have to travel to many other states to realize that California is a world unto itself."

**D** "California's population is as diverse as its geography."

L0101009

**50. Which of the following strategies does the author use MOST frequently to describe California?**

**A** imagery

**B** statistics

**C** expert opinion

**D** historical fact

L0101006



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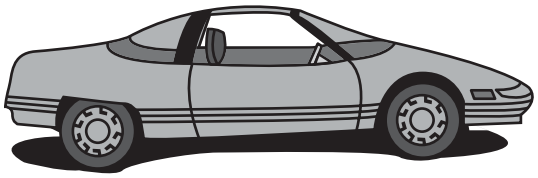
**Read the following article and answer questions 51 through 53.**

# Electric Cars Deserve a Second Look



As the world becomes increasingly populated, it is also becoming alarmingly polluted. We deplete more resources, produce more waste, and cause more cumulative environmental strain than ever before.

Fortunately, there are many ways that you can help counter the negative effects that we impose on the environment. One of these is driving an electric car. This benefits not only the environment, but also individual drivers.

Electric cars produce about 80 percent less pollution than cars with gas-powered motors. In fact, the only reason that electric cars produce any pollution at all is that their electric energy is generated by power plants—electric cars themselves emit no exhaust. When energy comes from large sources such as power plants, it's easier to regulate and monitor, so there's less waste than if the energy is generated by many smaller sources, such as the gas engines in individual cars.

In addition, electric cars are simply more efficient than gas-powered cars for several reasons. First, electric cars have regenerative braking, which means that when you use the brakes in an electric car, the battery has a chance to recharge. Conversely, when you brake in a gas-powered car, you actually *use* energy.

Also, during the production of electric cars, more time and energy is spent making the design lighter and more aerodynamic so that there will be less drag from the wind. This allows them to travel farther using less energy than a gas-powered car would use to go the same distance.

In addition to the environmental benefits of driving electric cars, there are also financial and time-saving benefits for the drivers.

For one, they cost less to maintain. The cost of charging an electric car is about 20 percent of the cost



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of gas, and electric cars require far less maintenance than gas-powered cars. This is due, in part, to the fact that a lot of the things that go wrong with gas-powered cars simply aren't present in electric cars. Electric cars have no cooling system, fan belts, radiators, hoses, or oil—just a battery. There are fewer moving parts overall, so there are fewer potential problems. Also, electric motors have far greater longevity than combustion motors, so after the body of an electric car gives out, the engine can be reused in another body.

Furthermore, the federal government is encouraging electric car use by giving significant rebates for purchasing electric cars, and some states offer additional rebates.

Electric cars can also save people time. While gas-powered cars require visits to a mechanic every few months, the only routine maintenance required by electric cars is replacing the battery every four years. And California, for example, recently passed a law making it legal for drivers of electric cars to use the carpool lanes any time—even if they are driving alone. This makes your trips much quicker and saves a considerable amount of time, especially in rush-hour traffic.

Overall, there are numerous benefits of driving an electric car. It may take a little getting used to, but in the long run, the use of electric cars can help preserve the environment and give people more time and money to be put to better use.

065

**51. Read this sentence from the article.**

> Furthermore, the federal government is encouraging electric car use by giving significant rebates for purchasing electric cars, and some states offer additional rebates.

**What is the meaning of the word *rebates* in the article?**

**A** money returned

**B** tax credits

**C** awards

**D** additional guarantees

L0065003

**52. Read this sentence from the article.**

> We deplete more resources, produce more waste, and cause more cumulative environmental strain than ever before.

**What does the word *deplete* in the article mean?**

**A** store away

**B** use up

**C** own

**D** ruin

L0065005

**53. What is the main purpose of the article?**

**A** to convince readers that their cars are using too much energy

**B** to show how to improve driving

**C** to convince people that electric cars are good

**D** to show how the environment can be saved

L0065001



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**Read the following passage and answer questions 54 and 55.**

# On Screen

The lights go down and flickering images appear on the big screen. Suddenly, the engaging grins of two small boys emerge in black and white. The tow-headed boys are dressed in coveralls and are sitting on a porch with their dusty bare feet propped on a wooden step below them. A long-eared hound lies listlessly at their feet. Catcalls and giggles fill the theater. "Hey, look. It's George and Roy. And there's old Tige snoozin' away at their feet." Applause and more giggles break out in the small movie house in eastern Tennessee.

It is early in the twentieth century, and movie houses are springing up all over the country. During this time, nickelodeons were being replaced by a new industry. The emerging movie houses were given regal names such as the "Majestic," the "Imperial," and the "Plaza." Patrons were happy to pay the price of a movie ticket, usually 10 cents, to see the latest moving picture show. At first, single reels of film were projected onto the big screen. By 1907, multiple reels of film were spliced together and presented as feature films. Early audiences were lured into the movie houses not only by the western feature shown every Saturday but also by the promise of seeing still shots of themselves up on the big screen.

Traveling photographers earned a living, moving from town to town, taking photos of local people—especially children—and nearby scenes of interest to show on the screen of the local movie house. The photographers were paid not only by the movie house owner who knew that local shots would be popular attractions, but they were also paid by the parents for the children's photographs. Eventually, these still shots of local people and places were replaced by newsreels of current news events, such as the world wars in Europe. These newsreels, precursors of the evening news now watched nightly, showed flickering images of real men going off to battle. The reels played before the main feature and were eagerly awaited reports of current events in the world.

The early features shown every Saturday and occasionally during the week were silent films. A local, talented pianist usually sat in the front of the theater supplying a musical backdrop for the action. Chords were pounded out as the western film star Tom Mix rode his horse up to the latest, staged train robbery or as the Keystone Cops investigated another caper.



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Soon, the feature films were no longer silent; recorded sound was now possible, and the feature films were now referred to as "talkies" and became even more popular. The films were all in black and white, with color films not appearing until the late 1930s.

With the invention of air conditioning, movie theaters became cool retreats in the midst of summer's sultriest weather. The Rivoli Theater in New York heavily advertised the cool comfort of the interior, and summer ticket sales soared. Eager patrons slipped in out of the heat and humidity and enjoyed the cooled air and watched the latest feature film.

Today, movie theaters remain cool havens of sight and sound entertainment. Popcorn and sodas are served in every theater—multiplexes showing several different features at once. Missing are the still photographs of local children or scenes. The only remaining clues as to their part in the development of the industry are faded copies of the original photographs now tucked away in dusty family albums.

108

**54. According to the passage, the reason the sound of Tom Mix's horse was accompanied by a piano was because—**

**A** viewers were making too much noise.

**B** the horse made snorting noises that needed to be masked by music.

**C** films were silent since audio technology was not invented then.

**D** Tom Mix preferred pianos to violins.

L0108005

**55. The main idea of this passage is that movies—**

**A** are popular because theaters are air conditioned.

**B** provide audiences with world news.

**C** give parents an opportunity to entertain children.

**D** have been entertaining audiences for many years.

L0108010



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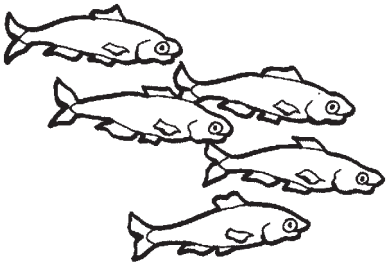
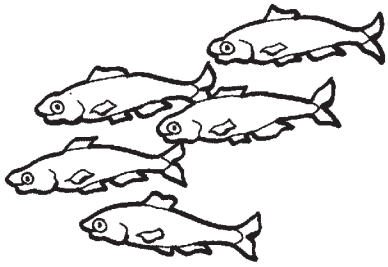
**Read the following passage and answer questions 56 and 57.**



# Seining for Minnows



There was a time when hot summer days brought children outdoors to local creeks and streambeds to seine for minnows. Catching the small, silver fish was a fun, refreshing opportunity to wade in cool, rushing water on a sultry summer's day. Before setting out for the creek in their neighborhood, however, children first had to locate a burlap bag to use for a seine. Girls as well as boys loved this outdoor activity.

Upon reaching the creek bank, the children pulled off their socks and shoes and plunged feet first into the cold, sparkling water. Wading carefully over the pebbly bottom, they looked for the right spot where the minnows flashed. Seining for minnows was easiest if two children worked together. Grasping two corners of the bag, each child would stand in shallow water and slowly lower the bag until it was flat on the bottom of the streambed. Then, standing very still, the children would wait for the dirt and silt to settle and for the fish life in the stream to resume normal activity. The children would bend over and again grasp a corner of the bag in each hand and quickly and smoothly raise the bag straight up, keeping it as level as possible. A flutter and flicker of silver shades would glimmer all over the soaked burlap bag. Dozens of tiny silver fish almost too small to have been seen in the stream would now cover the rough bag. Tiny little fish bodies, startled by being thrust into the open air, would wiggle and turn, seeking an outlet back into the cold, clear water of their creek.

The joy of seining for minnows is that, once caught, the fish are thrown back into the water to continue their natural lives, perhaps to be scooped up by other children and then returned again to their watery home. So the net is swiftly lowered back into the stream, and the small fish swim off. Then the whole process is repeated once more as more minnows are scooped up and then released.

The small silver fish that children call minnows are really any small fish, regardless of species. Fish called *minnows* actually belong to the *cyprindae* family of fish. Members of the *cyprindae* family, including carp and goldfish among several dozen species, can be found in lakes and streams throughout the United States and much of the world.



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Minnows often serve as primary consumers in a streambed, sometimes as bottom feeders to suck up ooze or eat algae. Others, as secondary consumers, ingest zooplankton, crustaceans, insects, worms, and other minnows. Some become food for tertiary consumers, being the prey of birds, mammals, and other fish. Those of a larger size are used as bait for sport fishing. Still others are used as food additives in livestock feeds.

Their role as prey and their use as bait and food additives are not the only dangers that minnows face in the world today. The child with a burlap sack who goes out to seine for minnows on a summer's day now will find fewer glittering fish on the bag when it is lifted out of the stream. The destruction and alteration of the minnows' habitat due to land treatment and watercourse alteration threaten the future of this beautiful, hardy family of fish. If the children of tomorrow are to have the joy of seining for minnows on a hot summer's day, the natural habitats of our lakes and streams must be preserved.

110

**56. What does the word *consumers* mean in the following sentence?**

> Minnows often serve as primary consumers in a streambed, sometimes as bottom feeders to suck up ooze or eat algae.

**A** those who shop

**B** those who eat

**C** those who occupy

**D** those who serve

L0110003

**57. What information supports the idea that minnows play an important role in the food chain?**

**A** Minnows do not eat algae.

**B** Minnows only eat worms and insects.

**C** Birds avoid eating minnows.

**D** Birds and other minnows eat minnows.

L0110007



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**Read the following article and answer questions 58 through 60.**

# Deadly Leaves

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Eventually it was discovered that eucalyptus trees that are less than five years old sometimes generate hydrocyanic acid in their leaves. Taking in small quantities of this acid is fatal to the koala. In their natural habitat, the koalas' senses tell them which eucalyptus trees have dangerous leaves, and they simply move on to other trees until they find leaves that are safe to eat. But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve. Either option was fatal to the trapped koalas.

Fortunately, today's zoos use special tests to distinguish between poisonous eucalyptus leaves and safe ones, and now koalas are eating well and thriving in zoos.

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**58. What does the word *contaminated* mean in the following phrase?**

> But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.

**A** carried with

**B** polished with

**C** poisoned with

**D** grown from

L0103002

**59. What is the purpose of this article?**

**A** to inform

**B** to persuade

**C** to entertain

**D** to express opinion

L0103004

**60. What tone does the author establish in the article?**

**A** critical

**B** hopeful

**C** straightforward

**D** humorous

L0103003



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**Read the following article and answer questions 61 through 63.**

# A One-Woman Campaign

In the territory of Wyoming on September 6, 1870, for the first time anywhere in the United States, women went to the polls to cast their ballots. By 1870, the women's suffrage movement had battled unsuccessfully for 30 years on the East Coast. The big surprise to everyone was that the first victory for women's right to vote occurred in Wyoming, where there had been no public speeches, rallies, or conventions for the women's suffrage movement. Instead, there had been just one remarkable woman: Esther Morris. Her one-woman campaign is a classic example of effective politics. She managed to persuade both rival candidates in a territorial election to promise that, if elected, they would introduce a bill for women's suffrage. She knew that, as long as the winner kept his word, women's suffrage would score a victory in Wyoming. The winning candidate kept his promise to Esther Morris, which led to this historic Wyoming voting event in 1870.

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**61. According to the article, why is it surprising that Wyoming was the first state to allow women to vote?**

**A** Few people knew about formal elections.

**B** There was a small population of women in the state.

**C** The community showed no obvious interest in the issue.

**D** The efforts on the East Coast were moving ahead quickly.

L0116001

**62. Which sentence from the article explains specifically how Esther Morris succeeded in providing the women of Wyoming with the right to vote?**

**A** "The big surprise to everyone was that the first victory for women's right to vote occurred in Wyoming, where there were no public speeches, rallies, or conventions for the women's suffrage movement."

**B** "In the territory of Wyoming in September 6, 1870, for the first time anywhere in the United States, women went to the polls to cast their ballots."

**C** "She managed to persuade both rival candidates in a territorial election to promise that, if elected, they would introduce a bill for women's suffrage."

**D** "She knew that, as long as the winner kept his word, women's suffrage would score a victory in Wyoming."

L0116005

**63. Which statement below BEST illustrates the time sequence of the events in the article?**

**A** It begins in the present and then goes back in time to explain the preceding events.

**B** It begins on September 6, 1870, and then goes back in time to explain the preceding events.

**C** It begins in 1865 and moves to September 6, 1870, and then goes back to 1865.

**D** It all takes place on the same day: September 6, 1870.

L0116008



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**Read the following article and answer questions 64 through 66.**

# On Becoming a Falconer

Falconry, an ancient sport popular in the days of medieval royalty and jousting tournaments, is still practiced by dedicated enthusiasts around the world. Falconers work with predatory birds ranging from expert fliers, like the peregrine falcon, to less spectacular hawks, such as the redtail. Regardless of the species, training is the most important part of falconry. But it can be frustrating; so, you must be very patient.

The first step in training your falcon is to establish her trust in you. Initially, the falcon won't allow you near—she will "bate," or beat her wings wildly, as you approach. But gradually you will coax her to fly to you by offering food. The proud and cautious bird will be reluctant to fly to your hand, but she will want the food there and she will move back and forth on her perch, stamping her feet. Suddenly she will leave her perch. She may land on your hand and bate off right away, frightened by her own bravery at first. Sooner or later, however, she will return to feed, and that will be her first careful step toward accepting you.

Why do falconers love this sport? To understand falconry, you must understand the special nature of the bond that forms between the falconer and the bird. The wild behavior and skills of the falcon are treasured by the falconer. The reward in working with a trained falcon is the companionship of a creature that can choose at any time to disappear over the horizon forever. You can join the honored tradition of falconers if you have patience and respect for wild creatures.

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**64. What does the phrase *disappear over the horizon* mean in the following sentence?**

> The reward in working with a trained falcon is the companionship of creatures that can choose at any time to disappear over the horizon forever.

**A** return to the falconer

**B** abandon the falconer

**C** go behind some trees

**D** fly very high

L0113002

**65. According to the article, which of the following summarizes the main reason modern falconers love their sport?**

**A** It allows them to work with a creature that is normally wild.

**B** It was popular among royalty of the Middle Ages.

**C** The falcon bates the falconer.

**D** They like the reward money from the sport.

L0113001

**66. Which of the following MOST accurately indicates the author's attitude toward the sport of falconry?**

**A** It is not suited to modern times.

**B** It can be frustrating.

**C** It is best to work with a peregrine falcon.

**D** It is a rewarding experience.

L0113004



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**Read the following articles and answer questions 67 through 71.**

# Pro and Con on Vitamin Supplements

**Pro: The Key to a Long and Healthy Life**

No medical breakthrough means so much, to so many people, as the discovery of the role of nutrition in human health and longevity. Numerous scientific studies have shown that specific nutrients hold the key to a strong heart and cardiovascular system, a healthy immune system, a normal nervous system, and more. They can help prevent cancer, loss of memory and vision, physical and mental defects in newborns, and degeneration of health in seniors. Vitamins and minerals are essential to the healthy function of every system within our bodies; without them we would not have the energy to perform even the simplest daily task. Perhaps the most important part of any healthy diet, therefore, is a nutritional supplement. The simple "vitamin"—a comprehensive formula of high-quality, high-potency vitamins and minerals—is a sure source of nutrition that can lead to better health, a longer life, and a better quality of life for years to come.

Those who recommend against a daily supplement, relying on a balanced diet instead, are unrealistic and uninformed. Few people consume the right amounts or types of foods to meet the recommended daily intake of vitamins and minerals. To get a full day's supply of calcium, for example, you'd have to consume 1 cup of milk, PLUS 1 cup of chopped broccoli, PLUS one cup of navy beans, PLUS one cup of plain yogurt, PLUS four ounces of canned pink salmon.

The U.S. Department of Agriculture's (USDA's) Food Guide Pyramid recommends eating 2-3 servings each of meats and dairy products, 2-4 servings of fruits, 3-5 servings of vegetables, and 6-11 servings of breads, cereals, rice, and other grains every day. Most people don't meet those guidelines. Some groups in particular, such as senior citizens, find it hard to squeeze that many servings into their daily diets. In a special food guide pyramid modified to address the needs of older Americans, the Tufts University USDA Human Nutrition Research Center specifically recommends supplements of calcium, vitamin D, and vitamin B12—vitamins many older adults find difficult to get in adequate amounts from food alone.



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Even people who get the recommended number of servings may not get the nutrition they expect. In this world of fast and processed food, little nutritive value is left in the food we eat. On top of that, many essential nutrients, such as vitamin C and the energy-producing B vitamins, are water-soluble. Because they are not stored in the body, adequate amounts must be consumed every single day. A supplement is like nutritional insurance. It fills the nutritional gap between the foods you eat and the amount you need. But even if you could meet the recommended daily values for every nutrient every day, would that be enough for vibrant good health? Probably not. Scientific studies show that some vitamins and minerals can fight the aging process and strengthen your immune system—but only at levels far higher than the recommended daily value. Only through supplementation can you regularly and reliably get the high potencies needed for optimal good health.

Today, good nutrition is as close as the grocery store shelf. Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

---

**Con: Danger in Disguise**

Today, we know that the role of vitamins and minerals goes well beyond the prevention of deficiency diseases, such as scurvy, to actually preventing cancer and heart disease, the most fearsome and ferocious killers of our time. With this knowledge has come the widespread call for nutritional supplementation—and a confusing array of vitamin, mineral, and herbal supplements lining the supermarket shelves.

Far from contributing to better health, however, nutritional supplements threaten to turn a scientific breakthrough into a nutritional disaster.

Promoters of vitamins and minerals—especially the antioxidant vitamins A, C, and E—would have consumers believe that the little vitamin pill in the bottle is all they need for good health. Take your vitamins in the morning, and you're covered. It's okay to eat fast food for the rest of the day or skip meals to achieve today's fashionably skinny look. But vitamins and minerals are only one part of the nutritional puzzle. A diet rich in fiber and balanced in carbohydrates and protein is essential for good health. You can't get these things from a nutritional supplement. The focus on vitamin and mineral supplements may actually be robbing us of the full nutrition we seek.



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And no supplement can compare to the quality of nutrition found in natural sources. For example, our bodies convert carotenes from plant foods into vitamin A. Many supplements contain a single carotene, beta-carotene. Natural sources are rich in many different carotenes, many of which are much more potent antioxidants than beta-carotene. Many supplements contain a synthetic form of vitamin E, when natural vitamin E is more readily absorbed and used by the body. And science is still discovering the wealth of nutrients in foods, including oligomeric proanthocyanidins (OPCs) found in grapes. These antioxidants are up to 50 times more powerful than vitamin E and are efficiently used by the body.

You'd be hard-pressed to find a supplement as nutritionally comprehensive and potent as a balanced diet. Even if you could, you'd pay much more than if you got the same nutritional value from natural sources.

But perhaps the greatest danger presented by nutritional supplements comes from the very real risks presented by self-medication. Anyone can walk into the market and buy as many different supplements as desired. The reported benefits of high dosages of certain nutrients have led some people to believe that the more the better. Many take several vitamin and mineral supplements without regard to total intake or possible interactions.

High-dose supplements of vitamin A can cause toxicity, leading to bone fractures, joint pain, liver failure, and other significant symptoms. Excess vitamin D can result in kidney damage. Too much vitamin K can interfere with anti-clotting medications. Because these fat-soluble vitamins can be stored in the body, where excess amounts can build up to dangerous levels, experts recommend supplementation only with a doctor's supervision.

Surprising new research suggests that vitamin C pills may speed up hardening of the arteries, the underlying cause of heart attacks and strokes. Researchers said their findings support the recommendations of health organizations, which urge people to avoid high doses of supplements and to get their nutrients from food instead.

As appealing as they're made to sound, nutritional supplements are danger in disguise. If you're looking for good health, don't look on the supplement shelves of your supermarket. Look in the produce section instead.

078



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**67. Read this sentence from the first article.**

> A supplement is like nutritional insurance.

**What does the author mean by comparing the use of supplements to insurance?**

**A** Like nutritional supplements, insurance is necessary in order to maintain good health.

**B** Having insurance and using supplements will keep bad health away.

**C** Both insurance and vitamins are important in curing health problems.

**D** Like insurance, the nutritional value of supplements will be available when you need it.

L0078005

**68. Read this sentence from the first article.**

> Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

**What does the sentence mean?**

**A** Helping others means encouraging them to take vitamins and minerals.

**B** A large helping of vitamins and minerals is necessary for good health.

**C** Taking vitamins and minerals is one way that people may help themselves.

**D** Taking vitamins and minerals regularly will have a positive effect on a person's health.

L0078002

**69. Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to—**

**A** eat fruits and vegetables.

**B** begin an exercise program.

**C** skip meals when necessary.

**D** limit the intake of protein.

L0078010

**70. What information supports the idea that vitamin supplements are potentially dangerous?**

**A** Supplements are usually available in powder, tablet, and liquid form.

**B** People might accidentally take supplements that interfere with medications.

**C** Supplements may play a large role in disease prevention.

**D** People tend to be too cautious when using supplements.

L0078009

**71. Based on the second article, which of these statements is true?**

**A** Vitamin supplements provide adequate carotenes for the human body.

**B** A mineral supplement may be as full of nutrients as a balanced diet.

**C** Vitamin supplements are less valuable than eating a variety of healthy foods.

**D** A surplus of vitamin supplements can be beneficial to some people.

L0078008



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**Read the following document and answer questions 72 through 78.**

# HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.

Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on

the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary.

Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 *(tippy5)* or the name of your math teacher in room 118 *(118-Thompson)*. You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be *(TsisSaI)* or *(Tsis-SaI)*.

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the



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number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

65B

**BAD PASSWORDS:**

**782-8973** (phone number)
**Butch** (nickname)
**LittleBoPeep** (storybook character)
**12-11-86** (birth date)
**dejavu** (foreign phrase)
**leahcim** (name spelled backwards)
**QQQQQQ** (repeated letter)
**XyzXyzXyz** (repeated pattern of letters)

**GOOD PASSWORDS:**

**NYTXvincent** (best friend in first grade preceded by state of birth and current state of residence)
**delygd** (first letters of coach's favorite saying: Don't ever let your guard down.)
**ofcmgr98** (mother's abbreviated job title - Office Manager - in 1998)

**72. According to the document, what should you do FIRST before choosing a password?**

**A** determine what type of password must be used

**B** think of something memorable from your past

**C** decide where to store the information to keep it safe

**D** change your password about every three months

L165B005

**73. The two boxes included at the end of the document illustrate information that is primarily found in which two paragraphs?**

**A** 1 and 2

**B** 3 and 4

**C** 5 and 6

**D** 6 and 7

L165B004



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**74. According to the two boxes at the end of the document, which of these would be the BEST password?**

**A** date of a wedding anniversary

**B** your family nickname

**C** the same number, repeated five times

**D** the first letters in the title of your favorite book

L165B009

**75. Based on information in the document, which statement about passwords is accurate?**

**A** Computer programs cannot be protected by passwords.

**B** Passwords may not be used as a security measure in the future.

**C** People only need to use one password for different systems.

**D** Bad passwords could give access to unauthorized individuals.

L165B006

**76. Which sentence from the document BEST summarizes the author's main point?**

**A** It is best to have different passwords for each system.

**B** Before you can choose a password, however, you must know the prerequisites for the password.

**C** Your password should be something you can easily remember but something impossible for anyone else to decode or guess.

**D** Some authorities suggest changing passwords every three months.

L165B002

**77. What suggestion does the document provide about writing down passwords?**

**A** Write it down often so you don't forget your password.

**B** Disguise your password when you write it down.

**C** Do not let people know your password.

**D** Change your password frequently when you write it down.

L165B014

**78. Based on information in the two boxes at the end of the document, *lkjlkj* would be a bad choice for a password because it—**

**A** is someone's initials.

**B** stands for a favorite saying.

**C** is a repeated pattern of letters.

**D** is an abbreviation of a familiar name.

L165B012



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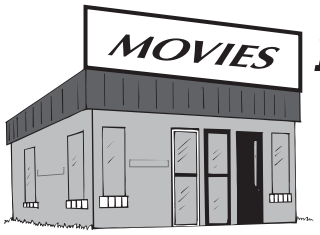
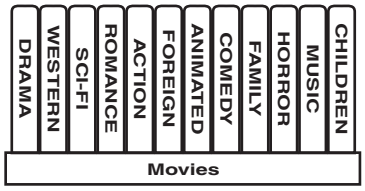
**Read the following manual and answer questions 79 through 81.**




# Main Street Movies Employee Manual: Organizing Videos




In order to help customers find what they want quickly and to keep track of inventory, it's important to keep the thousands of titles in the Main Street Movies store organized properly. This section of the *Employee Manual* will tell you how to organize videos so that customers will always be able to find them. It will also help you familiarize yourself with the store layout, so that you can help a customer find a particular film or a particular genre of film.

Each Main Street Movies store has three main sections:

1. New Releases Wall
2. Film Library
3. Video Games

**New Releases Wall**. Almost 70 percent of movie rentals are new releases, and that is the first place that most customers go when they enter the store. The center section of shelves on this wall holds **Hottest Hits**. When new titles come into the store (about 40 per month), place them on this wall in alphabetical order.

After 30 days, move the Hottest Hits titles to the shelves on either side, again in alphabetical order. The shelves flanking Hottest Hits are called **Recent Releases**. Titles stay on the Recent Releases shelves eight to ten months before being moved to Film Library shelves. The New Releases Wall, including the Hottest Hits and Recent Releases shelves, holds about 350 titles.

**Film Library**. The thousands of titles in the Film Library are organized into categories (genres). The films within each category are displayed alphabetically. Here are the categories and their two-letter computer codes:



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| | | | | | |
|---|---|---|---|---|---|
| **AC** | **Action** | **FA** | **Family** | **SC** | **Science Fiction** |
| **CH** | **Children** | **FL** | **Foreign Language*** | **SI** | **Special Interest** |
| **CL** | **Classics** | **FO** | **Foreign** | **WE** | **Western** |
| **CO** | **Comedy** | **HO** | **Horror** | | |
| **DR** | **Drama** | **MU** | **Music** | | |

*Foreign Language titles include films that were originally made in a foreign language, films that have been dubbed into a foreign language, and films with foreign language subtitles. A sticker on the back of each box specifies which type of film it is.

Special Interest includes these sub-categories:

| | | | | | |
|---|---|---|---|---|---|
| **AN** | **Animation** | **IN** | **Instruction** | **SP** | **Sports** |
| **DO** | **Documentaries** | **RE** | **Religion** | **TR** | **Travel** |
| **EX** | **Exercise** | | | | |

**Video Games.** Main Street Movies carries games for Super Nintendo, Sony PlayStation, and Nintendo 64 game systems. Games for all three systems are arranged together, in alphabetical order.

Although video games represent only a small percentage of our inventory, they are shoplifted more often than any other type of merchandise in our store. Therefore, video games are *never* displayed on the shelves. Shelves in the Video Game section of Main Street Movies hold cardboard plaques with pictures and information about each game. When a customer wants to rent a particular game, he or she will bring you the plaque. You then retrieve the game from the locked case behind the counter, rent it to the customer, and file the cardboard plaque in the "Video Game Rentals" box. When the game is returned, put the plaque back on the appropriate shelf so that it is available for another customer.

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**79. What is the order in which new movies are moved through the store?**

**A** from Hottest Hits to Film Library to Recent Releases

**B** from Film Library to Hottest Hits to Recent Releases

**C** from Hottest Hits to Recent Releases to Film Library

**D** from Recent Releases to Film Library to Hottest Hits

L0077001

**80. Which of the following is NOT a subcategory of Special Interest?**

**A** animation

**B** exercise

**C** religion

**D** western

L0077002

**81. A customer wants to know if a Foreign Language video has subtitles. Based upon the manual, what is the best way to find this information?**

**A** Look at the back of the box.

**B** Check the computer.

**C** Ask an employee.

**D** Watch a few minutes of the film.

L0077004



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**Read the following document and answer questions 82 through 85.**

# Staff Responsibilities

**Greeter**

Your job as restaurant greeter requires that you greet every guest graciously and promptly. Upon greeting our early Sunset diners*, be sure to provide them with the regular dinner menu as well as the special Sunset menu. In addition, every evening the chef posts daily specials on the chalkboard at the entrance. Be sure to remind the customers of those dishes too, although those are not eligible for the early Sunset dinner price. (Diners who are seated after the early Sunset period should not receive the special Sunset menu.)

You will be working with a team of three additional members: the person who sets the table and provides the water and place settings (in some restaurants referred to as the busboy or busgirl), the waiter/waitress who actually takes each order to the exact specification of each diner, and the cashier who will accept the diners' payments upon their way out the door after dining. Your job is to ensure that the diners feel welcomed, informed, and served pleasantly in every possible way. For example, if their coats are draped across the back of their chairs, creating a potential floor hazard, please suggest that you would be happy to hang them in the closet at the rear of the restaurant.

Our goal is satisfied, happy customers who will return to visit us again and will recommend our establishment to their friends. Each employee plays an important role in ensuring that our goal is met. If you smile, greet diners pleasantly, seat them as soon as possible, and provide them with the full range of dinner options, you should have every reason to believe that you have done your job well.

When customers have been unhappy in the past with the quality of service by the person who filled your position, it was generally because of one of the following reasons:

- Customers were left standing in the foyer as the entry greeter continued a personal phone call ignoring them.
- Customers were not told of their eligibility or ineligibility for the early Sunset dinner.
- Customers' seating preferences were not honored.

---

* Early Sunset definition: a choice from one of five set-price, three-course meals available to diners seated before 6:00 p.m., Monday through Friday. Note: One of those choices is always vegetarian.

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**82. What is the purpose of this document?**

**A** to notify customers of Sunset dinner rules

**B** to describe the layout of the restaurant and kitchen

**C** to explain the duties of the greeter

**D** to make new employees aware of meal prices

L0059001

**83. The document provides the MOST information on—**

**A** how to satisfy diners.

**B** how to get along with coworkers.

**C** the restaurant's special offers.

**D** the restaurant's payment policy.

L0059002

**84. Read this sentence from the document.**

> Your job as a restaurant greeter requires that you greet each guest graciously and promptly.

**According to this sentence, what must greeters do?**

**A** Welcome customers warmly as they arrive.

**B** Quickly list the specials for the customers.

**C** Ask the customers what they would like to drink.

**D** Seat customers as soon as possible.

L0059004

**85. The document provides the LEAST information on—**

**A** Sunset specials.

**B** food preparation.

**C** greeter responsibilites.

**D** customer dissatisfaction.

L0059003



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**Read the following brochure and answer questions 86 through 89.**

# Pet Hospital

Being a volunteer pet-aide in the Community Pet Hospital should be lots of fun! You were selected among many other applicants; so, you should feel proud that we recognize that you have something special to offer—a passion for helping pets in need. We also hope that over your eight-week assignment with us you will develop useful skills that will serve you well when you seek employment in the future. Who knows? Perhaps you will want to become a veterinarian too someday!

The pets who come to Community Pet Hospital are experiencing some level of illness, injury, or behavioral distress. Since we limit our practice to reptiles and birds, we can somewhat predict the activity in our waiting room on a typical day.

Frankly, we have more problems with pet owners than with the pets themselves. You will notice that we have signs prominently hanging around the office asking that owners should not release their pets from their pens or cages while in the office. Yet, nearly every day some owner will permit his or her pet to crawl or fly about the office anyway. As a volunteer pet-aide, we ask you to discourage owners from this practice. But if and when it happens, we appreciate your assistance in helping to retrieve the escaped pet.

When pets and their owners are being seated, we ask your assistance in separating, when possible, the birds from the reptiles. This can help prevent a noisy, distressing climate in the waiting room. Also, it is our experience that small birds need separation from large birds who tend to be aggressive and dominate the "chatter."

While we only have a few snakes in our practice, their visits can provoke upsetting responses in the waiting room. Both pets and owners seem to respond poorly to the presence of snakes in the waiting room, even if they are caged. So our receptionist tries very hard to arrange snake appointments at the end of the day when most of our other patients have been seen and are gone.



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## *Reading*

We encourage your interest in every pet that comes through the door! However, there are a few basic rules in engaging with any pet patient that are essential for you to apply at all times:

1. The pet owner should be politely asked first if it is acceptable to interact with his or her pet.
2. Don't assume that a pet wants to interact with anyone except his or her owner. You may like the pet but it may not like you (or anyone else).
3. Refrain from physically handling any pet except as absolutely necessary. Pets who come to us are in distress, so additional handling by strangers may exacerbate their fragile condition.
4. Pets in distress may lash out in self-defense and could injure you with a bite or a painful scratch.
5. Excessive attention paid to one pet may make an owner of another pet somewhat jealous on the other side of the room.
6. Sometimes it seems that paying attention to a pet causes an owner to feel it is all right to open the pen or cage in order to demonstrate pet tricks. We don't want that!
7. In the event you do handle any pet in any way, immediately wash your hands well with disinfectant soap in the washroom. *Absolutely never* touch one pet immediately after handling another unless your hands are thoroughly cleaned between interactions.

Helping a pet in distress and its owner is a very rewarding experience. We're sure you will come to feel the satisfaction of your contributions to the harmony of our waiting room here at the Community Pet Hospital.

132



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**86. What does *retrieve* mean as used in the following sentence?**

> But if and when it happens, we appreciate your assistance in helping to retrieve the escaped pet.

**A** help take care of the pet

**B** help the owners take care of the pet

**C** help the pet escape and leave the office

**D** help catch the pet and put it back into its cage

L0132009

**87. Which of the following is NOT a correct rewording of the following sentence?**

> Additional handling by strangers may exacerbate its fragile condition.

**A** A stranger handling a pet may worsen its condition.

**B** A stranger handling a pet may improve its condition.

**C** A stranger handling a pet may intensify its condition.

**D** A stranger handling a pet may aggravate its condition.

L0132011

**88. The main purpose of this brochure is—**

**A** to explain to veterinarians how to care for hurt animals.

**B** to explain to pet owners how to care for reptiles and birds.

**C** to explain why pet owners should use the Community Pet Hospital.

**D** to explain how volunteers should interact with pet patients and their owners.

L0132001

**89. Which of the following is NOT discussed in this brochure?**

**A** how snake appointments are made by the receptionist

**B** how to release pets from their pens or cages while in the office

**C** why small birds need separating from large birds

**D** why the hospital can predict the activity in the waiting room on a typical day

L0132004



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**Read the story and answer questions 90 through 93.**

# Housepainting

**By Lan Samantha Chang**

1 The day before my sister brought her boyfriend home, we had a family conference over fried rice and chicken noodle soup.

2 "This is the problem," my mother said. "The thistles are overpowering our mailbox." She looked at my father. "Could you do something about them before Frances and Wei get here?"

3 My father grunted from behind his soup. He drank his soup Chinese-style, with the bowl raised to his mouth. "Frances won't care about the thistles," he said. "She thinks only about coming home."

4 "But what about Wei?" my mother said. "This isn't his home. To him it's just a house that hasn't been painted in ten years. With weeds." She scowled. To her the weeds were a matter of honor. Although Wei had been dating my sister for four years and had visited us three times, he was technically a stranger and subject to the rules of "saving face."

5 My father slurped. "Frances is a *xiaoxun* daughter," he said. "She wants to see family, not our lawn. Wei is a good *xiaoxun* boy. He wants Frances to see her family; he doesn't care about the lawn."

6 *Xiaoxun* means "filial," or "dutiful to one's parents."

7 I was almost to the bottom of my bowl of rice when I noticed my parents were looking at me. Oh," I said. "Okay, I'll do it."

8 "Thank you, Annie," said my mother.

9 The next afternoon I went to work on the weeds. My father loved Wei and Frances, but he hated yard work. . . .

10 It was a beautiful midwestern afternoon, sunny and dry, with small white clouds high up against a bright blue sky. I wore a pair of my father's old gloves to pull the thistles but kicked off my sandals, curled my toes around the hot reassuring dirt. Inside the house, my mother napped with the air conditioner humming in the window. My father sat in front of the television, rereading the Chinese newspaper from New York that my parents always snatched out of the mail as if they were receiving news of the emperor from a



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faraway province. I felt an invisible hand hovering over our blue house, making sure everything stayed the same.

11 I was hacking at a milky dandelion root when I heard an engine idling. A small brown car, loaded down with boxes and luggage, turned laboriously into the driveway. Through the open window I heard a scrape as my father pushed aside his footrest. My mother's window shade snapped up and she peered outside, one hand on her tousled hair. I rose to meet the car, conscious of my dirt-stained feet, sweaty glasses, and muddy gardening gloves.

12 "Annie!" Frances shouted from the rolled-down window. She half-emerged from the car and shouted my name again.

13 "Wow," I said. "You guys are early. I thought you wouldn't get here until five o'clock."

14 "That was the plan," said Wei, "but your sister here was so excited about getting home that I begged off from call a few hours early." He grinned. He was always showing off about how well he knew my sister. But other than that he had very few defects, even to my critical thirteen-year-old mind. He was medium-sized and steady, with a broad, cheerful dark face and one gold-rimmed tooth.

15 My mother and father rushed out the front door and let it slam.

16 "Hi, Frances!" they said. "Hi, Wei!" I could tell my mother had stopped to comb her hair and put on lipstick.

17 We stood blinking foolishly in the sunlight as Wei and Frances got out of the car. My family does not hug. It is one of the few traditions that both my parents have preserved from China's pre-Revolutionary times.

18 Frances came and stood in front of my mother. "Let me look at you," my mother said. Her gaze ran over my sister in a way that made me feel knobby and extraneous.

19 Frances was as beautiful as ever. She did not look like she had been sitting in a car all day. Her white shorts and her flowered shirt were fresh, and her long black hair rippled gently when she moved her head. Wei stared transfixed, waiting for her to turn to talk to him, but she did not.

20 Still facing my mother, Frances said, "Wei, could you get the stuff from the car?"



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21 "I'll help you!" my father said. He walked around the back of the car and stood awkwardly aside to let Wei open the trunk. "So, how is medical school?" I heard him ask. They leaned into the trunk, their conversation muffled by the hood. I looked at their matching shorts, shirts, brown arms and sturdy legs. When Wei came to visit, my father always acted like a caged animal that has been let outside to play with another of its kind.

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29E

**90. How does Annie's father feel when Wei and Frances arrive?**

**A** sad

**B** excited

**C** stubborn

**D** threatened

L229E009

**91. What motivates Annie to offer to do the weeding?**

**A** She thought her father might become ill if he did the weeding.

**B** She wanted the house to look nice when Frances and Wei arrived.

**C** Her parents looked at her as if they wanted her to do it.

**D** Her parents were arguing about who would do the weeding, so she volunteered.

L229E006



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**92. From whose point of view is the action in this story seen?**

**A** Annie's

**B** Father's

**C** Frances's

**D** Mother's

L229E013

**93. How might the author's background be reflected in the story?**

**A** The story shows why the author became a writer.

**B** The story shows that the author had a brother and a sister.

**C** The story describes how the author developed her skills as a gardener.

**D** The story demonstrates an understanding of traditional Chinese customs.

L229E014



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## *Reading*

**Read the following story and answer questions 94 through 98.**

# The Art of the Sandwich

1 Roland couldn't believe he was working on such a beautiful Saturday morning. He could be finishing his painting for art class, and he had the perfect idea for the colors in the background. "Besides, I know nothing about catering," he thought. But his best friend Brandon needed him, and Roland needed the job to buy more art supplies.

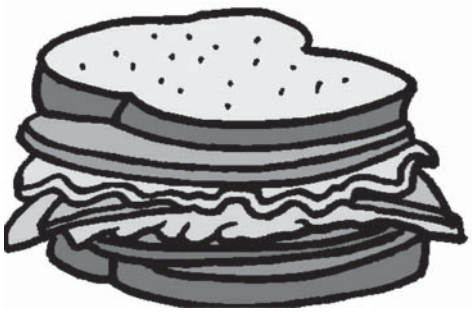
2 Roland knocked on the front door of a one-story house in a busy city neighborhood. Immediately, a voice answered, "Come on in, Brandon." Inside, he found a man unloading fruits, vegetables, bread, and all sorts of fresh food onto a long table that took up half the space in the narrow galley kitchen.

3 "Finish unloading," said the man, turning, then . . . "oh, I thought you were Brandon."

4 "I'm Roland. Brandon tried to reach you last night. He's got a bad cold, and he sent me to help you set up. Hey, aren't you Mr. Sugimoto, the high school cook?"

5 "Yes, and you're Brandon's art friend, the painter. Right?"

6 Roland nodded, and Mr. Sugimoto offered his hand. "Welcome to Sam Sugimoto's Catering, my weekend job. During the week, I'm better known as Benton High School's head chef! So, can you cook?"



7 Roland wondered if instant macaroni and cheese and peanut butter sandwiches counted. "Not really. But I can carry stuff and help out."

8 Mr. Sugimoto glanced at the food on the table, the boxes, and then at his watch. "I've got to make the *hors d'oeuvres*, pick up the entreés, and put the finishing touches on the dessert." He rubbed his chin, thinking. "How good are you at art?"

9 "It's my favorite subject in school. If I go to college, I might. . . ."

10 "I can't wait that long. Let's see how good you are *now*." Mr. Sugimoto cleared a space on the table: a small garden of vegetables on one side, bread on the opposite side, meats and various jars of condiments at the top. In the middle, he placed a two-foot-wide silver serving platter. "I'll get started on the main course. Your job is to fill this platter with *hors d'oeuvres*."

11 Roland blinked. "Or-whats?"



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12 "Or-DURVS. It's French. It means little sandwiches or snacks, the kind people pick up and eat with their fingers."

13 "But I've never made them or even seen them."

14 "Think of them as *artistic* little sandwiches," said Mr. Sugimoto. "I'm catering my nephew's cast party for *A Midsummer Night's Dream*. He's one of the stars. Of course, he wouldn't know an *hors d'oeuvre* from a burger."

15 Roland shook his head. "Mr. Sugimoto, I don't think I can . . ."

16 "Nonsense. You're an artist, and you like food. Use your imagination and your taste buds; that's what the great chefs do. I'll show you a sample." Mr. Sugimoto found some large cookie cutters and opened a bag of sandwich bread. He removed two slices and made an ordinary sandwich with a ham spread, then another sandwich with cheese spread. He trimmed off the crust and used a star-shaped cookie cutter to cut out two star shapes. Then he took an olive and a toothpick and garnished the tops, giving the sandwich shapes an appealing look.

17 "Your turn," said Mr. Sugimoto. "I've got to run out to pick up the entrees. I'll be back in a little while."

18 Before Roland could protest, Mr. Sugimoto had left the kitchen. Roland stared at the combination of ingredients before him, his artistic appetite whetted by the possibility of creating food that was not only good to eat but pleasing to look at. He surveyed the array of supplies, and closed his eyes, imagining the results. Then he grabbed two slices of bread and a jar of mayonnaise and went to work.

19 Before long, Roland had assembled more than thirty tiny sandwiches, with different colorful fillings and shapes: crescents of whole wheat with yellow egg salad, circles of sourdough with roast beef and red tomato slices, and diamond-shaped dark rye turkey miniatures. He created French bread fans with cream cheese and green sprouts, along with cucumber sandwiches on delicate white triangles of bread. Some he topped with black or green olives, some with tiny cherry tomato wedges, and some with sprigs of fresh dill or parsley. He was in the process of layering the sandwiches in tiers on the tray when Mr. Sugimoto reappeared and stared at the display for several moments. Roland wondered if the caterer's intense gaze was from dismay or delight.

20 "Is that a three-dimensional star you're making on the tray?"

21 "Yeah," began Roland, "but if you don't like it, I can change it. I just thought with your nephew being one of the stars and all . . ."

22 Mr. Sugimoto's eyes widened and a smile creased his face. "You've done a fantastic job—such



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variety and intriguing color combinations! You really do have an artistic eye."

23 Roland added the final sandwich to the top tier and stepped back for a look. It felt like the final brush stroke to a painting, and he couldn't contain his smile.

24 "Next week I have a much bigger dinner party, an awards banquet for teachers," Mr. Sugimoto said. "I could use a few platters—just like these. Are you interested in a job—as Assistant Chef?"

25 "Me . . . Assistant Chef?" Roland looked at his star creation again. Already a dozen ideas for *hors d'oeuvres* appeared in his mind, including a design for a huge apple. The title had such a distinctive sound, that he couldn't help repeating it, "Assistant Chef." He would be able to buy his paints and have a job creating art. Who'd have thought there was an art to food preparation? "Sure, why not!"

59A

**94. What is the meaning of the word *array* as used in paragraph 18 of the story?**

**A** collection

**B** disorder

**C** duplication

**D** scarcity

L159A001

**95. Which sentence from the story contains an example of a simile?**

**A** Roland nodded, and Mr. Sugimoto offered his hand.

**B** "Of course, he wouldn't know an *hors d'oeuvre* from a burger."

**C** Mr. Sugimoto's eyes widened and a smile creased his face.

**D** It felt like the final brush stroke to a painting, and he couldn't contain his smile.

L159A012

**96. Which of Roland's characteristics is emphasized by the following sentence from the story?**

> But his best friend Brandon needed him, and Roland needed the job to buy more art supplies.

**A** his confidence

**B** his insensitivity

**C** his reliability

**D** his stubbornness

L159A016



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**97. What effect is created by the repetition of *Assistant Chef* in the last paragraph?**

**A** It shows that Roland likes the title.

**B** It indicates that Mr. Sugimoto has not heard Roland.

**C** It suggests that Roland has doubts about his abilities.

**D** It emphasizes that Roland thinks he is not sufficiently appreciated.

L159A014

**98. In "The Art of the Sandwich," the author's purpose is to—**

**A** explain how someone can get into the catering business.

**B** demonstrate how a person can discover a hidden talent.

**C** describe the types of food used for a cast party.

**D** portray the problems faced by small-business owners.

L159A008



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**Read the poem and answer questions 99 through 101.**

## Early Spring

**By Shonto Begay**

In the early spring, the snowfall is light
upon the mesa.
It does not stick to the ground very long.
I walk through this patchwork of snow and earth,
5 watching the ground for early signs.
Signs of growth. Signs of rebirth.

Larkspur and wild onions are still
within the warmth of the earth.
I hear cries of crows off in the distance.
10 A rabbit bounds off into the sagebrush flat.
A shadow of a hawk disturbs the landscape momentarily.
It sees food and life abundant below that I cannot see.
The cycle of life continues.

Even as I stand here shivering in the afternoon chill,
15 just below me, young seedlings start
their upward journey.
Insects begin to stir.
Rodents and snakes are comfortable in their burrows.
Maybe to them we also disappear with the cold.
20 Not to be seen until spring.

For this generation, and many more to come,
this land is beautiful and filled with mysteries.
They reveal themselves and their stories—
if you look very carefully, and listen . . .

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**99. Which line from the poem looks MOST to the future?**

**A** Signs of growth. Signs of rebirth.

**B** just below me, young seedlings start

**C** Not to be seen until spring.

**D** For this generation, and many more to come,

L224C009

**100. What is distinctive about lines 19 and 20 of the poem?**

**A** They consider a different point of view.

**B** They look to the past rather than the present.

**C** They refer to a different topic from the other lines.

**D** They contradict the overall message of the poem.

L224C013

**101. The poet's purpose in writing this poem is MOST likely to encourage people to—**

**A** take part in conservation efforts.

**B** pay attention to nature.

**C** travel to nature reserves.

**D** think about the changes of season.

L224C006



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## *Reading*

**Read the document and answer questions 102 through 106.**

# Gorman Productions Welcome Packet

**WELCOME:**

1 On behalf of the entire organization, welcome to Gorman Productions. As you may already know, Gorman Productions has been the leading production company in the use of 16mm film processing for over half a century. Since 1947, Gorman Productions has assisted leading movie studios in finalizing their products. We have an extensive and impressive list of clients. Their trust in our team of expert production technicians stems from our own trust in our team of technicians. We are happy to have you join our team.

2 We look forward to your contributions to our mission and organizational goals. Your cooperation as a team member will not only help us to grow as an organization, but also will help you to grow as a professional. We also recognize that if one member of our team is unproductive, then our entire team is less productive. That is why we require each team member to participate in our orientation. We feel this process will help you become a complete team member.

**PACKET INFORMATION**

3 Our Human Resources Department will provide you with a Human Resources Packet and an orientation that will explain all the forms you will be asked to read and sign. This document will also explain the benefits you will be entitled to as an employee of Gorman Productions and the different health and investment plans. Along with this introduction, you will be briefed on additional in-house benefits provided to Gorman Production staff members and their families.

4 The Human Resources Packet will include information about the Gorman Productions Web site, other helpful Web sites, computer information, a sample Production Schedule, and a Security Statement. You are responsible for familiarizing yourself with this information before your first day of work in the production studio. In this same packet, you will also find a New Team Member Orientation Evaluation Survey. Please fill out this form completely and return it to Human Resources within two weeks of your start date. This valuable survey will help us to assess our future orientation needs.



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**DEPARTMENTAL ORIENTATION**

5 Your first day on the job will include teaming up with a "Learning Partner," another new member of our team. Together you will be assisted by a designated mentor. Your direct supervisor may decide to take the role of mentor. Your mentor will introduce you to all members of your particular department and provide you with catalogs and other material relevant to your department. Your Learning Partner will have a New Team Member First Day Orientation Checklist. Together you should go over all items on the list to make sure that you have the tools to do your job and that you are oriented to your work environment and production studio. For security purposes, it is imperative that you obtain a Team Member Photo ID Badge from the Human Resources Department. This badge will grant you access to certain restricted areas in the production studio. As you and your Learning Partner walk around the production studio, you may also be introduced to other employees from other departments. It is our hope that going through this process will make your first day on the job a welcoming and informative experience.

**TRAINING**

6 The Pre-Production Department does its own "job specific" training. On your first day, your Learning Partner and supervisor will go over the checklist with you to determine the training you will need from departments other than your own. Your supervisor will approve this training and sign off on the checklist. You are responsible for making sure that your Learning Partner and supervisor sign your checklist. It is also important for you to sign your Learning Partner's checklist. Failure to do so may delay your actual start date. Your supervisor will make appointments for training on your behalf.

7 Once again, welcome to Gorman Productions. We are proud to have you as a new member of our production team. We hope you will enjoy working at Gorman Productions.

Sincerely,
Pat Jackson
Human Resources Manager

211



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**102. This document provides the MOST information on—**

**A** customer service policies.

**B** orientation and training.

**C** the company's mission.

**D** appropriate clothing.

L0211007

**103. According to this document, the *Learning Partner* is—**

**A** the supervisor.

**B** the Human Resources Representative.

**C** the President of Gorman Productions.

**D** another new employee.

L0211005

**104. Which addition would MOST likely make this document easier to understand?**

**A** directions to the Human Resources Department

**B** a chart showing what specific new employee tasks must be done

**C** the names of the Learning Partners at the company

**D** further explanation of the Team Member Photo ID Badge

L1211003

**105. Under which heading would you find information about the Photo ID Badge?**

**A** Welcome

**B** Packet Information

**C** Departmental Orientation

**D** Training

L0211006

**106. Which item is included in the Human Resources Packet?**

**A** the security statement

**B** the supervisor's schedule

**C** a photo ID badge

**D** a payroll form

L0211003



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**Read the following drama and answer questions 107 through 111.**

# You Can Do Wonders

**Characters**

**MR. HENLEY:** art teacher

**BRIAN:** student

**GINA:** student

**SEAN:** student

**Scene I**

*(Monday morning, Jackson High School, MR. HENLEY's art class is coming to an end.)*

**MR. HENLEY:** The project assignment due this Wednesday will be to render a small bowl of fruit, using either paint or charcoal. I will be looking, primarily, at composition for this project, so take your time arranging the bowl and fruit. Each student will display and discuss his or her work with the class. The classroom will stay open for a few hours after school, today and tomorrow, so you can work here as well as at home if you like.

*(Bell rings, announcing the end of class. Students get up to leave.)*

**BRIAN:** Hey, Mr. Henley, can I talk to you for a second?

**MR. HENLEY:** Sure, what is it?

**SEAN:** *(Walking out of the class with GINA, interrupts.)* Come on, Brian, it's lunchtime.

**BRIAN:** I'll catch up with you in the cafeteria. I've got to talk to Mr. Henley for a minute.

*(SEAN and GINA leave.)*

**BRIAN:** *(To MR. HENLEY.)* I was wondering if I could do something a little different for the project . . .

**MR. HENLEY:** What do you mean?

**BRIAN:** Well, I saw a few paintings in a book this weekend by someone named Willem de Korn . . . no, de Kooning. Yeah, that's it, de Kooning. I really liked them, the abstract ones. I'd like to try that for the project. I mean, I'll still paint the bowl of fruit, but I want to try it in that kind of style. Is that okay?

**MR. HENLEY:** That's fine, but the painting should still have a sense of composition, as we discussed in class.

**BRIAN:** *(Excitedly.)* Great! Thanks, Mr. Henley.



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*(BRIAN leaves.)*

**Scene II**

*(In the cafeteria. BRIAN finds SEAN and GINA.)*

**SEAN:** What did you need to talk to Mr. Henley about?

**BRIAN:** I wanted to talk to him about the project. I want to do an abstract-style painting of the fruit.

**GINA:** *(Quizzically.)* Abstract fruit?

**SEAN:** I've seen some of those kinds of paintings. They look like the inside of a broken kaleidoscope. I can never understand them. You can't even tell what they are.

**BRIAN:** Well, this weekend I saw a book of paintings by this guy Willem de Kooning. They were really interesting.

**GINA:** Abstract fruit? . . . I don't know.

**SEAN:** I can't wait to see this.

**Scene III**

*(At home that night. BRIAN reads quietly aloud.)*

**BRIAN:** "'I think whatever you have, you can do wonders with it, if you accept it,' Willem de Kooning."

*(BRIAN walks over to his canvas and begins to paint a small bowl of fruit he has arranged.)*

**Scene IV**

*(Wednesday. Art class.)*

**MR. HENLEY:** . . . Thank you, Gina. Brian, you're next.

*(BRIAN walks to the front of the room and removes the cloth cover from his painting: a vibrant collage of colors and shapes.)*



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**BRIAN:** I know this doesn't look at all like a bowl of fruit, but I wanted to do something different. I've been looking at a lot of paintings by Willem de Kooning . . . and I know this might sound a little strange, but he tries to paint what he feels like when he looks at something, like a person or a landscape or anything. His paintings are really extraordinary, so I decided to try it. I was nervous at first because I thought it might come out bad or everybody would laugh, but then I just decided to do it. I guess you could say I just decided to trust my feelings.

**MR. HENLEY:** Very nice, Brian. I see that you were also able to maintain a good sense of composition. Thank you. Alyssa, you're next . . .

*(BRIAN walks back to his seat.)*

**GINA:** Do you think I would be able to do that?

**BRIAN:** I think whatever you have, you can do wonders with it . . .

63A

**107. Read this excerpt from the drama.**

> I will be looking, primarily, at composition for this project, so take your time arranging the bowl and fruit.

**What does *primarily* mean?**

**A** strictly

**B** constantly

**C** mainly

**D** eagerly

L163A002

**108. Which of the following does the author include to show that Brian is willing to take risks?**

**A** . . . a vibrant collage of colors and shapes.

**B** I know this doesn't look at all like a bowl of fruit . . .

**C** I've been looking at a lot of paintings . . .

**D** . . . I just decided to trust my feelings.

L163A014



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**109. Willem de Kooning influences Brian by stimulating Brian's interest in—**

**A** abstract art.

**B** charcoal drawings.

**C** still-life paintings.

**D** Dutch artists.

L163A008

**110. Which of the following excerpts from the drama creates a tone of doubt?**

**A** I really liked . . . the abstract ones.

**B** Abstract fruit? . . . I don't know.

**C** I guess you could say I just decided to trust my feelings.

**D** I see that you were also able to maintain a good sense of composition.

L163A016

**111. What is Brian's conflict in the drama?**

**A** He is not sure he likes painting.

**B** He wants to impress his friends with his talent.

**C** He does not understand the assignment.

**D** He wants to approach the assignment in a unique way.

L163A007



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**Read the following document and answer questions 112 through 116.**

# Shower Radio — Warranty and Directions

## Introduction

Congratulations! You are now the owner of a So Fine Shower Radio! It is sure to provide entertainment for many hours. In addition, the radio features a timer for those days when you are in a hurry.

Before using the radio, please read all directions, fill out and mail in the warranty card, and file the warranty information in a safe place. Although we do not anticipate problems with the radio, you may need to refer to the warranty information at a later time.

## Warranty

This radio is warranted for a one-year period that begins on the date of purchase. If it fails to work because of a defect in materials or assembly, please return it to the following address:

So Fine Radio Corp.
1279 Delta Way
Monga, CA 97623

We will not pay shipping costs for returning the radio to us. We will either repair or replace the radio. Please allow at least four weeks for diagnosing the problem and repairing the radio. If you have not heard from us within six weeks, call our customer service department at 1-800-123-4567.

Radios that are returned to us for problems other than a defect in materials or assembly will be subject to a service fee as well as the cost of the repairs. Customers will be notified of the charge by postcard. Radios will not be returned to customers until these fees are paid.

## Directions

Please read all directions and familiarize yourself with the features of the radio before using it.

Please note that this radio is designed and built to operate well in a damp environment. The self-contained batteries and circuits are sealed in compartments that will withstand heat and humidity.



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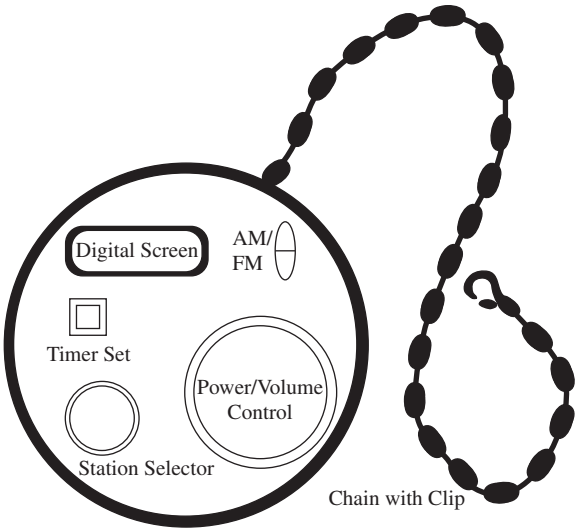


**To Operate the Radio**

1. Insert two AA batteries in the compartment at the back of the radio. Be certain to follow the diagram in the compartment, or the batteries will not provide electricity. The radio should NOT be modified in order to be plugged into the wall; this will damage the waterproofing and invalidate the warranty.

2. Rotate the POWER dial in a clockwise direction until it clicks. Continue turning the dial until the desired volume is achieved.

3. To find the desired station, press the station selector button. The tuner will automatically go to the next highest signal. The station's call number will be visible in the digital screen. When the station with the highest frequency has been reached, the selector will start again at the lowest frequency.

4. To switch between AM and FM stations, move the sliding AM/FM switch.

**To Operate the Timer**

1. Press the Timer Set button. Each time the button is pressed, five minutes will be put on the timer. The amount of time on the timer will be visible for five seconds on the digital screen.

2. When the time on the timer expires, a beep will sound for ten seconds. The timer may be reset again after one minute.



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**Troubleshooting**

Before returning the radio for service, please check the following items:

Problem: Radio cannot be heard.

1. Check batteries to be certain that they still have power and are inserted correctly.
2. Check Power/Volume Control.

Problem: Timer does not work.

1. Check batteries to be certain that they still have power and are inserted correctly.
2. Follow directions above for setting timer.
3. Turn the power control on. The timer will not work when the radio is not on.
4. Adjust the volume control which regulates the volume of the beep as well as the radio volume.

57A

**112. What does *diagnosing* mean in the sentence below from the document?**

> Please allow at least four weeks for diagnosing the problem and repairing the radio.

**A** restoring

**B** asking about

**C** reading about

**D** identifying

L157A001

**113. According to the document, what should you do before returning the radio for service?**

**A** Contact the store where you purchased it.

**B** Check the telephone book for local repair services.

**C** Call the manufacturer for a repair number.

**D** Try to fix the problem using the Troubleshooting section.

L157A007



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**114. The digital screen will show both—**

**A** the radio station and time on the timer.

**B** the AM/FM indicator and the radio station.

**C** the time remaining on the timer and the date.

**D** the volume level and the AM/FM indicator.

L157A005

**115. Which of the following is covered within this document?**

**A** where to purchase the radio

**B** what other owners say about the radio

**C** how to operate the radio and timer

**D** who will benefit from using the radio

L157A004

**116. What question might a reader still have about this product?**

**A** How is the radio installed in the shower?

**B** Where should I send a nonworking radio?

**C** What signal does the timer give off?

**D** What kind of batteries does the radio use?

L157A013



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## *Reading*

**Read the following passage and answer questions 117 through 120.**

# The Piano Lesson

1 I walked up the front stoop to the porch of Mrs. Windsor's house and waited outside as I always did when I heard the piano. That meant she was working with another student, and I was not supposed to disturb them by ringing the bell. I leaned against the rough brick exterior and daydreamed about what I'd rather be doing. "Almost anything," I sighed dejectedly. I had been tutored enough to read, understand, and even write some musical compositions, but I just didn't have a flair for it. It didn't come to me naturally. I thought back to happier times when I was writing stories and acting them out with my friends, cutting up old clothes and rags to make costumes, and building props and scenery out of old junk we found. But Mrs. Windsor had offered to give me the lessons for free, so I felt obligated to try.

2 The door opened and Wendy Barton stood there with her sheet music tucked under her arm. She wrinkled her nose at me and whisked by. I guess she thought mediocre piano playing might be contagious.

3 I walked into Mrs. Windsor's music room, sat down on the piano bench, and began to sort through my sheet music.

4 "Hello," I heard a voice behind me say softly. I turned around to see a petite girl standing behind me, eating an apple.

5 "Want one?" she offered.

6 "No, thanks, I don't want to get the keys all sticky. Mrs. Windsor wouldn't like that." I pointed to the polished piano in front of me. "But thanks, anyway."

7 "What's your name?" she asked.

8 But before I could answer, Mrs. Windsor bustled into the room in her usual urgent manner and announced, "Jennifer, this is my niece, Pasha. Pasha, this is Jennifer. Pasha will be giving you your lesson today. I'm up to my ears in plumbers! There will be no charge, as usual, just good practice." Her voice trailed off as she exited to the kitchen.

9 Pasha set her apple down on the side table and slid beside me on the piano bench.



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10 "What piece do you like the best?" she inquired.

11 "What do you mean?" I asked. "They're all the same to me. I don't know."

12 "You mean you don't have a favorite?"

13 "No, not really."

14 Pasha looked at me, rather puzzled, then opened my sheet music to the beginning page and asked me to play. I arranged my fingers on the keys and studied the notes on the page for a moment. Then I furrowed my brow and concentrated to make the notes on the page match the finger movements. I have to admit I was a rather mechanical pianist.

15 After about a page or two, Pasha gently put her hand on top of mine as if to hush my fingers. There was a long pause. "Jennifer, what are you hearing in the music?"

16 I looked at her rather strangely and admitted I didn't know what she meant.

17 "Like a story. What story is being played out within the music?"

18 "I guess I've never thought about it before. I don't know."

19 "Here, let me try and you listen," Pasha instructed.

20 She closed her eyes and took a deep breath, letting her fingers dangle lightly over the keys. Then, she began to play. "See, it begins here beside some kind of river or brook. Hear the water trickling beside you?"

21 Her fingers rippled over some high melodic chain of chords. "Now the princess appears and she's picking flowers from the water's edge." A carefree, happy tune filled the air in time to Pasha's dancing fingers. "Oh, but she slips!" The music changed. "And our princess is being carried off by the roaring current. Quickly, the princess's horse sees her plight," Pasha continued dramatically, "and races to the river's edge where he swims out to let her catch hold of his halter. They make it to the bank and she hugs her faithful horse and swears she will never again wear princess skirts of billowing layers and petticoats that weigh her down. She will only wear jeans and T-shirts from now on." Pasha finished with a flourish and a mischievous grin and then looked at me.

22 "Aren't you the girl who tells the stories?" she asked.

23 "I guess. I do tell a lot of stories."

24 "Oh, yes! All the kids talk about them. I've heard about you."



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25 "Well, all you have to do is learn to hear the stories in the music. That's all there is to it."

26 "I've never thought of it that way."

27 "Let's try another one, shall we?" Pasha smiled and together we played that afternoon, finding the story in the music and learning that sometimes it takes a friend to pull you out of the river onto dry land again.

40B

**117. What does the word *dejectedly* mean in this sentence from Paragraph 1 of the passage?**

> . . . I sighed dejectedly.

**A** quietly
**B** uncontrollably
**C** quickly
**D** unhappily

L140B001

**118. What does the word *mediocre* mean in the following sentence from Paragraph 2?**

> I guess she thought mediocre piano playing might be contagious.

**A** honest
**B** objective
**C** humorous
**D** ordinary

L140B002



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**119. An example of a flashback in this passage occurs when Jennifer—**

**A** remembers happier times of writing stories and acting them out.

**B** declines the apple offered by Pasha.

**C** discovers that Mrs. Windsor's niece will be giving the piano lesson.

**D** listens to Pasha tell her story about the princess.

L140B025

**120. This passage would MOST likely be found in which of these sources?**

**A** a book of biographical essays about famous young musicians

**B** a collection of stories about friendship and learning

**C** a magazine series about the challenges of overcoming fears

**D** a series of newspaper articles about musical instruments

L140B008



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*Reading*

**Read the following document and answer questions 121 through 124.**

# "Why I'd Like to Visit Texas" Essay Contest

1 We extend a special invitation to enter our contest: "Why I'd Like to Visit Texas." We'll have one high school winner from each state across the country.

2 If you win, you will receive an all-expenses-paid trip for two to the great state of Texas! You will tour the state, stopping in six cities to visit overnight and to see landmarks. The prize includes hotel rooms, meals, round-trip transportation to and from Texas, and all your transportation within the state.

3 Carefully read the details below, start planning and writing, and send us your entry. We'd love to see you here in the Lone Star State!

**Essay Rules:**

4 You must meet each criterion for your essay to be considered. You may only write about one of the Texas landmarks or Texas symbols listed on the next page under **"Topics."*** Your essay must be entitled "Why I'd Like to Visit Texas." We encourage you to research many resources as you plan your essay. We are looking for dynamic essays that will capture attention and provide fascinating detail.

5 Your essay must be at least 1,000 words, but no longer than 1,500 words. All entries that do not meet this length requirement will be automatically disqualified. Be certain that your essay is rich with historical facts. Mark each fact with a number, and include reference for the fact as an endnote. Include a full bibliography with your entry. Points will be subtracted for weak grammar and poor spelling. While we prefer typed entries, handwritten entries are allowed, but we must be able to read your handwriting.

6 Do not write your name on the essay. Instead, staple a cover sheet and the entry form to your essay. Include your name, address, and telephone number. After we receive the entries, we will assign each one a number. Include a confirmation from your high school attendance office to show that you are registered at the high school.



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7 We will accept only one entry per student. While we encourage you to share this information with your friends, only one entry per envelope will be accepted.

8 If your entry is postmarked prior to December 31, and you include a self-addressed, stamped envelope, we'll send you a free Texas sticker! We'll also send you a list of winners.

***Topics:**

9 **Landmarks:** The Alamo, Sam Rayburn House, Spanish Governor's Palace, Perry's Point, Casas Amarillas, Rainbow Cliffs
**State Symbols:** State Flag, State Bird (Mockingbird), State Flower (Bluebonnet), State Tree (Pecan), State Song ("Texas, Our Texas")

**Submit your entry to the following address:**

**Why I'd Like to Visit Texas**
**P.O. Box 44521**
**San Antonio, TX 78209**

17D

**121. The author begins the document by describing the benefits of winning the contest, rather than by giving the rules. What is the MOST likely reason for this order?**

**A** to save space and time
**B** to save the most important information for last
**C** to meet the requirements of contest laws
**D** to draw immediate interest and attention

L217D012

**122. According to the document, which of these must be verified for an entry to be accepted?**

**A** the student's age
**B** the student's registration at a high school
**C** the originality of the student's essay
**D** the references the student cited

L217D010

**123. Which of these would NOT be an acceptable topic for a contest entry?**

**A** the Rio Grande River
**B** the origin of "Texas, Our Texas"
**C** the mockingbird
**D** Perry's Point: Texas at its most glorious

L217D009

**124. Which of the following essays would be disqualified in this essay contest?**

**A** an essay about Rainbow Cliffs
**B** a handwritten essay
**C** a 1,600-word essay
**D** an essay with uninteresting facts

L217D003



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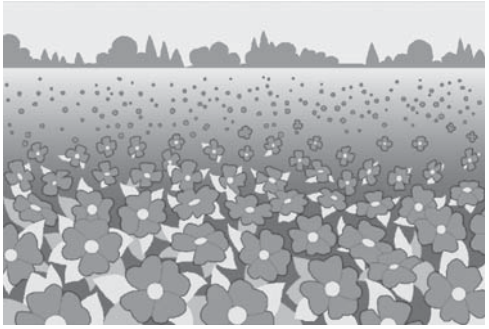
## *Reading*

**Read the following poem and answer questions 125 through 129.**

# Wildflowers



The bellflower's cup is a five-pointed star,
Translucent and thin
As an onion skin.

The beach rose smells like a citrus fruit—
Acrid, yet sweet—
A lemony treat.

The milkweed, in autumn, sends out its seeds,
Traveling the wind's routes
In downy parachutes.

The scarlet nasturtium is striking and bright,
A trailing vine
That loves to climb.

The forget-me-not blossom is blue and gold,
A keepsake of love
For those bereft of.

The iris has whorls of purple and white,
And a stubbly beard
That looks quite weird.

The Queen Anne's lace is noble and prime,
A sovereign cloud
Of beauty endowed.

And the florist's flower is beautiful, too,
But those that grow free
Are special to me.

65E



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**125. In Line 19, the phrase *noble and prime* suggests that the Queen Anne's lace—**

**A** is invaluable.

**B** has a regal beauty to it.

**C** was first grown by an English queen.

**D** is the tallest of all the wildflowers.

L265E007

**126. Which line from the poem is an example of a simile?**

**A** The beach rose smells like a citrus fruit—

**B** In downy parachutes.

**C** A keepsake of love

**D** And the florist's flower is beautiful, too,

L265E015

**127. How does the mood the poet creates relate to the purpose of the poem?**

**A** The mood is nostalgic because the poet is remembering these flowers from when he was a child.

**B** The mood is envious because the poet wishes that he could be free like the wildflowers.

**C** The mood is yearning because the poet wishes that wildflowers were as popular as florist's flowers.

**D** The mood is appreciative because the poet enjoys many characteristics of the wildflowers.

L265E013

**128. The theme of this poem deals with which of the following topics?**

**A** the wonders of our planet

**B** the mysteries of the universe

**C** the beauty of nature

**D** the endurance of natural things

L265E010

**129. After reading this poem, what can the reader infer about the poet?**

**A** The poet has a garden filled with wildflowers.

**B** The poet knows about the varieties of wildflowers.

**C** The poet's favorite wildflower is Queen Anne's lace.

**D** The poet's home is surrounded by nasturtiums.

L265E004



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**Read the following passage and answer questions 130 through 137.**

# Slow Death of a Cave

An onslaught of tourists threatens the pristine grandeur of Kartchner Caverns

By Leslie Vreeland

1 One by one, the brown-eared bats squeeze through a six-inch hole and emerge into deepening twilight; an instant later, they have fluttered off to feed. At Kartchner Caverns, flocks of bats have repeated this ritual each summer evening for 40,000 years. But these days, with the advent of tourism, the bats are not the only creatures shuttling in and out of this labyrinthine world of darkness. Since Kartchner was opened to the public two years ago, tours have been selling out weeks in advance. So far the bats still appear to be thriving. But the cave itself may be dying.

2 Located just 30 miles north of the Mexican border in southern Arizona's austere Whetstone Mountains, Kartchner is a pristine example of a living cave, with formations that are still moist and growing. The brilliant orange, red, and gold stalactites and stalagmites in the caverns have been formed and fed during the past 200,000 years by rainwater that combines with carbon dioxide from the air and carbon from the soil, trickles through limestone, and finally seeps through the earth to deposit mineral-laden droplets.

3 The state of Arizona recently spent 12 years and $30 million to turn this subterranean fairyland of spires, turrets, and shields into what officials have dubbed the Environmental Cave, taking pains to protect it from the potential damage caused by tourism.

4 Kartchner's formations depend on moisture, so humidity must be maintained at 99 percent or the fantastic structures will stop growing. A temperature variant of just half a degree can dry out the cave within weeks. But there's a scalding desert above and 500 tourists come through each day, so visitors must enter through two steel doors designed to keep hot air from seeping in. Misters spray the cave floor to keep it damp.

5 Visitors are treated to an impressive, if garish, display: At the end of the tour, in front of the grandest formation of all, the cave suddenly goes dark, New Age music swells, and dozens of pulsating lasers swirl about the towering Kubla Khan, a 58-foot-high column of sandstone. And that is part of the problem. The high intensity of the lights, say cave specialists, can cause algae to grow on the formations and dull them. The



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humidifying misters may be causing additional damage by disturbing airflow patterns, air temperature, and mineral deposits, and by disrupting the delicate ecosystem supporting the cave's various life-forms. Despite protests from scientists, the misters now run around the clock—not 12 hours a day, as originally planned—to compensate for the unexpected impact of tourists. Yet, the cave is still drying out. One year after Kartchner opened, it was less humid and one degree warmer in areas where the public visits. (Despite several requests, officials failed to provide new data.)

6 Park officials have suggested that the cave is dry because of a recent drought and note that hard rains have since fallen and added moisture. Nevertheless, they have hired a paleontologist to assess the impact of tourism on the cave and to devise new ways to avert further damage. Ronal Kerbo, the National Park Service's leading expert on cave preservation, remains optimistic but warns, "Kartchner will never be a pristine environment again. This is what happens when you open a cave to the public and say, 'Come on in.'"

From *Discover*, November 2001. Copyright © 2001, Leslie Vreeland. Used by permission of the author.

21C

**130. Based on information in the last paragraph of the passage, it is likely that in the future—**

**A** the public will return Kartchner to its original condition.

**B** changes will be made to save Kartchner from further damage.

**C** the state of Arizona will close Kartchner to the public.

**D** other caves will be found near the Kartchner site.

L121C009

**131. What information from the passage supports the idea that the temperature plays an important role in the life of cave formations?**

**A** . . . brilliant orange, red, and gold stalactites and stalagmites in the caverns have been formed . . .

**B** . . . visitors must enter through two steel doors designed to keep hot air from seeping in.

**C** . . . hard rains have since fallen and added moisture.

**D** . . . they have hired a paleontologist to assess the impact of tourism on the cave . . .

L121C010



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**132. Which statement can BEST be supported with information from the passage?**

**A** Measures taken to protect Kartchner Caverns have not been totally successful.

**B** Visitors to Kartchner Caverns are from many other states and countries around the world.

**C** If Kartchner Caverns were to die, tourists would no longer want to visit there.

**D** Kartchner Caverns is very different from other caverns around the world.

L121C011

**133. Which of the following BEST represents the opposing forces present in this passage?**

**A** society versus progress

**B** society versus nature

**C** politics versus society

**D** politics versus industry

L121C017

**134. Which statement can be supported with information from the passage?**

**A** Kartchner Caverns were named after the family who owned the land.

**B** The tour of Kartchner Caverns usually takes at least half a day.

**C** Public access to the Kartchner Caverns should be limited.

**D** The state of Arizona earns large revenues from entry fees at Kartchner Caverns.

L121C008

**135. Which word BEST describes the author's feelings about what is happening in Kartchner Caverns?**

**A** optimistic

**B** concerned

**C** approving

**D** helpless

L121C018

**136. The passage provides the MOST information on the—**

**A** causes of damage to Kartchner Caverns.

**B** location of Kartchner Caverns.

**C** inhabitants of Kartchner Caverns.

**D** age of Kartchner Caverns.

L121C012

**137. This passage is BEST described as—**

**A** a fictional work.

**B** a biography.

**C** an article.

**D** a dramatic monologue.

L121C016



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**Read the following passage and answer questions 138 through 142.**

# The Pendulum Swings

1 Of all the days to forget to set the alarm! Running to catch the bus and trying to gather everything she needed for school had left her feeling very frazzled. Sheri felt rushed as she began her science test.

2 As Sheri left the room, a pounding headache reminded her that she was certain that the test had not gone well. How could it have? Not a moment all morning to relax. No time to review. No time to remind herself how well prepared she was. All because she forgot to set her clock for the first time since she had started attending school! "No one to blame but myself," she lamented.

3 That afternoon, she left school to go to work. She had been working at Beckman's for two years, three afternoons a week. Finishing up for the night, Mrs. Beckman called her into the main office. "Sheri," she said, "you have been a great worker, and we really appreciate all that you have done, but business has been slow. We have to let you go. I'll happily give you a recommendation for another job."

4 Sheri was shocked. She left the office in a daze. As she walked slowly towards her aunt's house, Sheri tried to think about the new hair style her aunt had promised her. When she arrived at the house, Sheri handed her aunt the magazine clipping that showed the cut and color she wanted, leaned back in the chair, and relaxed for the first time all day.

5 "Well, you're done. What do you think?" her aunt asked about an hour later.

6 Sheri slowly rotated her chair towards the mirror, very excited. What she saw left her speechless. It was absolutely nothing like the picture! How could she possibly go to school again? She thanked her aunt and left, feeling dejected.

7 The next day, she arrived at school early. She had set her alarm to make sure that she didn't repeat her experience of the day before. Putting her things in her locker, she was approached by Ms. Drobick, the teacher who had given the test the day before.

8 "I know, Ms. Drobick, I did very poorly on the test. It's just that I forgot . . ."



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9 "What are you talking about? Sheri, you did a great job! Best score I've ever seen!" Ms. Drobick said. "What I wanted to ask you is if you would be interested in working a few days a week after school as a lab assistant. I need some help organizing and labeling all the materials."

10 Sheri accepted. Not only would it be more interesting than working at Beckman's, but she would also earn more money!

11 "Sheri!" she heard as the rest of the students began to enter the building. "Where did you get your hair done?" She was so happy about her test and new job that she had momentarily forgotten about her hair. She was instantly mortified.

12 "Wow! You look amazing! That is soooo cool!" she was told. She couldn't believe her ears. Everyone absolutely loved her hair.

13 What a couple of days it had been! Walking home, she smiled as the radio of a passing car blared the song "What a Difference a Day Makes."

03C

**138. Read the following sentence from the passage.**

> Running to catch the bus and trying to gather everything she needed for school had left her feeling very frazzled.

**The author uses the word *frazzled* in this sentence to suggest that Sheri is feeling—**

**A** bored.

**B** stressed.

**C** outraged.

**D** embarrassed.

L103C007

**139. On the second day, the one problem Sheri can solve all by herself is whether or not—**

**A** she sets her alarm.

**B** she does well on the test.

**C** Ms. Drobick offers her a job.

**D** her friends like her new haircut.

L103C017

**140. What is the main problem in this passage?**

**A** Sheri has a headache when she finishes taking the test.

**B** Sheri loses her after-school job because business is slow.

**C** Sheri is unable to communicate her desired hairstyle to her aunt.

**D** Sheri has a day when several things go wrong.

L103C002



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**141. Why does Sheri smile when the song "What a Difference a Day Makes" plays on the radio of a passing car?**

**A** It is her favorite song.

**B** The song reflects her own thoughts.

**C** She is hopeful that tomorrow will be better.

**D** She realizes that the time she spent studying paid off.

L103C003

**142. Which sentence BEST states the main theme of the passage?**

**A** Life is full of uncertainty.

**B** Things are not always as bad as they seem.

**C** Time lost is never found.

**D** True happiness is not found in material things.

L103C004



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**Read the following article and answer questions 143 through 145.**

# A Brain Divided

Human beings have only one stomach, one heart, and one brain . . . right? Not exactly. The cerebral cortex, the most advanced part of the brain, might be thought of as two structures, connected by a band of fibers called the corpus callosum. Each structure, or hemisphere, performs different tasks and is responsible for different functions.

The right side of the body is controlled by the left hemisphere of the cortex, and vice versa. Thus, the hand movements of right-handed people are controlled by the left hemisphere and those of left-handed people by the right hemisphere. Similarly, everything perceived on the right is processed by the left hemisphere. Whatever is received in one hemisphere is quickly transmitted to the other across the corpus callosum. Thus, we see a single visual world rather than two half-worlds.

The two hemispheres not only control opposite sides of the body, but also seem to differ in function. The left hemisphere is apparently responsible for language and logical thought. The right hemisphere seems to be concerned more with spatial relations, perception, and fantasy.

How do scientists know all this? In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed through surgery. This operation, sometimes performed on patients with severe epilepsy, prevents seizures from traveling across both hemispheres. It also produces a split brain, with each hemisphere functioning more or less independently.

In the everyday world, people with split brains function with little difficulty. This is because full communication between the two parts of the brain is not necessary in most processes. For instance, split-brain subjects can see what a normal person does by moving their eyes so that both hemispheres perceive an image. In some situations, however, the effects of split-brain surgery can be quite dramatic.

In one experiment, researcher Roger Sperry (who won a Nobel Prize for his work) flashed the word "heart" across the center of a screen. The "he" was shown to the left part of the visual field, the "art" to the right. When asked to say what they had seen, the subjects answered, "art." This is because speech is controlled by the left hemisphere, where the "art" was processed. However, when they were told to point with the left hand to one of the two cards—"he" or "art"—to identify what they had just seen, the subjects always chose the card with "he." In this case, the right hemisphere—which controls the left side of the body—prevailed.



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It would be a mistake to assume that all language involves only the left hemisphere or that all spatial relations engage only the right. When a brain is damaged on one side, as in the case of a brain stroke, the other side frequently takes over and does its work. Neither hemisphere has exclusive control over any one task.

"A Brain Divided" from *Psychology: Its Principles and Application,* Eighth Edition, by T.L. Engle and Louis Snellgrove, copyright © 1984 by Harcourt, Inc. Reprinted by permission of the publisher.

011

**143. Which of the following BEST illustrates the function of the corpus callosum?**

**A** a satellite dish designed to receive directed signals

**B** a fiber-optic cable used to connect telephone networks

**C** a computer disk used to store condensed information

**D** a spark plug designed to ignite the fuel in a combustion engine

L0011002

**144. Which of the following BEST summarizes the information in the article?**

**A** The brain, even when damaged, can recover if the other side takes over.

**B** Though the right brain controls the left side of the body, it is also capable of dominating the left brain.

**C** The brain consists of two hemispheres which, though connected, serve different purposes.

**D** The effects of split-brain surgery can be dramatic, though not tragic.

L0011004

**145. Read this sentence from the article.**

> In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed through surgery.

**What is the meaning of *severed* in this sentence?**

**A** healed

**B** split

**C** examined

**D** stretched

L0011005



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**Read the passage and answer questions 146 through 149.**

# Dances With Dolphins

**By Tim Cahill**

Tim Cahill has been writing about nature for more than 25 years. In 1969, Cahill received a master's degree in English and Creative Writing from San Francisco State University. In 1976, he was the founding editor of *Outside Magazine*, which won several national magazine awards. Cahill has worked as an editor for other magazines, including *Esquire* and *Rolling Stone*. He has also published articles in magazines such as *National Geographic, The New York Times Book Review,* and *Travel and Leisure*. Additionally, Cahill has published six books. *Dances With Dolphins* was originally written as the screenplay for an IMAX documentary film which, in 2000, was nominated for an Academy Award in the category "Best Documentary Short Subject." Cahill also has written screenplays for the IMAX films *The Living Sea* and *Everest*.

1 Before dawn, Kathleen and I boarded a fishing boat at Tsubota Port and headed for the island of Mikura, 45 minutes away. The water temperature was about 60 degrees, the air around 15 degrees cooler. Minor squalls swept across the sea. Hard rain stung our faces.

2 The Japanese captain took us within 50 yards of shore. Almost immediately we saw dolphins rolling over the surface as they breathed. The captain turned toward the animals and slowed the engine to idle.

3 For a moment I lost the dolphins, couldn't see them at all. Then suddenly they were all around us. In an instant Kathleen and I plunged into the dark, churning sea.

4 The poet-scientist Loren Eiseley expressed the wistful thought that someday the dolphin might "talk to us and we to him. It would break, perhaps, the long loneliness that has made man a frequent terror and abomination even to himself."

5 I think this is the motive and purpose behind the work of Kathleen Dudzinski. She would never put it that way, though. As a scientist, Kathleen favors precision over poetry, at least in describing her own work. But sometimes she admits that when swimming with dolphins, she feels like a kid living out a dream.

6 Kathleen has always loved animals. As a teenager in Connecticut, she worked part-time with a veterinarian. She put together a petting zoo for inner-city kids who'd never seen a cow before—or



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goats or chickens. Then she took the little traveling exhibit to urban parks, showing youngsters something of the natural world.

7 In the summer of 1987, during college, she went off to the Gulf of Maine to do field research on marine mammals. After graduating, she entered the Ph.D. program at Texas A&M University, where she spent five, six-month seasons studying dolphins in the Bahamas. Since then her research has been conducted mostly on free-ranging dolphins.

8 Dressed in her shiny high-tech wet suit, the 31-year-old Dudzinski swam beside me as half a dozen bottlenose dolphins swept by us like torpedoes. The dolphins were much bigger than I had imagined. And faster.

9 My first impression was not that of happy squeakers, or mystical healers on a watery mission to enlighten humanity. I thought, *Whoa, these guys are great, big, powerful predators!*

10 Kathleen was recording the dolphins with an audio-visual device of her own design—a pair of hydrophones (underwater microphones) set apart on a bar, with a video camera between them. Underwater, sound moves faster than in air, which causes it to seem to be coming from everywhere at once.

11 Studying her films and wearing headphones, she has been able for the first time ever to consistently identify which dolphins are producing which sounds while underwater.

12 Kathleen had told me she does not believe dolphins have a language like ours. They use clicks, chirps, whistles, and squawks to transmit signals to each other, or to echolocate—to identify the position of objects by bouncing sound waves off them—much the way submariners use sonar.

13 This is not to say that they cannot learn the meaning of words and syntax. In a University of Hawaii study, researchers created an artificial visual and acoustic language and were able to teach the animals the difference between sentences like "Take the surfboard to the person" and "Take the person to the surfboard."

14 When the dolphins approached us again, they swam slowly, moving their heads from side to side. I thought I could hear the sounds they made—the squeaking of a rusty hinge, a whistle, a squawk—and I knew they were scanning me.

15 Kathleen took a deep breath and dived straight down about 20 feet. The dolphins seemed to understand the dive as an invitation to dance. They swarmed about us, swimming in slow sinuous curves, more than a dozen of them now.

16 Kathleen muscled her big video/audio recorder about, following one dolphin—her focal animal—as it looped over backward, swimming slowly in a vertical circle that was at least 20 feet in diameter. The two swam together, human and dolphin, belly to belly, only inches apart.



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17 Kathleen tried to get some distance on the animal, but it wanted to dance slow and close. They surfaced together, both of them breathing simultaneously—Kathleen through her snorkel, the bottlenose dolphin from its top-mounted blowhole—and my immediate thought was, *Hey, we're all mammals and air breathers here*.

18 Now, as Kathleen surfaced, I dived. I turned with one of the passing animals and tried to swim at its flank. As a collegiate swimmer, I set records in butterfly and freestyle sprints. Even now, years later, I'm very fast—for a human. But the dolphins swept by me like jets past a single-prop biplane. They shot past at speeds in excess of 20 m.p.h., I guessed.

19 One dolphin drifted slowly by me, close enough to touch. It dived, then looked up at me, moving its head from side to side.

20 I needed to breathe and moved slowly toward the surface. As I did, a dolphin below rose with me. A female. We were both upright in the water, belly to belly. I could see its round black eye, and the jaw anatomically designed in a constant grin.

21 Although I knew the smile is no more expressive of the animal's mood than an elephant's trunk, one still feels obliged to smile back. There was something bunching in my throat, like sorrow, but it came out in a brief snort through my snorkel. A laugh.

22 The dolphin moved with me, then sped around my body like a ball on a string as I rose to the surface. There were six- to nine-foot swells. One of them washed over my snorkel, and I gulped down what felt like half a pint of sea water. The dolphin dived and moved off toward more amusing pursuits as I treaded water on the surface, coughing and spitting.

23 Kathleen rose beside me. "They're gone," she said. Her lips were blue, and she was shivering like a child who has played too long in the water.

24 "Was that long enough to be an encounter?" I asked.

25 She laughed. In her studies Kathleen had defined a dolphin encounter as three minutes long or more. "Nearly fifteen minutes," she said.

26 I honestly thought it could have been less than three minutes.

27 "How was your first dolphin encounter?" she asked.

28 I searched for words. Finally, I appropriated one of Kathleen's strongest expletives. "Yikes," I said. "This is what you do every day of your life?"

29 "Every day I can get the boat time."

30 "And they pay you for this?"

31 "Yep."

*From the book* Dolphins *by Tim Cahill. Copyright © 2000 by MacGillivray Freeman Films. Text Copyright © 2000 by Tim Cahill. Reprinted by arrangement with the National Geographic Society.*

24A



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**146. Read the excerpt from the passage.**

> . . . half a dozen bottlenose dolphins swept by us like torpedoes.

**The author uses the word *torpedoes* to describe the dolphins to suggest—**

**A** power and speed.

**B** intelligence and sensitivity.

**C** danger.

**D** fear.

L124A008

**147. What evidence does the author provide to demonstrate the intelligence of dolphins?**

**A** He compares their ability to swim to that of humans.

**B** He mentions a study in which dolphins learned the meaning of words.

**C** He describes instances in which dolphins helped humans.

**D** He shows there is a relationship between Kathleen and the dolphins.

L124A010

**148. The difference between Kathleen's and the author's responses to the dolphins swimming past them is BEST expressed by which statement?**

**A** She is relaxed, and he is nervous.

**B** She is excited, and he is bored.

**C** She is alert, and he is careless.

**D** She is playful, and he is businesslike.

L124A017

**149. Which theme is developed in the passage?**

**A** the conflict between art and science

**B** the importance of technology

**C** the joy of exploration

**D** the difficulty of being true to oneself

L124A018



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## *Reading*

| Question Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 1 | C | 10RL3.1 | 2001–2002 |
| 2 | D | 10RL3.7 | 2001–2002 |
| 3 | D | 10RW1.2 | 2001–2002 |
| 4 | B | 10RC2.5 | 2001–2002 |
| 5 | A | 10RL3.9 | 2001–2002 |
| 6 | B | 10RL3.7 | 2001–2002 |
| 7 | C | 10RL3.8 | 2001–2002 |
| 8 | C | 10RL3.4 | 2001–2002 |
| 9 | A | 10RL3.5 | 2001–2002 |
| 10 | A | 10RW1.1 | 2007–2008 |
| 11 | B | 10RC2.5 | 2007–2008 |
| 12 | A | 10RL3.12 | 2007–2008 |
| 13 | A | 10RL3.1 | 2000–2001 |
| 14 | A | 10RL3.3 | 2000–2001 |
| 15 | C | 10RL3.4 | 2000–2001 |
| 16 | A | 10RL3.4 | 2001–2002 |
| 17 | A | 10RL3.8 | 2001–2002 |
| 18 | A | 10RL3.10 | 2001–2002 |
| 19 | A | 10RL3.1 | 2001–2002 |
| 20 | A | 10RL3.7 | 2001–2002 |
| 21 | D | 10RL3.5 | 2001–2002 |
| 22 | D | 10RL3.6 | 2001–2002 |
| 23 | A | 10RL3.1 | 2001–2002 |
| 24 | D | 10RL3.3 | 2001–2002 |
| 25 | A | 10RL3.4 | 2001–2002 |
| 26 | B | 10RW1.1 | 2001–2002 |
| 27 | A | 10RW1.1 | 2001–2002 |
| 28 | C | 10RL3.3 | 2001–2002 |
| 29 | A | 10RL3.1 | 2000–2001 |
| 30 | C | 10RL3.7 | 2000–2001 |
| 31 | A | 10RL3.8 | 2000–2001 |
| 32 | A | 10RL3.5 | 2000–2001 |
| 33 | B | 10RL3.9 | 2000–2001 |
| 34 | A | 10RL3.11 | 2000–2001 |
| 35 | D | 10RW1.1 | 2001–2002 |
| 36 | D | 10RL3.3 | 2001–2002 |



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## *Reading*

| Question Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 37 | C | 10RL3.5 | 2001–2002 |
| 38 | D | 10RL3.10 | 2002–2003 |
| 39 | C | 10RL3.10 | 2002–2003 |
| 40 | B | 10RL3.3 | 2002–2003 |
| 41 | C | 10RL3.5 | 2002–2003 |
| 42 | B | 10RW1.1 | 2002–2003 |
| 43 | A | 10RC2.5 | 2002–2003 |
| 44 | D | 10RC2.8 | 2002–2003 |
| 45 | A | 10RC2.7 | 2002–2003 |
| 46 | D | 10RW1.2 | 2007–2008 |
| 47 | D | 8RC2.1 | 2007–2008 |
| 48 | A | 10RW1.1 | 2000–2001 |
| 49 | C | 10RL3.5 | 2000–2001 |
| 50 | A | 10RC2.8 | 2000–2001 |
| 51 | A | 10RW1.1 | 2000–2001 |
| 52 | B | 10RW1.1 | 2000–2001 |
| 53 | C | 10RC2.8 | 2000–2001 |
| 54 | C | 10RC2.4 | 2000–2001 |
| 55 | D | 10RC2.4 | 2000–2001 |
| 56 | B | 10RW1.1 | 2000–2001 |
| 57 | D | 10RC2.5 | 2000–2001 |
| 58 | C | 10RW1.1 | 2000–2001 |
| 59 | A | 10RC2.8 | 2000–2001 |
| 60 | C | 10RC2.8 | 2000–2001 |
| 61 | C | 10RC2.4 | 2000–2001 |
| 62 | C | 10RC2.8 | 2000–2001 |
| 63 | B | 10RL3.6 | 2000–2001 |
| 64 | B | 10RW1.1 | 2000–2001 |
| 65 | A | 10RC2.4 | 2000–2001 |
| 66 | D | 10RC2.8 | 2000–2001 |
| 67 | D | 10RC2.8 | 2001–2002 |
| 68 | D | 10RW1.1 | 2001–2002 |
| 69 | A | 10RC2.8 | 2001–2002 |
| 70 | B | 10RC2.8 | 2001–2002 |
| 71 | C | 10RC2.8 | 2001–2002 |



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| Question Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 72 | A | 10RC2.1 | 2001–2002 |
| 73 | B | 10RC2.1 | 2001–2002 |
| 74 | D | 8RC2.1 | 2001–2002 |
| 75 | D | 10RC2.5 | 2001–2002 |
| 76 | C | 10RC2.8 | 2001–2002 |
| 77 | B | 10RC2.4 | 2001–2002 |
| 78 | C | 8RC2.1 | 2001–2002 |
| 79 | C | 10RC2.1 | 2001–2002 |
| 80 | D | 10RC2.1 | 2001–2002 |
| 81 | A | 10RC2.1 | 2001–2002 |
| 82 | C | 10RC2.1 | 2000–2001 |
| 83 | A | 10RC2.7 | 2000–2001 |
| 84 | A | 10RC2.1 | 2000–2001 |
| 85 | B | 10RC2.7 | 2000–2001 |
| 86 | D | 10RW1.1 | 2000–2001 |
| 87 | B | 10RW1.1 | 2000–2001 |
| 88 | D | 10RC2.1 | 2000–2001 |
| 89 | B | 10RC2.7 | 2000–2001 |
| 90 | B | 10RL3.4 | 2003–2004 |
| 91 | C | 10RL3.4 | 2003–2004 |
| 92 | A | 10RL3.9 | 2003–2004 |
| 93 | D | 8RL3.7 | 2003–2004 |
| 94 | A | 10RW1.1 | 2003–2004 |
| 95 | D | 10RL3.7 | 2003–2004 |
| 96 | C | 10RL3.3 | 2003–2004 |
| 97 | A | 10RL3.8 | 2003–2004 |
| 98 | B | 10RL3.1 | 2003–2004 |
| 99 | D | 10RL3.6 | 2004–2005 |
| 100 | A | 10RL3.8 | 2004–2005 |
| 101 | B | 10RL3.1 | 2004–2005 |
| 102 | B | 10RC2.7 | 2003–2004 |
| 103 | D | 10RC2.4 | 2003–2004 |
| 104 | B | 10RC2.7 | 2003–2004 |
| 105 | C | 10RC2.1 | 2003–2004 |
| 106 | A | 10RC2.1 | 2003–2004 |
| 107 | C | 10RW1.1 | 2005–2006 |
| 108 | D | 10RL3.10 | 2005–2006 |
| 109 | A | 10RL3.3 | 2005–2006 |
| 110 | B | 10RL3.9 | 2005–2006 |



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| Question Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 111 | D | 10RL3.3 | 2005–2006 |
| 112 | D | 10RW1.1 | 2005–2006 |
| 113 | D | 10RC2.4 | 2005–2006 |
| 114 | A | 8RC2.1 | 2005–2006 |
| 115 | C | 10RC2.7 | 2005–2006 |
| 116 | A | 10RC2.7 | 2005–2006 |
| 117 | D | 10RW1.1 | 2006–2007 |
| 118 | D | 10RW1.1 | 2006–2007 |
| 119 | A | 10RL3.6 | 2006–2007 |
| 120 | B | 10RL3.1 | 2006–2007 |
| 121 | D | 10RC2.7 | 2006–2007 |
| 122 | B | 8RC2.1 | 2006–2007 |
| 123 | A | 10RC2.4 | 2006–2007 |
| 124 | C | 10RC2.5 | 2006–2007 |
| 125 | B | 10RW1.2 | 2006–2007 |
| 126 | A | 10RL3.7 | 2006–2007 |
| 127 | D | 10RL3.11 | 2006–2007 |
| 128 | C | 10RL3.5 | 2006–2007 |
| 129 | B | 8RL3.7 | 2006–2007 |
| 130 | B | 10RC2.5 | 2007–2008 |
| 131 | B | 10RC2.8 | 2007–2008 |
| 132 | A | 10RC2.4 | 2007–2008 |
| 133 | B | 10RC2.4 | 2007–2008 |
| 134 | C | 10RC2.5 | 2007–2008 |
| 135 | B | 10RC2.4 | 2007–2008 |
| 136 | A | 10RC2.7 | 2007–2008 |
| 137 | C | 10RL3.1 | 2007–2008 |
| 138 | B | 10RW1.2 | 2007–2008 |
| 139 | A | 10RL3.3 | 2007–2008 |
| 140 | D | 10RL3.3 | 2007–2008 |
| 141 | B | 10RL3.4 | 2007–2008 |
| 142 | B | 10RL3.5 | 2007–2008 |
| 143 | B | 10RW1.1 | 2001–2002 |
| 144 | C | 10RL3.7 | 2001–2002 |
| 145 | B | 10RC2.4 | 2001–2002 |
| 146 | A | 10RW1.2 | 2002–2003 |
| 147 | B | 10RL3.3 | 2002–2003 |
| 148 | A | 10RC2.8 | 2002–2003 |
| 149 | C | 10RL3.5 | 2002–2003 |



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## WRITING

The Writing portion of the CAHSEE has three strands: Writing Strategies, Writing Conventions, and Writing Applications. A description of the Writing Strategies and Writing Conventions Strands follows. The released passages and test questions for the Writing portion of the CAHSEE follow the strand descriptions. The description of the Writing Applications strand and the released writing tasks begin on page 147 of this document.

### The Writing Strategies Strand

The following five California English-language arts content academic standards from the Writing Strategies strand are assessed on the CAHSEE by 12 test questions and are represented in this booklet by 33 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

| WRITING (GRADES NINE AND TEN) | |
|---|---|
| **Standard Set 1.0** | **Writing Strategies:** |
| 10WS1.1 | Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. |
| 10WS1.2 | Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. |
| 10WS1.4 | Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). |
| 10WS1.5 | Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). |
| 10WS1.9 | Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. |



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## The Writing Conventions Strand

The following three California English-language arts academic content standards from the Writing Conventions strand are assessed on the CAHSEE by 15 test questions and are represented in this booklet by 46 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

| WRITING (GRADES NINE AND TEN) | |
|---|---|
| **Standard Set 1.0** | **Written and Oral English Language Conventions:** |
| 10WC1.1 | Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). |
| 10WC1.2 | Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). |
| 10WC1.3 | Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. |



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 150 through 153.**

**ROUGH DRAFT**

# Amelia Earhart: An Aviation Pioneer

(1) Earhart began her flying career soon after airplanes were first invented. (2) As a child, she was fascinated by the idea of being a pilot. (3) At the age of 23, she took flying lessons from Neta Snook, one of very few women pilots at the time. (4) In 1921 Earhart bought her own airplane. (5) And she used it to set the first of many aviation records. (6) She flew up to 14,000 feet, setting the women's altitude record.

(7) In 1928 Earhart was the first woman to cross the Atlantic by air. (8) The trip took about 21 hours. (9) She published a book about her experiences and followed it with a lecture tour. (10) A few years later, in 1932, she piloted a plane from Newfoundland to Northern Ireland, making her the first woman to fly across the Atlantic alone. (11) Then she went on to <u>do many other things</u> in aviation. (12) In fact, Earhart became an important pioneer in the world of aviation.

(13) In June of 1937 Earhart and her navigator Frederick Noonan left Miami, Florida, in an attempt to fly around the world. (14) The pair made it to New Guinea on June 30. (15) Earhart and Noonan had traveled a distance of 20,000 miles across the Pacific Ocean before their plane was lost. (16) Amelia Earhart, one of the most renowned aviators in history, dared to attempt the most hazardous flights of her time. (17) In her own words, she summed up her philosophy: "Courage is the price that life exacts for granting peace with yourself."

46B-2



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## *Writing*

**150. Which sentence would BEST begin the essay?**

**A** This paper is about Amelia Earhart, a famous pilot.

**B** Most people like to read about famous pilots.

**C** There are several interesting facts about Amelia Earhart, a famous airplane pilot.

**D** Amelia Earhart was one of the most famous airplane pilots of her time.

L146B001

**151. What is the BEST way to combine the sentences labeled 4 and 5?**

**A** In 1921 Earhart bought her own plane and used it to set the first of many aviation records.

**B** Buying her own plane in 1921, the first of many aviation records was set by Earhart.

**C** The first of many aviation records was set in 1921 by Earhart when she bought her own plane and used it.

**D** Setting the first of many aviation records in 1921, Earhart bought her own plane.

L146B002

**152. Which of the following would be the MOST precise way to state the underlined words in the sentence labeled 11?**

**A** have several other good times

**B** take some other actions

**C** find other adventures

**D** set other records

L146B006

**153. What source is BEST for finding out what happened on Amelia Earhart's flight from Newfoundland to Northern Ireland?**

**A** a chapter in a history textbook

**B** an encyclopedia article on Earhart

**C** a book on the construction of airplanes

**D** a biography of Earhart

L146B007



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 154 and 155.**

**ROUGH DRAFT**

# Essay Writing

(1) To begin an essay, a student should have some knowledge of the topic or be willing to search out information. (2) Then one must focus clearly on the prompt, addressing all its major points, and making sure that the central purpose is evident throughout the entire essay. (3) Interesting and convincing examples with lots of specific details are always helpful. (4) The details must show some kind of clear arrangement—chronological, spatial, or order-of-importance. (5) A student writer will also want to revise a first draft <u>so that any errors in grammar and mechanics can be got rid of.</u> (6) Steps can be taken to edit essays. (7) Relying solely on "SpellCheck" can be risky; (8) it does not catch the common errors that students make, such as confusing "your" and "you're." (9) If students meet all these requirements, then they will have written very effectively.

198



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**154. Which of the following sentences, if inserted before sentence 1, would make the MOST effective opening sentence?**

**A** Writing an essay is easy if one uses a computer.

**B** Good essays are always written in black pen.

**C** Any student can write a successful essay.

**D** Teachers sometimes assign difficult essays.

L0198001

**155. Which is the MOST effective substitution for the underlined part of sentence 5?**

**A** and ridding of errors in grammar and mechanics.

**B** to get rid of errors in grammar and mechanics.

**C** and getting rid of errors in grammar and mechanics.

**D** Leave as is.

L0198004



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 156 and 157.**

**ROUGH DRAFT**

# My Brain

Sometimes I think I am probably more right-brained, but other times I feel more left-brained. I love to play music and I especially like to make it up as I go along. For anybody else to hear my music, they might think it sounds like noise. **(1)** My brother, for one, always complains about it.

I also like to write poetry. It is a way for me to put down on paper how I am really feeling. I write things in my poetry I would probably never tell anyone else. I am also pretty good at giving prepared speeches in my English class. Because I really like to do these kinds of things, I feel that I must be right-brained.

But there are other times I am not so sure about it. For example, I am really pretty good at math and other things that require me to be logical. I also think I am pretty good at writing essays about technical things, like explaining how things work. And I'm good at remembering things too. **(2)**

Though I guess I prefer right-brained activities and can do them more easily, I can do left-brained things pretty well if I have to. I like doing math problems. So I am not sure what that makes me!

012



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**156. Which of the following sentences does NOT fit well in the paragraph in which it is found?**

**A** "I love to play music and I especially like to make it up as I go along." (first paragraph)

**B** "I also like to write poetry." (second paragraph)

**C** "I like doing math problems." (fourth paragraph)

**D** "For example, I am really pretty good at math and other things that require me to be logical." (third paragraph)

L0012003

**157. What is the BEST way to combine the underlined sentences labeled 2?**

**A** I am good at writing technical essays explaining how things work, and I also have a good memory.

**B** Writing technical essays, I am good at explaining how things work and I have a good memory.

**C** I am good at explaining how things work by writing technical essays and remembering things too.

**D** Explaining how things work and technical things are things I am good at writing essays about, and I have a good memory.

L0012002



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 158 through 161.**

**ROUGH DRAFT**

# Killer Asteroids

People tend to think that the human race will be around forever. After all, we have been here for thousands of years and, many would argue, we dominate our planet in a way that no other species ever has. However, before we get too cocky, it would be wise to review the history of the Earth. Many species before us have enjoyed great success only to fall victim to changes in climate, competing of (1) other species, or other factors beyond their control. Could the same thing happen to human beings?

Just as humans do today, dinosaurs once walked the Earth in great numbers. Then, about 65 million years ago, an asteroid about 5 to 10 miles across hit the Earth and everything changed. The asteroid produced a deadly fireball, threw huge amounts of dust into the atmosphere, and caused tidal waves, fires, and terrible storms. With their world so interestingly (2) changed, the dinosaurs were helpless. And most scientists agree that it is only a matter of time before another asteroid hits the Earth, causing similar trouble. (3)

Of course, humans might have a better chance of survival than the dinosaurs did. We can adapt to a wide range of climates, and even underground living is something we can do if we have to. (4) We might even be able to use our technology to locate the asteroid and destroy it before it strikes the Earth. However, there is one thing about which everyone can agree. If human beings ever have to face a killer asteroid from space, it is our brains rather than our brawn that will give us a fighting chance.

062



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**158. Which phrase would BEST replace the underlined phrase labeled (1)?**

**A** competed by

**B** competition from

**C** compete by

**D** Leave as is.

L0062001

**159. To more accurately describe how the impact of the asteroid changed the dinosaurs' world, the underlined word labeled (2) should be changed to—**

**A** dramatically.

**B** strangely.

**C** mysteriously.

**D** thrillingly.

L0062002

**160. In order to achieve more precise meaning, the underlined word labeled (3) should be changed to—**

**A** danger.

**B** worry.

**C** destruction.

**D** hassle.

L0062003

**161. Which change to the underlined clause labeled (4) would make it more consistent with the first part of the sentence?**

**A** even underground living can be done by us if we have to.

**B** even we can live underground if we have to.

**C** we can even live underground if we have to.

**D** Leave as is.

L0062004



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 162 through 164.**

**ROUGH DRAFT**

# The Abominable Snowman

(1) The Abominable Snowman is a hairy, apelike thing that is said to live in the Himalayan Mountains of Nepal. (2) Natives of this region have believed in the existence of this beast for many centuries. (3) However, since no one has ever found a Yeti (the Nepalese name for the Abominable Snowman), doubts still remain.

(4) Some people who believe in the Yeti point to the discovery of peculiar footprints found above the snowline of the Himalayas. (5) There were footprints left by animals, and some people think that they were very much like human footprints but that they must have been made by animals which were much heavier and larger than humans. (6) Scientists who have studied the footprints, however, agree that they were most likely left by bears. (7) "Bears are quite capable of walking on their two hind legs," says zoologist Hans Miller. (8) "This also explains many supposed Yeti sightings. (9) At a distance, a bear walking in such a way could easily appear to be a creature of human form. (10) In fact, three of the five Yeti sightings last year were determined to be bears. (11) The others remain unexplained." (12) Nonetheless, many people remain convinced that the Yeti is real. (13) "There has to," says Raju, a mountain guide, "be something out there. (14) There have been too many sightings for this all to be the product of overactive imaginations." (15) And, yet, it seems that the world will not be convinced of the existence of the Yeti until it is confirmed by hard evidence, a live specimen, or at least a skeleton. (16) For now, it appears that the Yeti will continue to inhabit the shadowy region between legend and reality.

176



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## *Writing*

**162. Which of the following words is the BEST way to express the meaning of the word *thing* in sentence 1?**

**A** object

**B** item

**C** creature

**D** article

L0176001

**163. Which of the following ideas is supported by details or evidence in the essay?**

**A** The world will never believe in the existence of the Yeti.

**B** Yeti sightings cannot be explained by overactive imaginations.

**C** A bear walking on its hind legs can appear to be a Yeti.

**D** All mountain guides believe in the Yeti.

L0176002

**164. What is the BEST way to write sentence 13?**

**A** "There has to be something out there," says Raju, a mountain guide.

**B** "There has to be something out there, says Raju, a mountain guide."

**C** "There has to, says Raju, a mountain guide, be something out there."

**D** Leave as is.

L0176004



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer question 165.**

**ROUGH DRAFT**

# Water on Mars

(1) For a long time, people have considered the possibility that life may have once existed (or may still exist) on the planet Mars. (2) In 1910, Percival Lowell wrote a book suggesting that a large system of "canals" was built on Mars by a civilization that has since disappeared. (3) The "canals" were grooves on the planet's surface which Lowell saw through a telescope he believed had been built by Martians. (4) We now know that Lowell was wrong—there is no evidence of construction on Mars. (5) However, recent photos from the Mars Orbiter Camera suggest that, until very recently, liquid water flowed on the surface of the planet. (6) And some scientists believe that liquid water might still be found beneath the planet's surface. (7) Why is this important? (8) Well, scientists think that water is necessary for life to develop. (9) If there was (or is) water on Mars, it's quite possible that the planet may have supported life at some point during its history. (10) And if there was once life on Mars, the odds that there is life elsewhere in the Universe become much greater. (11) Scientists warn that it's too early to tell for sure, but maybe we Earthlings are not alone after all.

155



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**165. What is the correct way to express the ideas in the sentence labeled 3?**

**A** When the "canals" were observed by Lowell, he believed that they had been built by Martians through his telescope.

**B** The "canals" were grooves on the planet's surface that, when observed by Lowell, appeared to have been built by Martians.

**C** Through a telescope, Martians were those who Lowell believed had built the "canals."

**D** Leave as is.

L0155005



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 166 through 169.**

**ROUGH DRAFT**

# Shower of Light

(1) The black sky seemed to go on forever. (2) The silence of the night was broken only by the gentle chirps of crickets and the rhythm of the cicadas. (3) Each star shimmered with a white light that seemed to sparkle like a diamond on a piece of black velvet. (4) Suddenly the darkness came alive as a meteor shot across the sky, leaving a trail that instantly vanished into the darkness. (5) Mika saw another one, then another. (6) Some of the meteor trails glowed orange or red for a moment, then went away.

(7) While Mika looked at one, more would appear in a different area of the sky, and her head moved double time as she tried to make sure she didn't miss one. (8) The meteor shower continued to escalate, with a dozen or more meteors arcing across the sky at the same time. (9) Meteor showers usually appear only at certain times of the year. (10) They flew by so rapidly that she almost doubted she had seen them at all. (11) These so-called shooting stars lit up the darkness with their shower of light and then quickly disappeared, but for Mika, they made the moment memorable. (12) Mika would hold the memory of these unique showers in her mind for many years.

88C-1



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**166. What is the BEST way to state the action in sentence 2?**

**A** Only the gentle chirps of crickets and the rhythm of the cicadas broke the silence of the night.

**B** Breaking the silence of the night was only the gentle chirps of crickets and the rhythm of the cicadas.

**C** Broken only by the gentle chirps of crickets and the rhythm of the cicadas was the silence of the night.

**D** The silence broken in the night was by only the gentle chirps of crickets and the rhythm of the cicadas.

L288C004

**167. Read this sentence from the passage.**

> Some of the meteor trails glowed orange or red for a moment, <u>then went away</u>.

**What is the MOST effective way to write the underlined part of the sentence?**

**A** and then they were really, really gone

**B** then they disappeared and went away

**C** and then they could not be seen any longer

**D** then faded away as if they never had existed

L288C003

**168. Read this sentence from the passage.**

> While Mika looked at one, more would appear in a different area of the sky, and her head moved <u>double time</u> as she tried to make sure she didn't miss one.

**Which of the following revisions would improve the underlined part of the sentence?**

**A** repeatedly

**B** rapidly

**C** continuously

**D** forcefully

L288C007

**169. Which sentence is NOT related to the main idea of paragraph 2?**

**A** sentence 9

**B** sentence 10

**C** sentence 11

**D** sentence 12

L288C002



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 170 through 174.**

**ROUGH DRAFT**

# Appreciating the Forgotten

(1) Can you name a famous inventor? (2) Many of the world's inventors have helped improve our day-to-day lives and are well remembered: Alexander Graham Bell for the telephone, Benjamin Franklin for bifocals, and Thomas Alva Edison for the lightbulb. (3) However, many other inventors' names have been forgotten despite their remarkable accomplishments.

(4) For example, who was Ezra J. Warner? (5) Back in 1858, he was the first person to patent a can opener. (6) Although it was effective, it was also dangerous to use and didn't make it into households until 1870, when William Lyman introduced a model that was just as effective but much safer.

(7) Susan Hibbard's invention didn't transform the world, but it did make a difference for other women inventors. (8) She took old turkey feathers and bound them together to make the first feather duster. (9) When she went to get the patent for it in 1876, however, she had to battle in court to prove it was her idea. (10) Under federal law, patent cases can only be heard in federal courts. (11) Eventually, Hibbard won the patent for her invention. (12) Soon afterward, women were gaining confidence in their ideas and feeling happy about their right to patent them.

(13) Alice H. Parker patented a furnace that could heat individual rooms of a building at different temperatures. (14) Both energy and money were saved by Parker's furnace, since the invention allowed people to heat only the rooms needed at a given time.

(15) These inventors, their creations certainly have improved the lives of many people, may not have received worldwide fame for their achievements.

59C-1



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**170. Which sentence would BEST begin paragraph 1?**

**A** An invention is made when an inventor discovers how to solve a problem.

**B** Many inventions have proven to be unnecessary and sometimes dangerous.

**C** Inventors have created many amazing devices throughout history.

**D** There have been a lot of inventions that have helped people.

L259C002

**171. Which sentence is NOT related to the purpose of the third paragraph?**

**A** sentence 8

**B** sentence 9

**C** sentence 10

**D** sentence 11

L259C001

**172. Which is the BEST way to revise the sentence labeled 12?**

**A** Women were soon being granted more patents because of their confidence in their ideas.

**B** Gaining confidence in their ideas and their right to patent were other women of the day.

**C** Soon, women were gaining confidence in their ideas and confidence in their right to patent them.

**D** Her fight helped other women gain confidence in their ideas and their right to patent them.

L259C007

**173. Read the sentence from the passage.**

> Both energy and money were saved by Parker's furnace, since the invention allowed people to heat only the rooms needed at a given time.

**What is the BEST way to state the information in the underlined part of the sentence?**

**A** Parker's furnace saved both energy and money,

**B** Saving both energy and money was Parker's furnace,

**C** Saved by Parker's furnace were both energy and money,

**D** Both energy and money have been saved by Parker's furnace,

L259C004

**174. Which is the BEST way to revise the sentence labeled 15?**

**A** Not having received worldwide fame for their achievements, these inventors' creations certainly have improved the lives of many people.

**B** For their achievements, these inventors may not have received worldwide fame, but their creations certainly improving the lives of many people.

**C** These inventors may not have received worldwide fame for their achievements, but their creations certainly have improved the lives of many people.

**D** These inventors may not have received worldwide fame, but their creations certainly have improved the lives of many people, for their achievements.

L259C010



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 175 through 177.**

**ROUGH DRAFT**

# Festival

(1) The school's fall festival was approaching fast. (2) "Our Heritage" was the theme this year, and the student council had decided to display arts, foods, and traditional dress from different countries. (3) Everyone would contribute something based upon his or her own background. (4) Everyone, that is, except Georgy, who had no idea what to do.

(5) "I think I'll just stay home," Georgy said quietly when his friend Hana asked what he had planned to bring to the display. (6) "Many Armenians are incredibly artistic, but I'm not. (7) I can't paint, and I'm no musician either."

(8) "No, you absolutely are not staying home," Hana insisted.

(9) Just then Jin walked by, and Hana asked her to help.

(10) "I was sort of stuck too, but then I had this great idea," Jin said.
(11) "I'm bringing some kimchi to the food booth--that's spicy Korean cabbage."

(12) That the answer had been found was something Hana knew suddenly.
(13) She asked Georgy to bring the zucchini fritters and baked potato squares his mother had fixed for the band potluck dinner.

(14) "They're fabulous, Georgy, and everyone will love tasting Armenian food."

(15) At the festival, the food booth was the most popular of all, and after only an hour, Georgy's fritters and squares were sold out.

39F-1



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**175. Which revision of the sentence labeled 12 uses only the active voice?**

**A** Suddenly, the answer had been found, Hana knew.

**B** Suddenly, Hana knew that they had found the answer.

**C** The answer was something Hana suddenly knew had been found.

**D** Hana suddenly knew that something, the answer, had been found.

L339F003

**176. Which sentence would BEST follow the sentence labeled 15 in the passage?**

**A** All of the food was sold by the end of the festival.

**B** Many other booths were not as successful as the food booth.

**C** Next year, Georgy plans to bring a different Armenian dish.

**D** The student council plans to sell food at the next festival too.

L339F002

**177. If a student wanted to learn more about family, food, and customs in Korea, an Internet site would be more useful than an encyclopedia because the Internet site would probably—**

**A** discuss both history and politics.

**B** feature detailed information on nutrition.

**C** have more personal information on traditions.

**D** show a map of the country and surrounding area.

L339F006



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## *Writing*

**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 178 through 182.**

**ROUGH DRAFT**

# The First Kindergarten

(1) The fondest childhood memories for many people come from their kindergarten experiences. (2) At one time, however, young children did not have the opportunity to attend kindergarten. (3) Before the existence of kindergarten, children were automatically placed in a classroom, with no time to adjust between early childhood and school attendance. (4) Friedrich Froebel, a German philosopher in the early 19th century, believed that children under the age of six were not ready for regular school. (5) He designed a program that aimed to cultivate every child's mental, physical, and social skills prior to the normal school experience. (6) In German, Froebel called the program "Kindergarten," which means "child garden." (7) His plan was appropriately named because it allowed young children to grow into their full capabilities. (8) Froebel wanted his program to teach young children a wide variety of subjects, including art, design, math, and natural history. (9) To accomplish this goal, he believed that each kid must be treated as an individual with different abilities. (10) Froebel also realized that children, in order to learn, need a time to play as well; therefore, Froebel's kindergarten plan provided for an outdoor area where children could enjoy recess.

(11) Friedrich Froebel's influence on education has made a lasting impression.

95F-3



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**178. If a student wanted to find an in-depth discussion of technology in early childhood education, a journal for teachers would be a better source than a local newspaper because a journal for teachers—**

**A** could include charts.

**B** would have a smaller audience.

**C** features award-winning articles.

**D** provides detailed coverage of specific topics.

L395F012

**179. What is the BEST way to state the information in the sentence labeled 6 from the passage?**

**A** Meaning "child garden" in German, Froebel called the program "Kindergarten."

**B** Froebel called the program "Kindergarten," which means "child garden" in German.

**C** "Kindergarten," Froebel's name for his program in German, which means "child garden."

**D** The program, which means "child garden" in German, Froebel called "Kindergarten."

L395F004

**180. Read the sentence labeled 9 from the passage.**

> To accomplish this goal, he believed that each kid must be treated as an individual with different abilities.

**Which of the following would be the BEST replacement for the underlined word in the sentence?**

**A** child

**B** little one

**C** tyke

**D** tiny person

L395F007

**181. Which would be the BEST sentence to add to the end of the passage?**

**A** Outside play time is so important to kindergarteners that many young students name recess as their favorite time of the school day.

**B** Children of kindergarten age generally like routines they can predict and so have an easy time adjusting to the new schedules at school.

**C** Many people are unaware that kindergarten attendance is not required by law in all states, although most states do require that children attend school by the age of eight.

**D** Due to the popularity of Froebel's principles, children today build independence during that important time between early childhood and elementary school years.

L395F010

**182. Which sentence would provide additional support for Froebel's idea that children need play time at school?**

**A** Many kindergartens now use computers as tools in teaching children how to read.

**B** Most children of kindergarten age need to be very active for short periods throughout the day.

**C** A child of kindergarten age may be slightly farsighted until the eyes are fully developed.

**D** A recent study suggests that experiences in day care may help children be more prepared for kindergarten.

L395F011



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**The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, and organization. Read the passage and answer questions 183 through 185.**

**ROUGH DRAFT**

# The Amazing Earthworm

(1) The earthworm is quite amazing. (2) When you spot earthworms lying on the sidewalk after a big rain, they probably all look similar to you. (3) But in fact, there are more than forty thousand kinds of worms and almost three thousand types of earthworms alone. (4) Australia has one called *Magoscolides Australis* that can grow to be 10 feet long!

(5) The structure of the earthworm is interesting. (6) The outside of its body is divided into approximately one hundred segments. (7) However, even with all those parts, the earthworm has no eyes. (8) Its body produces slime. (9) The inside of the earthworm is mostly stomach. (10) It has five pairs of hearts and a brain the size of a grain of sand.

(11) Earthworms do quite a bit for our environment. (12) When earthworms eat organic matter, they digest it in the stomach and excrete it as "castings." (13) Worm castings are a main component of dirt. (14) It's the earthworm that gives us our rich soil for plant growth.

97A



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**183. Which sentence does NOT fit with the main idea of Paragraph 2?**

**A** sentence 5

**B** sentence 7

**C** sentence 8

**D** sentence 9

L197A002

**184. Which of the following sentences provides additional support for the main idea of Paragraph 3?**

**A** Earthworms come to the surface when it rains.

**B** Earthworms decompose matter at a faster rate than landfills do.

**C** Earthworms create a series of tunnels through the dirt.

**D** Earthworms prefer to eat fruit and vegetable scraps.

L197A005

**185. What would be the BEST source of information on Australian earthworms?**

**A** a Web site for a company selling earthworms

**B** a magazine article entitled "Earthworms: the Farmer's Friend"

**C** a book entitled *Earthworms From Around the World*

**D** an Internet site on soil management using earthworms

L197A007



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## *Writing*

**For questions 186 through 211, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose "Leave as is."**

**186. While Sara visited with Sam: she finished her science project.**

**A** with Sam. She finished

**B** with Sam; she finished

**C** with Sam, she finished

**D** Leave as is.

L00SA100

**187. "Why should I wear a sweater?" grumbled the boy as his mother reminded him again of the cold weather.**

**A** 'Why should I wear a sweater'?

**B** "Why should I wear a sweater"

**C** "Why should I wear a sweater"?

**D** Leave as is.

L00SA201

**188. The Alaskan rivers are clear and sparkling in summer however, they are frozen in winter.**

**A** in summer, however they are frozen in winter.

**B** in summer; however, they are frozen in winter.

**C** summer: however they are frozen in winter.

**D** Leave as is.

L00SA043

**189. When Tom arrived at school he was carrying all his books with him.**

**A** arrived at school, he

**B** arrived, at school he

**C** arrived at school he,

**D** Leave as is.

L00SA073

**190. After, the volcano erupted, the tiny tropical island was quiet and devastated.**

**A** After the volcano erupted, the

**B** After the volcano erupted the

**C** After the volcano erupts, the

**D** Leave as is.

L00SA032

**191. When our parents celebrate their silver wedding anniversary later this year, they were married for twenty-five years.**

**A** they will have been married for twenty-five years.

**B** they have been married for twenty-five years.

**C** they would have been married for twenty-five years.

**D** Leave as is.

L00SA039

**192. Akia told us about her safari across the plains of East Africa in our geography class.**

**A** In our geography class, Akia told us about her safari across the plains of East Africa.

**B** Akia told us about her safari in our geography class across the plains of East Africa.

**C** In our geography class Akia told about her safari across the plains of East Africa to us.

**D** Leave as is.

L00SA134



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**193. If Mark will have made fewer errors, he will have passed his driving test.**

**A** If Mark would have made fewer errors, he would have passed his driving test.

**B** If Mark had made fewer errors, he would have passed his driving test.

**C** If Mark would of made fewer errors, he would have passed his driving test.

**D** Leave as is.

L00SA037

**194. Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.**

**A** greeting customers, escort them to a table and offer a beverage.

**B** to greet customers, escorting them to tables and offering a beverage.

**C** to greet customers, escorting them to a table, and to offer a beverage.

**D** Leave as is.

L00SA041

**195. A dog bit Tom's ankle while riding a bicycle.**

**A** Riding a bicycle, a dog bit Tom's ankle.

**B** While riding a bicycle, a dog bit Tom's ankle.

**C** While Tom was riding a bicycle, a dog bit his ankle.

**D** Leave as is.

L00SA036

**196. The poetry of Langston Hughes combining the idioms of African-American speech and the rhythms of the blues.**

**A** The poetry of Langston Hughes will combine

**B** The poetry of Langston Hughes combines

**C** Langston Hughes' poetry combining

**D** Leave as is.

L00SA012

**197. If you want to add your name to the list of volunteers; please go to Room 112.**

**A** list of volunteers please;

**B** list of volunteers, please

**C** list of volunteers: please

**D** Leave as is.

L10SA188

**198. That collection of essays John wants on the bottom shelf.**

**A** John wants them, that collection of essays

**B** John wants that collection of essays

**C** Wanted by John, that collection of essays

**D** Leave as is.

L10SA069

**199. My sister a high school freshman, is trying out for the school play.**

**A** sister, a high school freshman,

**B** sister: a high school freshman

**C** sister a high school freshman

**D** Leave as is.

L10SA160

**200. Mr. Forbes needs the following items for his cooking class flour, salt, and a variety of spices.**

**A** cooking class: flour, salt, and a variety of spices

**B** cooking class; flour, salt, and a variety of spices

**C** cooking class, flour, salt, and a variety of spices

**D** Leave as is.

L10SA060



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## *Writing*

**201. Write your assignment on <u>notebook paper. The paper should be college-ruled</u>.**

**A** paper that is notebook and college-ruled

**B** notebook paper and college-ruled

**C** college-ruled notebook paper

**D** Leave as is.

L10SA144

**202. We're <u>sorry to bother you, but we need</u> to ask you a question.**

**A** sorry, to bother you but we need

**B** sorry to bother you, but, we need

**C** sorry to bother you but we need

**D** Leave as is.

L10SA077

**203. Uncle Yary often <u>said; "My way is the best way."</u>**

**A** said "My way is the best way."

**B** said, "My way is the best way".

**C** said, "My way is the best way."

**D** Leave as is.

L20SA101

**204. <u>Since</u> the bus was late, we arrived at our meeting on time and voted for the new proposal.**

**A** Because

**B** Provided

**C** Even though

**D** Leave as is.

L30SA127

**205. A hero is a person <u>who is honorable, brave, and likes to help.</u>**

**A** who is honorable, likes to be brave, and to help.

**B** who is honorable, brave, and helping.

**C** who is honorable, brave, and helpful.

**D** Leave as is.

L10SA271

**206. <u>Tony you may give</u> me a call whenever you wish.**

**A** Tony, you may give

**B** Tony you, may give,

**C** Tony you may give,

**D** Leave as is.

L10SA311

**207. I love sitting on the park <u>bench. And watching the sunset.</u>**

**A** bench. Watching the sunset.

**B** bench and watching the sunset.

**C** bench, I love watching the sunset.

**D** Leave as is.

L10SA321

**208. <u>Walking and to jog and to cycle</u> are activities many people can enjoy.**

**A** To walk, and jogging and cycle

**B** To walk, to jog, and cycling

**C** Walking, jogging, and cycling

**D** Leave as is.

L10SA065



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## *Writing*

**209. The baker's day began at <u>4:00 a.m., even though</u> most of his customers did not visit his shop until 6:30 a.m.**

**A** 4:00 a.m.; even though

**B** 4:00 a.m. Even though

**C** 4:00 a.m. even though

**D** Leave as is.

L00SA260

**210. Joe was really surprised that Sandy <u>had taken</u> the dog with her.**

**A** taken

**B** had took

**C** had of took

**D** Leave as is.

L00SA271

**211. <u>It's relaxing to sit here and</u> watch the ducks in the lake.**

**A** It's relaxing to sit here and,

**B** It's relaxing to sit here, and

**C** It's relaxing to sit here; and

**D** Leave as is.

L10SA113



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## *Writing*

**For questions 212 through 228, choose the word or phrase that best completes the sentence.**

**212. The green backpack has _____ pockets than the blue one.**

**A** least
**B** less
**C** fewest
**D** fewer

L00SA136

**213. The musician played Wendy's favorite waltz for her husband and _____.**

**A** I
**B** he
**C** she
**D** her

L00SA076

**214. _____ going to be late if they don't hurry.**

**A** They're
**B** Their
**C** There
**D** They'll

L00SA078

**215. When she _____ the award, she blushed and quickly returned to her seat.**

**A** excepted
**B** accepts
**C** accepted
**D** excepts

L00SA016

**216. The frightened pilot's face was ashen as he gingerly lowered the plane onto the Smiths' private _____ that time was running out for his ailing friend.**

**A** runway: he knew
**B** runway, he knew
**C** runway. He knew
**D** runway but he knew

L00SA031

**217. "We should _____ without the captain," the coach said impatiently.**

**A** proceeds
**B** precede
**C** precedent
**D** proceed

L00SA020

**218. The legendary goddess was the _____ of all the Greek deities.**

**A** beautifulest
**B** more beautiful
**C** most beautiful
**D** most beautifying

L00SA022



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## *Writing*

**219. "Which of the three Olympic runners is the _____?" the spectator asked the judge.**

**A** more fast
**B** fastest
**C** most fastest
**D** most faster

L00SA023

**220. What we didn't expect is that _____ would finish our project a week ahead of schedule.**

**A** she and me
**B** she and I
**C** her and I
**D** her and me

L10SA488

**221. The committee had _____ last meeting on Tuesday.**

**A** it's
**B** its
**C** there
**D** they're

L00SA081

**222. Tam left the decision up to _____.**

**A** we
**B** us
**C** she
**D** they

L00SA091

**223. Many situations in life _____ some knowledge of math.**

**A** requires
**B** does require
**C** is requiring
**D** require

L10SA528

**224. Mike said he was adjusting _____ to the new environment.**

**A** easier
**B** easily
**C** more easier
**D** easy

L10SA071

**225. A few years ago, _____ attended the same school together.**

**A** me and her
**B** she and I
**C** she and me
**D** I and she

L20SA093



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## *Writing*

**226. A few of the lower branches finally _____ off the tree.**

**A** breaked

**B** broke

**C** broken

**D** broked

L10SA273

**227. Didn't that tenor sing the national anthem _____?**

**A** beautiful

**B** beautifully

**C** more beautiful

**D** most beautiful

L10SA110

**228. _____ going to sample different kinds of juice, aren't they?**

**A** Their

**B** There

**C** They're

**D** They

L10SA073



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# *Writing*

| Question Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 150 | D | 10WS1.1 | 2002–2003 |
| 151 | A | 10WS1.2 | 2002–2003 |
| 152 | D | 10WS1.9 | 2002–2003 |
| 153 | D | 10WS1.5 | 2002–2003 |
| 154 | C | 10WS1.1 | 2001–2002 |
| 155 | B | 10WS1.9 | 2001–2002 |
| 156 | C | 10WS1.1 | 2000–2001 |
| 157 | A | 10WS1.2 | 2000–2001 |
| 158 | B | 10WC1.3 | 2000–2001 |
| 159 | A | 10WS1.2 | 2000–2001 |
| 160 | C | 10WS1.2 | 2000–2001 |
| 161 | C | 10WC1.2 | 2000–2001 |
| 162 | C | 10WS1.2 | 2001–2002 |
| 163 | C | 10WS1.4 | 2001–2002 |
| 164 | A | 10WS1.2 | 2001–2002 |
| 165 | B | 10WC1.2 | 2000–2001 |
| 166 | A | 10WS1.2 | 2003–2004 |
| 167 | D | 10WS1.2 | 2003–2004 |
| 168 | B | 10WS1.9 | 2003–2004 |
| 169 | A | 10WS1.1 | 2003–2004 |
| 170 | C | 10WS1.1 | 2004–2005 |
| 171 | C | 10WS1.1 | 2004–2005 |
| 172 | D | 10WS1.9 | 2004–2005 |
| 173 | A | 10WS1.2 | 2004–2005 |
| 174 | C | 10WS1.9 | 2004–2005 |
| 175 | B | 10WS1.2 | 2005–2006 |
| 176 | C | 10WS1.4 | 2005–2006 |
| 177 | C | 10WS1.5 | 2005–2006 |
| 178 | D | 10WS1.2 | 2006–2007 |
| 179 | B | 10WS1.9 | 2006–2007 |
| 180 | A | 10WS1.1 | 2006–2007 |
| 181 | D | 10WS1.4 | 2006–2007 |
| 182 | B | 10WS1.5 | 2006–2007 |
| 183 | C | 10WS1.1 | 2007–2008 |
| 184 | B | 10WS1.4 | 2007–2008 |
| 185 | C | 10WS1.5 | 2007–2008 |
| 186 | C | 10WC1.1 | 2002–2003 |
| 187 | D | 10WC1.1 | 2001–2002 |
| 188 | B | 10WC1.1 | 2001–2002 |
| 189 | A | 10WC1.1 | 2000–2001 |



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## *Writing*

| Question Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 190 | A | 10WC1.1 | 2000–2001 |
| 191 | A | 10WC1.2 | 2001–2002 |
| 192 | A | 10WC1.2 | 2001–2002 |
| 193 | B | 10WC1.2 | 2001–2002 |
| 194 | D | 10WC1.2 | 2000–2001 |
| 195 | C | 10WC1.2 | 2000–2001 |
| 196 | B | 10WC1.2 | 2000–2001 |
| 197 | B | 10WC1.1 | 2003–2004 |
| 198 | B | 10WC1.2 | 2003–2004 |
| 199 | A | 10WC1.1 | 2003–2004 |
| 200 | A | 10WC1.1 | 2003–2004 |
| 201 | C | 10WC1.2 | 2003–2004 |
| 202 | D | 10WC1.1 | 2003–2004 |
| 203 | C | 10WC1.1 | 2003–2004 |
| 204 | C | 10WC1.2 | 2005–2006 |
| 205 | C | 10WC1.2 | 2005–2006 |
| 206 | A | 10WC1.1 | 2006–2007 |
| 207 | B | 10WC1.2 | 2006–2007 |
| 208 | C | 10WC1.2 | 2007–2008 |
| 209 | C | 10WC1.1 | 2007–2008 |
| 210 | D | 10WC1.3 | 2007–2008 |
| 211 | D | 10WC1.2 | 2007–2008 |
| 212 | D | 10WC1.3 | 2002–2003 |
| 213 | D | 10WC1.3 | 2001–2002 |
| 214 | A | 10WC1.3 | 2001–2002 |
| 215 | C | 10WC1.3 | 2001–2002 |
| 216 | C | 10WC1.2 | 2000–2001 |
| 217 | D | 10WC1.3 | 2000–2001 |
| 218 | C | 10WC1.3 | 2000–2001 |
| 219 | B | 10WC1.3 | 2000–2001 |
| 220 | B | 10WC1.3 | 2003–2004 |
| 221 | B | 10WC1.3 | 2003–2004 |
| 222 | B | 10WC1.3 | 2004–2005 |
| 223 | D | 10WC1.3 | 2004–2005 |
| 224 | B | 10WC1.3 | 2005–2006 |
| 225 | B | 10WC1.3 | 2005–2006 |
| 226 | B | 10WC1.3 | 2006–2007 |
| 227 | B | 10WC1.3 | 2006–2007 |
| 228 | C | 10WC1.3 | 2007–2008 |



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## The Writing Applications Strand

The following five California English-language arts academic content standards from the Writing Applications strand are assessed on the CAHSEE by one writing task and are represented in this booklet by 13 released writing tasks. These tasks represent only a few of the ways in which these standards may be assessed on the CAHSEE.

| WRITING (GRADES NINE AND TEN) | |
|---|---|
| **Standard Set 2.0** | **Writing Applications (Genres and Their Characteristics):** |
| 10WA2.1 | Write biographical narratives.<br>a. Relate a sequence of events and communicate the significance of the events to the audience.<br>b. Locate scenes and incidents in specific places.<br>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.<br>d. Pace the presentation of actions to accommodate changes in time and mood.<br>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. |
| 10WA2.2 | Write responses to literature.<br>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.<br>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.<br>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.<br>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. |
| 10WA2.3 | Write expository compositions, including analytical essays and research reports.<br>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.<br>b. Convey information and ideas from primary and secondary sources accurately and coherently.<br>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.<br>d. ~~Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.*~~<br>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.<br>f. Use technical terms and notations accurately. |

* The crossed-out portion of this standard is not assessed on the CAHSEE, but is still included in grade-level standards.



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| | |
|---|---|
| 10WA2.4 | Write persuasive compositions.<br>a. Structure ideas and arguments in a sustained and logical fashion.<br>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).<br>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.<br>d. Address readers' concerns, counterclaims, biases, and expectations. |
| 10WA2.5 | Write business letters.<br>a. Provide clear and purposeful information and address the intended audience appropriately.<br>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.<br>c. Highlight central ideas or images.<br>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. |

To demonstrate achievement in this CAHSEE strand, students must successfully respond to one on-demand writing task. The writing task will be either a response to a reading passage or a response to a writing prompt. With a response to literature, students are asked to analyze the passage and write a text-based response. With a response to a writing prompt, students are asked to write a response based on their own knowledge and viewpoints about a given topic. The CAHSEE 4-point Response to Literary/ Expository Text Scoring Guide and Response to Writing Prompt Scoring Guide, which are based on the Writing Applications content standards, are used to score the writing task. These scoring guides are reprinted in the Teacher Guide for English-Language Arts.

All student essays written for the CAHSEE are scored by two trained scorers who use the scoring guide to assign a score of 1, 2, 3, or 4. If the two scorers give different but adjacent scores (e.g., a 3 and a 4), the student's final score is an average of the two scores. If the two scorers give different and nonadjacent scores (e.g., a 2 and a 4), a scoring leader reads the essay and resolves the score. Papers receive no score if they are blank, off-topic, illegible, unintelligible, or written in a language other than English.

The writing tasks on pages 149, 161, 166, 171, 183, 190, 196, 202, 208, 214, and 220 are response-to-writing-prompt tasks. The writing tasks on pages 156 and 177 are passage-based tasks and are associated with the story "Hiking Trip" that begins on page 19 and the poem "Early Spring" that begins on page 77. Sample student responses that represent each score point are included.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 1:

**Throughout your years in school, you have studied about many different people. Think about one of these people you have studied during your time at school. What makes this person special enough to study?**

**Write an essay in which you discuss a person you have studied in school. Explain what it is about this person that is special. Use details and examples to support your ideas.**

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❏ **Read the description of the task carefully.**
- ❏ **Organize your writing with a strong introduction, body, and conclusion.**
- ❏ **Use specific details and examples to fully support your ideas.**
- ❏ **Use words that are appropriate for your audience and purpose.**
- ❏ **Vary your sentences to make your writing interesting to read.**
- ❏ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 150 through 155 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*The most interesting person that I have ever studied in history class is Napoleon Bonaparte. He did many great things for the European country France after the French Revolution. He used outstanding military strategies to conquer his enemies. He was also a great leader causing all of his men to be loyal and trustworthy to him. Another quality of Napoleon that made him a special person in history was his ability to control and command other countries once he had conquered them. These qualities alone make Napoleon Bonaparte special enough to study in school.*

*Napoleon used military stratagies that, at that time, Europe had never seen before. He used them to conquer the Austrians at Waterloo and the Prussians at Jena. It was important battles like these that made France one of the most powerful countries in Europe in the 18th Century.*

*Napoleon's leadership skills were also very helpful to him. His men were always loyal to him because they trusted his decisions. When Napoleon returned from being exiled, (the "Hundred Days"), he was still able to raise an army because he was respected by many men.*

*Lastly, when Napoleon conquered a country, he did a great job of controlling it. When he conquered Prussia, for example, he cut their territory in half (less power for Prussia). He also did not allow Prussia to raise a large army (this also lessened the power of Prussia).*

*Those qualities make Napoleon a very special person to study in history. He did many great things for his country and his people. Napoleon Bonaparte is one of the greatest leaders in the history of Europe.*



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**Commentary**

In this response the writer addresses the three main elements of a persuasive essay. The writer identifies the problem or issue, states a position or opinion, and thoroughly supports that position utilizing logical arguments and elaborating with specific details and examples.

In the first sentence the writer effectively identifies the issue and states a position by indicating that Napoleon Bonaparte is the most interesting person the writer has studied in history class. The writer then goes on to summarize the arguments that will be presented in the remainder of the essay, stating that Napoleon used outstanding military strategies, was a great leader, and was able to control and command other countries effectively.

In paragraphs 2, 3, and 4 the writer elaborates on these reasons individually by offering specific examples and details that support these arguments. In paragraph 2, for example, the writer names specific battles in which Napoleon's military strategies enabled France to win, making France "one of the most powerful countries in Europe in the 18th century."

The writer uses a brief but effective transition at the start of paragraph 3 and uses the remainder of the paragraph to support the argument that Napoleon is an interesting person to study due to his leadership skills. The writer then offers specific evidence of these skills by relating Napoleon's ability to raise an army even after returning from exile.

In paragraph 4 the writer elaborates upon the final argument that Napoleon was able to effectively conquer and control foreign countries. The writer thoroughly supports this argument with specific details and examples.

Finally, the author concludes by restating the position and by offering a brief but adequate summary of the argument.

The writer's organizational structure is well designed, and the writer utilizes a variety of sentence patterns and descriptive language. The writer also exhibits a firm command and control of written English conventions.

Overall, the response thoroughly addresses the prompt, is well organized and thoughtfully developed, and with specific examples, relevant details, and precise and interesting language. The essay is an example of a 4-point response.



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3

**Score Point 3**
**Student Response**

*During the course of the years of school you attend, you come in contact with a lot of information about people who have changed the world & who have risked their life for causes they believed in. Martin Luther King was one of these people. He is a very special man because he fought for black people to have rights, but he also fought for peace.*

*Martin Luther King was an extremely remarkable man. He fought for black people to have rights at a time when many people were very racist against the African Americans. He gave many speeches that influenced many to stand up & fight for their rights. He believed that African Americans should be treated as equally as a white American & that there shouldn't be laws that were based on the color of your skin. To be able to standup against the common opinion of African Americans, I think you would have to be very courageous & strongly believe in what you were fighting for.*

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*Martin Luther King also fought for peace. He didn't like all the war & the hatred, so he promoted love. He wanted peace everywhere & for people to start loving & stop hating. Some people stopped hating & started loving, but many didn't care to listen because he was black. I think now, many more people have respect for what he was fighting for. The U.S. has a holiday especially reserved for him & for what he fought for during his life - love and peace. I would think you'd have to be very influencial on the world to have a holiday reserved for you.*

*Martin Luther King was an extraordinary man who fought for many things. I don't think African Americans would have the rights today if it wasn't for him. He changed the world's view on Racism & equality. Even though his dream of peace hasn't been fulfilled, it may someday.*



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**Commentary**

In this response the writer adequately addresses the three main elements of a persuasive essay. The writer identifies the problem or topic, states a position, and offers supporting arguments that are somewhat developed through specific details and examples.

In the first paragraph the writer effectively introduces the topic by relating that students receive a large amount of information about influential people. The writer then effectively states a position by focusing on Martin Luther King and introduces two main arguments for this choice: that King fought for African-American rights and for peace.

In paragraph 2 the writer elaborates on the argument that King fought for African-American rights. As support the writer relates that King made many speeches that influence others to stand up for their rights. The writer then goes on to state King's beliefs, but then gets somewhat sidetracked by speculating on King's courage.

In paragraph 3 the writer attempts to elaborate on King's efforts for peace; however, this paragraph is not as well developed as paragraph 2 and, though it restates the writer's position that King wanted peace and fought for it, the paragraph does not state specific examples that support the position. The writer then digresses somewhat into speculation on what it takes to have a holiday to honor someone.

Finally, the writer concludes by summarizing the earlier information given about King. The writer does effectively address the prompt and does adequately support the position, but the development of ideas is inconsistent and does not quite indicate the level of thoughtfulness and thoroughness required of a 4-point paper.

Overall, the response is well organized and the student effectively utilizes a variety of sentence patterns. Though there are some minor errors in the use of conventions, these errors do not significantly detract from the student's presentation of ideas, and the student demonstrates an adequate command of the conventions of written English. The response is an example of a 3-point essay.



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# 2

## Score Point 2
## Student Response

*In my years of school, there were many different people that we studied. I've learned alot from my teachers and their minds of thought of the people we studied. Even though, many of the people we studied were alreaded planned, the teachers made them seem alive.*

*The person that I choose was Oliver Twist. We didn't exactly study about it, but we talked about the society because it worked well with the section we were working on. I choose Oliver because I admired his strength and his will to go on. He wasn't in the best position but he did his best. Also he was very loyal and cared for many. He did want he could in his situation and show a strive for living.*

*When he got found from the "nicer people", Oliver was so greatful and kind. He knew he was lucky to be him.*

*In anyway, I admire him on how he saw life. He was at the bottom of the social class but he was still happy with everything. Good things happen to good people.*

## Commentary

This response attempts to address the prompt and is somewhat organized. However, the writer's introduction does not adequately inform the reader of the problem or issue, and the writer's purpose is therefore unclear. The paragraph is not organized around a central theme and seems to focus more on teachers than on the people the writer studied.

Though the writer states a position in the first sentence of paragraph 2, the position is unclear and dependent upon the reader's knowledge of the prompt. The writer then attempts in the remainder of the essay to support the choice of Oliver Twist, but the writer offers only vague details and opinions.

The writer utilizes only simple sentence patterns and basic language. The writer's modest support is wholly dependent on the reader having knowledge of the subject, and the writer's conclusion does not adequately reflect the essay's content. The writer makes frequent errors in the use of conventions that do occasionally detract from the presentation of ideas. Overall, this response is consistent with a 2-point score.



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## *Writing*

# 1

### Score Point 1
### Student Response

*The Write brothers are very important people in history because they allowed us to do things that we do today. They invented the airplane. Without them we wouldn't have airlines or privit airptns. Without them we wouldn't have anything to do with flight. As you can see the Write brothers are very important people in history.*

### Commentary

In this extremely short, one-paragraph response, the writer attempts to address the prompt, but does so in such a vague manner that the reader is unable to determine the writer's purpose without prior knowledge of the prompt.

The writer attempts to support the choice of the Wright brothers, but this support is very superficial and vague and, given the lack of an introduction, it is very ineffective. The writer provides no specific examples or details and does not elaborate upon or explain the sole argument (that there would be no airplanes or flight without the Wright brothers). The concluding sentence is simply a restatement of the vague introductory sentence.

The response lacks organization, utilizes simple sentence patterns and basic language, and lacks elaboration. The writer makes frequent errors in conventions and grammar that contribute to the ineffectiveness of the response. Overall, this response is extremely vague and does not indicate any level of thoughtfulness on the part of the student. These problems place this response in the 1-point score range.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 2:

**In the story, "The Hiking Trip," the reader learns about the main character, Jeff. Jeff's personality and emotions are revealed through the actions and dialogue presented in the story.**

**Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.**

L0157007

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Carefully read the passage and the description of the task.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author's purpose.**
- ❑ **Use precise language that is appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 157 through 160 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*In the story "The Hiking Trip" Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.*

*The author gradually reveals Jeff's bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn't want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn't want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff's love for his brother and his determination to save him.*

*This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff's bravery, love, and perserverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.*

*This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.*

## Commentary

In this response, the writer addresses all parts of the writing task, which include describing Jeff's personality and emotions, identifying the way the author reveals Jeff's personality, and relating Jeff's personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis that Jeff is courageous and loving and that his "true character is revealed by his actions."

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff's actions reveal his courage and love. Specific references to the text are included (e.g., "the father also tells Jeff to have enough love for his brother to save him").

In the third paragraph the writer focuses on the relationship between Jeff's personality and the plot, identifying the turning point in the story as Jeff's decision to go for help alone and tying this decision to Jeff's love and determination: "Without them he may have never tried or been able to save Mark."

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.



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# 3

## Score Point 3
## Student Response

*To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.*

*Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.*

*Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brothers life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.*

## Commentary

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brothers life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.



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# 2

## Score Point 2
## Student Response

*Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.*

## Commentary

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.



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# 1

**Score Point 1**
**Student Response**

*This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.*

**Commentary**

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 3:

**By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.**

**Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.**

L0000064

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❏ **Read the description of the task carefully.**
- ❏ **Organize your writing with a strong introduction, body, and conclusion.**
- ❏ **Use specific details and examples to fully support your ideas.**
- ❏ **Use words that are appropriate for your audience and purpose.**
- ❏ **Vary your sentences to make your writing interesting to read.**
- ❏ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE*: Pages 162 through 165 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*While thinking about a moment in history that has influenced our world today, many events come to mind. But an event that seems prominent is not an event at all, but rather a time period and the accomplishments that took place within it, the Industrial Revolution.*

*Having learned about the industrial era just recently a few aspects remain vivid in my mind, such as the many new inventions that served to make our lives easier. The steam engine was developed allowing cities to form in locations other than near water sources, as things had been previously. Once inside those cities, people all came together working in factories which was much more efficient.*

*Through the factory system, goods were produced at a much faster rate, requiring less work so prices were less. Different social classes could afford items causing a change in social structure. Women and children began working stirring up awareness and laws about labor. Unions were formed as a result as well as more organized forms of education. Every aspect of life changed within this time period including advances in medicine, communications, and the way we manufacture today. The moments throughout the Industrial Revolution hold so much importance, they brought us to the way our world is today.*

## Commentary

In this response, the writer addresses all parts of the writing task, which is to discuss a moment in history and share its importance in today's world. The writer provides a meaningful thesis that suggests that the accomplishments that took place during the Industrial Revolution have influenced our world today. This is followed with purposefully organized support to illustrate just why this period in history has been so influential.

In the second paragraph, the writer discusses how the steam engine positively affected the growth of cities and the fact that factories helped the people in the cities.

A further discussion on the factory system is developed in the third paragraph. The writer provides thoughtful support through the use of specific details to illustrate the effects that factories had on people. More detail is included to share how the existence of factories united people into unions causing a "change in social structure."

As the essay comes to a close, the writer provides more detail about the Industrial Revolution to connect its positive effect on how it "brought us to the way our world is today."

The variety of sentence types and the use of precise, descriptive language all add to the success of this essay. There are only a few errors in the conventions of the English language within this response, but they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.



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# 3

## Score Point 3
## Student Response

*One of the most important days in history so far is the day that man set foot on the moon. This was not only important in U.S. history, but it was important to everywhere else in the world too. This amazing achievement showed Americans that they can do anything they want, if they try hard enough, and it showed other countries how great we really are.*

*The day that man set foot on the moon was a very exciting day. A lot of people didn't believe that it really happened because it was so amazing. But when everyone realized that it had really happened, it gave them the courage to strive for their goals and achieve them.*

*For years before man stepped on the moon, other countries had been trying to and were unsuccessful. But, America was able to. This made the other countries have so much more respect for us.*

*When man set foot on the moon, it was honestly one of the most important days in history because of what took place as a result of it.*

## Commentary

In this response to the writing prompt, the writer discusses "the day that man set foot on the moon." The thesis expresses the idea that this event was an amazing achievement that affected both Americans and the rest of the world and that it proved that "Americans . . . can do anything they want, if they try hard enough . . ."

The thesis is supported in an organized manner with details and examples. In the second paragraph, the writer concludes that the event was responsible for giving people the "courage to strive for their goals and achieve them." In the third paragraph, the writer suggests that other countries respect the United States for having walked on the moon.

The writer concludes with the idea that setting foot on the moon was "one of the most important days in history . . ."

The writer addresses all parts of the task through discussion on what the event was and how it affected the world today. The details and examples used to support the thesis are more general than in a 4-point response, but they do successfully support the thesis.

The use of a variety of sentences along with a general sense of audience is evident throughout the essay. There are a few errors in the conventions of the English language, but they do not interfere with the readers' understanding of the essay. Overall, this essay is a sample of a 3-point response.



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# 2

**Score Point 2**
**Student Response**

*A moment history that I had studied was when Ben Franklin discovered electricity. Electricity is important today, we use it for a lot of stuff. If he did not discover electricity, we probably wouldn't have a lot of stuff that we have now like lights, heat, air conditioning and a lot other things. He could have gotten electracuted trying to discover it. So it is a good thing that he had find it out. Without electricity we can" do a lot of stuff we do now. We would have to use candles for light or just day light.*

**Commentary**

In this response to the writing prompt, the writer discusses Ben Franklin's discovery in a very limited manner. No explanation is provided on the event itself. The writer only provides few details to support the idea that "electricity is important today . . ." Through the use of basic, predictable language, the idea that "we probably wouldn't have a lot of stuff that we have now . . ." is suggested. The language used to support this idea is limited to the word "stuff" that appears three times in this very short paragraph.

There is very little variety at the sentence level and there are several errors in the conventions of the English language. The overall word choice and lack of development illustrate a very limited sense of audience. This essay exemplifies all the criteria within a 2-point response.



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## *Writing*

# 1

### Score Point 1
### Student Response

*We studied about all kind of stuff in History. Every thing we Stuyed in History I learned Something know eveyday. History is go because you get to learn about all kinds of knew things abouat whats going on In this world.*

### Commentary

In this response, the writer provides no thesis related to the prompt beyond the idea that "we studied about all kind of stuff in History." No attempt is made to discuss an event in history.

The ideas presented are no more than a brief discussion on the value of learning history. They are expressed through a lack of control at both the sentence and the language level. There are errors in the conventions of written English in each of the three sentences written in this 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 4:

**Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.**

**Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.**

L0000060

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State your position, support it with specific examples, and address the reader's concerns.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 167 through 170 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.*

*We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot to become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.*

*Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used bandaids, empty soda cans and gum wrappers? The way this campus looks influenses the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.*

*In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.*

## Commentary

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspect of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position, but also extends the argument with a call to action: "If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away."

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates the control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.



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# 3

## Score Point 3
## Student Response

*Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.*

*A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.*

*No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.*

*In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.*

## Commentary

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that "Nobody would like" a school "filled with trash," that a clean school provides "an appropriate learning environment," and that a clean school would "look more attractive." The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that "no one enjoys being in a dirty environment." The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers' concerns and expectations in a general way by stating that "Nobody would like it if people stopped picking up trash" and "No one enjoys being in a dirty environment," and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader's understanding. Overall, this essay is an example of a 3-point response to this writing task.



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# 2

## Score Point 2
## Student Response

*The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is makeing are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.*

*I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.*

*Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.*

## Commentary

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: "makeing are school look nice," "giving less work for the teachers and janitors to do," and preventing people from thinking "that it isn't a good school."

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic—that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys "where we live." This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn't a good school: "if we just left our trash all over the ground that would make us look bad."

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers' concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.



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# 1

## Score Point 1
## Student Response

*It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great reward in the end a clean & safe and healthy envirement and school.*

## Commentary

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 5:

**A person who seems in charge of every situation is sometimes called a "natural leader." People often look to such a person to lead them in projects both great and small. Describe someone you have read about who seems to be a "natural leader." Write an essay in which you describe the person and his or her accomplishments so vividly that your readers will feel they know this person.**

L1000054

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State a thesis responsive to the task and support it fully with specific details and examples.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 172 through 176 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*Leaders in society are both building blocks and stepping stones. They lay a foundation of example for others to follow. Often times, these leaders are the most honorable characters in literature. The most significant natural leader I can imagine is Atticus Finch in "To Kill A Mockingbird." Atticus's character identifies leadership in his own subtle and remarkable way.*

*Atticus is very wise. His wisdom conquers many of his fears. Because of his nobility and wisdom, he is a sought-after and successful lawyer. It is also the reason he is so widely admired in his town. In the novel, Atticus Finch is a widower with two young children, Jem and Scout. He is a lawyer who defends an African American in a time period where they are looked down upon, segregated and pittied by many. Atticus defends the African American, Tom Robinson, and cares for his children in a most remarkable way, showing he is a natural leader and a truely honorable human being.*

*Children's minds can not often grasp the difficult concepts in harsh reality. The reality of the time is that blacks are looked down upon and there was no real reason for it. Atticus must explain this to his children. He also must explain the jeopardy he is in as a result of his decision to defend Tom Robinson. At the same time, he must explain Boo Radley, the neighbor that the children assume is a dangerous and threatening psychopath. Life is so complicated and there aren't always ways to explain the unjust or unreasonable, but Atticus must try.*

*Atticus struggles throughout the novel. He struggles with his past in attempts to right his wrongs. He struggles with his present trying to create a wholesome home and environment in which to raise his children. Atticus struggles with his job, the task at hand to defend a negro in times of segregation. Atticus struggles to keep his children's minds from become corrupted by the people around them. He struggles to teach Jem and Scout not to be judgemental and to respect the privacy of Boo without revealing Boo's past. The constant struggles Atticus endures provides readers with a clear image of Atticus's leadership qualities.*

*Readers of the Harper Lee novel can not help but feel the profound impact of Atticus Finch. He leaves all readers implanted with a feeling of admiration. His wisdom, ability, and thought-provoking attitude incline readers to perceve him as a wonderful parent, buisnessman and friend. Those who read his story are dumbfounded by his impression. They can not help but feel jealous that they are not more like him or know someone who is and if they do, they feel more blessed to know them. Atticus's leadership and other capabilities are the reason he is so admired by his children, his town and all who know him.*



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**Commentary**

In this response, the writer provides a meaningful thesis responsive to the writing task, which includes describing a person that the writer has read about who exemplifies the characteristics of a leader, describing the accomplishments of that person, and providing vivid details that allow the reader to know that person. The writer begins with an engaging introduction about "leaders in society" and how their "foundation of example" makes such leaders "the most honorable characters in literature." This introduction, and the meaningful thesis that follows, clearly responds to the writing task. The writer states the thesis, that Atticus Finch, in *To Kill a Mockingbird*, "identifies leadership in his own subtle and remarkable way" with specific details and examples from the novel.

The second paragraph begins a thorough support of the thesis by describing Atticus as wise and detailing his accomplishments by relating how they affect his relationships with the town and his family. The writer uses details from the novel to support that Atticus was admired because of his wisdom. The writer expands upon the idea of admiration by including that Atticus was a single father and defends an African American in time of prejudice and bigotry.

In the third paragraph, the writer develops the thesis further by explaining that Atticus must explain to his children the decisions he has made. The writer includes evidence from the novel to expound upon this idea. Included is the stand against racism, doing the right thing in the face of adversity, and not heeding to gossip.

Finally, the writer states that Atticus must overcome many struggles, providing details of each of Atticus's struggles. Atticus struggles with his decisions, the responses of the town, and raising his children. By enduring these hardships, Atticus prevails as a leader.

The writer concludes that because of Atticus's wisdom, ability, and attitude he not only is admired by the town, his children, and all that know him, but that he too is admired by the reader who becomes acquainted with him by the end of the novel. The readers of *To Kill a Mockingbird* "cannot help but feel jealous that they are not more like him or know someone who is and if they do, they feel more blessed to know them."

The variety of sentence types and the use of precise, descriptive language illustrates a purposeful control of organization that establishes a clear sense of audience. There are only a few errors in the conventions of the English language within this response, but they are generally first draft in nature. Overall, this essay is a sample of a 4-point response.



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# 3

## Score Point 3
## Student Response

*Some people are born followers and some people are born with the talent to lead. Elenor Roosevelt is one of those who was born a leader. She put together some organizations, inspired many people, and was a great first lady.*

*Elenor Roosevelt had a great love for the people. She wanted to do everything she could for those who were sick or struggling. Those people are the ones that made her want to do something. She made some organizations for them.*

*By developing organizations she inspired people to join those organizations. She also inspired people to make their own. Not only did she inspire people by organizations, but by making them feel better and have more confidence in themselves. A quote by her, that has really helped me & a lot of other people, is "No one has the right to make you feel inferior without your permission."*

*She was an excellent first lady. She stuck by her husband through thick and thin. When he was having a rough day I'm sure she did her job, as his wife and best friend, to help him be comforted. She loved this country very much and fulfilled her duties as the First Lady.*

*In conclusion, I think Elenor Roosevelt was one of those people who just has a talent with people. She has started organizations, lead people through hard times, & a great first lady. She was deffinetly a natural leader.*

## Commentary

In this response, the writer discusses Eleanor Roosevelt and her attributes as a leader. The thesis guides the organization of the paper. Each subsequent paragraph supports the thesis with details and examples demonstrating a consistent tone and focus.

The second paragraph describes how Eleanor Roosevelt's "great love for people" convinced her to establish "some organizations for them." This idea transitions into the next paragraph.

The third paragraph uses the idea of the second paragraph to suggest that it caused people to be inspired by Eleanor Roosevelt. The writer includes the following quote from Eleanor Roosevelt to illustrate how she personally has inspired the writer: "No one has the right to make you feel inferior without your permission."

The fourth paragraph explains how Eleanor Roosevelt was a "great first lady." She supported her husband as his wife and friend, and she was a devoted first lady who loved her country.

The writer's conclusion is a restatement of the introduction leaving with "she is definitely a natural leader."

The writer thoroughly supports the thesis by describing Eleanor Roosevelt and her accomplishments. The writer also provides details that allow the reader to know Eleanor Roosevelt. The details and examples used to support the thesis, however, are more general than a 4-point response, but they do successfully support the thesis. While the writer uses some descriptive language, the sentences demonstrate little variation.

There are some errors in the conventions of the English language, but they do not interfere with the reader's understanding of the essay. Overall, this essay is an example of a 3-point response.



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# 2

## Score Point 2
## Student Response

*The person who I think is a natural born leader is someone like a quarterback for a football team or a goalie for a soccer team. These are great examples of a 'natural leader'. There are more than one thing that a leader must have. Some examples are like dedication, responsibility and determined.*

*Dedication is very important in a 'natural leader'. For example you can be born with the talent to be one, but if you don't dedicate yourself to it you're not going to get no where. Dedication is like on your spare time you dedicate your self to whatever it is you do and there should be nothing in your way.*

*Responsibility is another building block towards being a 'natural leader'. This also goes back to dedication. You have to be responsible enough to where you know what decisions to make about things distracting you from being a 'natural leader'.*

*Determination should be the last step you need to be a 'natural leader'. Without determination you can't go anywhere, low self-esteem is very bad and that's why I think determination is the most important part of being a 'natural leader'.*

*In conclusion I think that everyone has a chance of being a leader. They have to take the right steps to get there. Like I said without these three things Dedication, Responsibility, and especially Determination you can't be a leader.*

## Commentary

In this response, the writer provides a thesis stating that a "natural leader" possesses "dedication, responsibility and determined." The examples and details provided to support the thesis, however, are very general and limited. While there is a clear thesis related to the task, it is not effectively responsive to the task. The examples and details provided are not adequately explained. For example, in paragraph two the writer states, "Dedication is like on your spare time you dedicate your self to whatever it is you do . . ." The writer assumes that the reader understands the logic of the examples and details provided. This is prevalent in all three paragraphs of the body.

While the response demonstrates consistent focus, there is very little variety of sentence types and there are several errors in the conventions of the English language. The overall word choice and lack of development illustrates a very limited sense of audience. The failure to develop ideas clearly is characteristic of a 2-point paper. Overall, this essay is an example of a 2-point response.



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## *Writing*

# 1

### Score Point 1
### Student Response

*This man was a man who love having everything right. He was allways giving out orders and People will follow them because they were good orders to do their job. Sometimes he would go a little to far and then the People wouldn't like it because he would be to bosey. So one day a young boy told him that he would be too bosey and he talke to him about it. The very nex day the man whos name was mike had a meeting and he apoligized to all the workers for acting like he was and he promiss them that he would try to control himself so he wouldn't be so bosey. The People understand and they told mike that it was O.K. he was only doing his job. They also told him that he was a Great Leader for doing his job.*

### Commentary

In this response, the writer does not provide a thesis related to the prompt until the last sentence by stating, "They also told him that he was a Great Leader for doing his job." The information provided before the last sentence does nothing to support the idea of "him" being a "Great Leader."

The failure to demonstrate an understanding of the writing task, the lack of a clear thesis, the absence of supporting examples and details, and the serious errors in the conventions of written English make this a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 6:

**Write an essay in which you describe the speaker's view of nature in the poem, "Early Spring."**

**How is this view revealed in the poem? Include specific references to the poem in your response.**

L224C018

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State a thesis responsive to the task and support it fully with specific details and examples.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 178 through 182 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*Through his observations of the transition of seasons from winter to spring, Shonto Begay begins to see nature on a much grander scale. It becomes clear to Begay that initial outlooks on nature don't even begin to touch on how powerful it really is. First glances don't reveal all of the true mystery behind this miracle. The miracle that involves life, death and rebirth. Nature, he realizes, is magnificent in comparison to individual human lives that walk this earth, it expands so far beyond what our eyes can see and it demonstrates to us the very true meaning of life.*

*Shonto Begay is not blind to the beauty of the land. Remains of a winter that has just passed are left in the form of soft snow that is melting upon the warming earth. By merely looking upon the outdoors, one could not say whether the winter had been harsh or not, for the sheer beauty of the land is so over powering. Begay describes the land and remains of winter as a blanket of somesorts. One with a gorgeous design created by the "patchwork of snow and earth."*

*Standing upon the semi snow covered earth, one's naked eye does not take the intricacy of life that is living around them. Nature is so much greater than the visible trees on the ground and the birds flying overhead. Beneath the ground that one walks on there are lives of rodents burried deep within burrows, insects underneath the foliage that scatter the ground, birds in nests high up in the trees. Shonto Begay recognizes this intricate system of nature. Pulling himself away from his own life, he can see the miracle that lives around him.*

*As spring takes flight, nature experiences a period of rebirth. It didn't necessarily die over the period of winter, but spring will bring it back to a new meaning of life. Begay writes, "Maybe to them we also disappear with the cold. Not to be seen until spring." This further shows that although we aren't seeing, it doesn't mean that they aren't existing. The cold simply brings them underground and the warmth of the spring brings them back. It gives them a period of rebirth.*

*Stepping away from one's own life and observing the life of nature, opens one's eyes to something far more magnificent than themselves. Nature is a cycle of life that will continue for centuries to come. Nature is "filled with mysteries. They reveal themselves and their stories - if you look very carefully, and listen . . ." Just open your eyes and you will see.*



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**Commentary**

In this response, the writer addresses all parts of the writing task, which includes describing the speaker's view of nature and explaining how the author reveals the speaker's view of nature in the poem. The response also illustrates a comprehensive and thoughtful grasp of the text.

The first paragraph of the response states the thesis that nature is seen "on a much grander scale" when observing the transitions of the seasons. The following sentences of the paragraph elaborate how nature is a miracle, one involving "life, death, and rebirth," demonstrating "the true meaning of life," which cannot be comprehended on initial observances.

Next, the writer creates the metaphor of a blanket from the author's use of "patchwork of snow and earth" to explain how the beauty of the setting can hide the realities that lie beneath, showing that the writer has a clear understanding of the text.

The idea of the blanket hiding what is underneath is extended further in the third paragraph by the writer's careful paraphrasing of the poem. The writer ends with making a relevant observation about the speaker: "Pulling himself away from his own life, he can see the miracle that lives around him."

The last paragraph further illustrates the idea of being selfless and realizing that there is more to see: ". . .although we aren't seeing, it doesn't mean that they aren't existing." This observation is based upon references to the text (e.g. "Maybe to them we also disappear with the cold. / Not to be seen until spring."). The writer ties the observations in the last paragraph with the thesis stating, "Nature is a cycle of life . . . 'filled with mysteries.'"

The use of precise, descriptive language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first draft in nature. Overall, this essay is a sample of a 4-point response.



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# 3

## Score Point 3
## Student Response

*In this poem, the speaker seems to enjoy nature very much! The speaker writes passionately about the rebirth of the earth as spring nears. In the poem, it speaks "In the early spring, the snowfall is light upon the mesa. It does not stick to the ground very long." The speaker is inferring that as winter concludes, the snow melts fast, in order to make room for the incoming plants and wildlife. There is such a major transition from winter to spring. All of the plants are starting to grow once again, as the speaker stated in "just below me, young seedlings start their upward journey." While the rodents and other animals are still in their burrows in hybernation for winter, the time is drawing ever so near for them to awake and appear outside once again.*

*The speaker has an idea which states that, just like the animals disappear in hybernation for the winter, the animals we cease to exist until spring comes full force on the earth. To whomever is speaking, to them spring comes so rapidly, that one can imagine from his or her writings that plants shoot up out of the ground and all of the wild animals appear like magic. To the speaker, it seems as though he or she thinks that many people do not take the time to look around and admire nature's natural beauty. It seems that the speaker wants everybody to stop and watch how beautiful nature is and to see nature how he sees it. This seems to be a persuasive yet informative poem.*

## Commentary

In this response, the writer addresses all the parts of the writing task and shows a comprehensive grasp of the text. The details and examples provided to support the thesis, however, are general.

The first paragraph of the response summarizes the main points of the poem and supports the writer's thesis: ". . . the speaker seems to enjoy nature very much!" The writer uses details from the poem, but only in strengthening the summary. The details used are not thoroughly explained or expounded.

The final paragraph restates most of the ideas presented in the first paragraph, but the writer does include in the beginning of this paragraph that the speaker changes perspective (e.g., "The speaker has an idea . . . the animals disappear in hybernation [*sic*] for the winter, to the animals we cease to exist until spring . . .). The writer also includes, implicitly, in this paragraph the theme of the poem.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a comprehensive grasp of the text. Also, it makes specific references to the text (e.g., "In the early spring, the snowfall is light / upon the mesa."). It, however, lacks the sophistication of organization and precise diction that characterize a 4-point paper. The language is awkward in places, as shown in the second sentence of the final paragraph. The errors in conventions of the English language, however, are few and do not interfere with the meaning of the response. Overall, this essay is representative of a 3-point response.



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# 2

## Score Point 2
## Student Response

*The speakers view of Nature is very interesting. He speaks as if he has become one with Nature. He takes this poem very seriously and smooth.*

*In this poem you can easily tell that he loves Nature and everything about it. He talks about how the snow melts quickly but just slow enough to cover the ground. When he talks about the Animals, and what they are doing, he adds lots of detail that makes you want to read the story again. He also talks about how all the plants are starting to grow, and about the rodent in their tunnels.*

*He tries to tell us, and give us an idea on how beautiful the earth is. If we can listen to the mountains and observe them we will find out what is used to look like before, and how beautiful it was then.*

## Commentary

In this response, the writer demonstrates a limited grasp of the text providing only a few paraphrased details of text in attempt to support of a very general thesis: "The speakers view of nature is very interesting."

The second paragraph of the response, also, begins with a very generalized statement that is not fully supported by the details given. The details given are a minimal summarized understanding of the poem and do not add to the writer's main point or thesis. The last paragraph of the response is more of the same. The sentences do nothing to illuminate the thesis and provide a weak conclusion to the essay.

The lack of organization, failure to develop ideas, and a weak thesis are characteristic of a 2-point paper. The response also contains little variety of sentences and uses basic, predictable language. There are several errors in the conventions of the English language that border on interfering with the understanding of the essay. Overall, this essay is an example of a 2-point response.



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# 1

## Score Point 1
## Student Response

*A Person is walking in the early spring. He talkes about animals and how they are reacting to the snow. A rodent and a Snak are comfortable in their burrows. How a hawk coud see food from the sky and he cannot see it. It is cold but snow dose not stick to the ground for vary long.*

*How beautiful this land is, and how it is filled with mysteries.*

## Commentary

In this response, the writer simply writes aspects of the poem demonstrating a minimal grasp of the text. There is no thesis, just a summary, which is copied almost verbatim from the poem.

The essay fails to provide a thesis and examples to support one, to use sentence variety, to contain the writer's own thoughts or ideas, and to understand the complexities of the text, making this a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 7:

**Tourism committees spend a great deal of money each year advocating natural landmarks of states and countries. By using media such as posters, magazine advertisements, television commercials, and radio advertisements, committees are able to send a message about beautiful places, and hopefully convince some tourists to travel to those places.**

**Suppose you have been hired by a tourism committee. Write a persuasive essay in which you identify a place in the world that has something tourists might find interesting. Explain precisely what makes that particular place so special. Develop your ideas so that a potential tourist would be persuaded to visit the place you have identified.**

L20SA207

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State a thesis responsive to the task and support it fully with specific details and examples.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 184 through 189 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*Some call it the Happiest Place on Earth and others call it the Magic Kingdom. What is this magical place? Well, if you guessed Disneyland, you were right! Disneyland, home to Mickey and all of his friends, is the host to many tourists and visitors each year. Racking in millions of dollars year round, this exhilerating amusement park is able to please each and every one of its guests. From the moment you set foot on Main Street to the second you exit the gates, it feels as if you're entrapped in a dream. So, embark on a journey with me to explore the many wonders and secrets of this magical theme park.*

*Disneyland is most popular with its food and treats. Whether you're dining under the midnight sky in the Carribbean or having brunch in New Orleans, the Magic Kingdom is sure to please all of your mouth-watering needs. Every restaurant you enter is set with a different atmosphere, with elaborate decorations, sound effects and music. Vendors on the streets are always there and smiling to offer you crisp caramel apples, buttery popcorn, or fluffy cotton candy. Before you know it, you'll have tried every food in the park.*

*Disneyland may have its ups and downs . . . if you're on one of its many extreme roller coasters, of course. The second you pull down the lap bar, get ready for a fun-filled adrenaline rush to add excitement to your day. If you have little ones, Disneyland provides you with fun, colorful storybook rides also. You just sit down, relax, and watch the childrens' eyes light up when they see characters from their favorite movies before their very eyes.*

*It's not everyday that you see the big black sky light up with glittering explosions of light. Yes, Disneyland's sky and streets are filled with entertainment for all to watch for free! People play music, put on parades, set off fireworks and perform in cute, whymsical shows. Be sure to always watch the entertainment, but be careful . . . you might bump into Mickey Mouse. Mickey Mouse and all of his pals make a grand appearance for you to hug, play with, and take pictures with every single day.*

*Sure enough, the end of your day comes and you start to get tired. finally, it's time to leave and go back to your daily life. The only thing you're left with is a great memory . . .and maybe a few suevenirs. So, when your vacation time rolls around and you are sitting on the couch, thinking of where to go, remember the food, rides, and fun at Disneyland, and it won't take you long to make up your mind.*



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**Commentary**

In this response, the writer addresses all parts of the persuasive writing task: stating a position about where the ideal tourist location would be, defending the position with evidence, and anticipating the reader's concerns. In the beginning of the first paragraph, the writer includes a rhetorical question and its answer as the thesis to the essay: "What is this magical place? Well, if you guessed Disneyland, you were right!" The remainder of the paragraph states brief reasons why Disneyland is an ideal tourist location (e.g., hosts many visitors, pleases all ages, and is a fantasy). The writer entreats the reader to continue the journey by resuming to read about the wonders of Disneyland.

The second paragraph emphasizes the variety of food offered at the park. The writer addresses the concerns of the reader by stating that every restaurant has "a different atmosphere" (e.g., Caribbean and New Orleans). Other potential concerns are addressed by the descriptive language used to mention that there are not only restaurants but also vendors selling "crisp caramel apples, buttery popcorn, or fluffy cotton candy."

The third paragraph begins with a pun on the phrase "ups and downs," when referring to Disneyland's roller coasters. Once again, the reader's concerns are addressed by noting that not all visitors to Disneyland will be interested in roller coasters and relating that Disneyland also has rides for children based upon the franchise's popular storybook and movie characters: "You just sit down, relax, and watch the childrens' [*sic*] eyes light up when they see characters from their favorite movies before their very eyes."

The next paragraph details the multitude of free entertainment that is available at the park (e.g., the fireworks at night, the parades, the shows, and even Mickey Mouse). The writer uses ironic humor by suggesting the reader ". . . be careful . . . you might bump into Mickey Mouse."

The final paragraph reemphasizes the reasons to visit Disneyland as an ideal tourist location. It concludes the tight structure and organization of the essay.

The use of a responsive, meaningful thesis that is thoroughly supported by specific details and examples is representative of a 4-point response. The writer also demonstrates a consistent tone and focus highlighted by the sense of audience and organization of the paper. The essay uses a variety of sentence types and precise, descriptive language. While there are a few errors in the conventions of the English language, they are first draft in nature. Overall, this essay is a sample of a 4-point response.



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# 3

**Score Point 3**
**Student Response**

*Where Can Tourists Go?*

*There is a place in the world that tourists would find interesting. They may or may not have heard of this place. It is a city in Mexico called Puerto Vallarta. Tourists would like Puerto Vallarta, because the weather is perfect for different people, the relaxation, and the many things to do and have fun.*

*Many people like different types of weather. If you go to Puerto Vallarta, Mexico you can experience theses types of crazy weather. If you go to Mexico during the month's of April to August you would experience rainy, stormy weather. If you love rainy days, that's just the right time for you. However from September to January the weather is just perfect for people who like it not too hot and not too cold. The weather is literally perfect. The sunset and sunrise are very pretty at this time, also. However, between February and May, the weather is transitioning between the two extremes, so the weather can be a little crazy.*

*When you are on vacation, the best thing to do is relax. Puerto Vallarta is the best place for that. Not only is there perfect weather, but the atmosphere of P.V. is just relaxing. Puerto Vallarta allows you to have fun and enjoy yourself. The people also are very welcoming and caring. There is a lot of things to do in Puerto Vallarta.*

*This city is full of things to do to have fun. You can go on cruise ships, go shopping, or go to dinner with friends or family. You can lay out in the sun, go swimming in the ocean, or skydive. Many people came back home wanting to be there.*

*This city is so special, because the weather is perfect, you can have fun while you relax, and you really don't have to do alot to have fun. Puerto Vallarta is a really good place to bring your whole family for vacation, but can also be good for wanting to have loads of fun and experience adventure. Puerto Vallarta is a great place to visit.*



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**Commentary**

In this response, the writer addresses all parts of the persuasive writing task: stating a position about where the ideal tourist location would be, defending the position with evidence, and anticipating the reader's concerns. The writer concludes the first paragraph with a thesis that is responsive to the writing task, detailing that Puerto Vallarta is the ideal tourist location because of the weather, the ability for relaxation, and the magnitude of options for fun.

The second paragraph details the diversity of the weather: rain, sunshine, and "crazy." The writer attempts to address the reader's possible concerns by stating: "If you love rainy days, that's just the right time for you," and ". . . the weather is just perfect for people who like it not too hot and not too cold." The attempt is to illustrate the best time for tourists to visit Puerto Vallarta.

The third paragraph follows the thesis by suggesting that Puerto Vallarta is relaxing, but that is all that it does. The paragraph does not contain any examples or details to support the writer's claim.

The next paragraph lists activities that Puerto Vallarta offers the tourist (e.g., cruise ships, shopping, restaurants). While it offers support of things to do for fun, it does not elaborate.

The last paragraph concludes the essay by restating the thesis established in the first paragraph, leaving with the statement: "Puerto Vallarta is a great place to visit."

The use of a responsive thesis that is supported by details and examples for the majority of the essay is representative of a 3-point paper. The paper is organized and demonstrates a consistent tone and focus with a general sense of audience. It also provides a variety of sentence types and some descriptive language. There are, however, awkward expressions and some errors in the conventions of the English language. It is also repetitive in mentioning the "perfect weather" in multiple places (paragraphs 3 and 4). Overall, this essay is an example of a 3-point response.



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# 2

**Score Point 2**
**Student Response**

*Florda*

*This state that you can speend you vacation is Florda. With lots to do and see you will never be left out of the fun. You will see lots of amusment park on you jerony of this state of Florda.*

*One of the Parks is Disny world. they have lots of ride. It takes day to see it all. It also has attractions worth a while. There are others worth your while.*

*Another one is Universul Florda. Smaller Than Disney World, but still you should see it. There are movie stuff to see and collect. there is one more amusment park I recomend.*

*The last park I recomend is Sea World Florda. A park for Sea life. You see dolfins. You also see whales that are lots of fun.*

*I think that you should join other people that visit Florad and have a blast. come and have fun!*

**Commentary**

In this response, the writer provides a thesis and supports the thesis in the following paragraphs with limited details and examples. Florida offers many amusement parks and three are recommended: Disny world [*sic*], Universul Florda [*sic*], and Sea World Florda [*sic*].

The paragraphs suggesting the three parks note only the minimum attraction of the parks. Disney World has "lots of ride. [*sic*]" Universal Florida contains "movie stuff to see and collect." Sea World showcases "dolfins [*sic*]" and whales.

This essay provides little support for its thesis, shows little control of organization, and demonstrates a monotonous tone and focus. It also fails to anticipate the reader's concerns. In addition, errors in the conventions of the English language are substantial: misspellings, noun-number errors, and awkward syntax. All of these factors are representative of a 2-point response.



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# 1

**Score Point 1**
**Student Response**

*People should go to Las Vegas to have some fun and make some money*

**Commentary**

In this response, the writer provides a weak thesis that is related to the writing task: "People should go to Las Vegas to have some fun and make some money." There are, however, no details or examples given in support of the thesis. With only one sentence, the writer illustrates no control over organization: Because of its brevity, there is nothing to organize. One sentence also does not provide any sentence variety, and the sentence uses limited vocabulary. The paper fails to defend a position and fails to address the reader's concerns. Overall, this paper is an example of a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 8:

**American scientist Louis Agassiz believed that objects should be studied closely to understand the natural world. His students would study a single natural object carefully, spending hours and sometimes days in the examination. In the end, they had a greater understanding of a particular part of the natural world.**

**Write a narrative in which you describe a time when you examined something very closely. You might discuss an object in the natural world, an author's use of language, or a picture. Whatever you choose to discuss, describe the occasion so vividly that your readers will feel they were right there with you.**

L30SA322

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **Provide a thesis responsive to the task and support it fully with specific details and examples.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 191 through 195 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*"It is almost out," I thought, full of anticipation about the beautiful creature emerging. I had waited a long time for this. The process of a caterpillar metamorphasizing into a butterfly, fascinated me.*

*I was in the seventh grade, with a high level of curiosity about the world. I would often use my five senses to discover the world, with nature, in particular. As always, the annual science fair was coming up, and I needed to obtain an appropriate topic. I decided to record the process of a caterpillar transforming into a butterfly. I had always been curious about the stages of this process, and I decided to take this opportunity to grasp an essence of nature.*

*I needed a caterpillar for this experiment; as a result, I bought one from a science catalog, and expected it to be delivered within a week. I setted up an area outside my home, to allow the transformation that I would witness. I also carefully followed the scientific method to establish data and reseach. The thing that I was looking forward to the most, would be the arrival of my caterpillar.*

*It finally arrived, looking young and innocent. I was relieved that it will now have a safe home at my house, because I could not imagine it being killed for another person's science experiment. I pondered about the next thing I should do, and decided to leave it in a natural habitat of plants, in the area which I had set up.*

*Day by day, I would carefully examine the caterpillar. One day, I noticed that my caterpillar was gone. I felt as if my heart skipped a beat because I was extremely frightened. Then, I noticed a small, thread-like ball that was at the corner of the box of plants. I quickly realized that the caterpillar had formed a cocoon. It was very fragile; therefore, I did not touch it. I would begin to truly examine the cocoon by taking pictures and by recording its texture. It felt as if I was in my backyard every minute.*

*As time progressed, the cocoon began to move and shake. This initiation caused excite for me. It finally happened. The cocoon began to slowly tear apart. Slowly and slowly, this process occured, and my anticipation was eating me up.*

*When the cocoon fully disintegrated, I saw a hint of red and orange. The colors must have been a part of the wings of the new creature, because it was quickly flickering. Then, the full appearance of the wings became visible. They were intricately designed and the symmetrical pattern was exquisite. I could feel my mouth drape open, because I have never witnessed anything so astonishing. I carefully examined the butterfly before it could fly out of my grasp. Its wings consisted of two round circles on both sides. The top of its wings were red, and faded to orange, on the bottom. The butterfly was unbelievably light, as if it were another stroke of wind that carried throughout the air.*

*This was an unbelievable experience for me, and I was incredibly flattered to be able to witness such a precious evolution.*



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**Commentary**

In this response, the writer addresses all parts of the writing task, which includes describing a time when an object was studied closely and providing vivid details that allow the reader to have a greater understanding of that occasion. By opening the paper with "'It is almost out . . . ,'" the writer demonstrates a clear sense of audience and engages the reader immediately. This introduction, and the meaningful thesis that follows, clearly responds to the writing task. Using precise, descriptive language, the writer supports the thesis about the development of a caterpillar into a butterfly with specific details and examples.

The second paragraph provides the background and purpose for the writer's close examination of "an essence of nature." The writer provides details of the circumstances that allowed for the occasion "to discover the world."

In the third and fourth paragraphs, the writer develops the thesis further by explaining the process taken to "allow the transformation" to occur. By detailing the preparation taken of ordering a caterpillar "from a science catalog" and following "the scientific method to establish data and reseach [*sic*]," the writer builds dramatic tension and anticipation.

Next, the writer moves from preparing for the experiment to actually observing the caterpillar in paragraphs 5 and 6. The writer accounts the process with such words as "examine" and "noticed." The writer establishes the intensity of the event by providing such details as "a small, thread-like ball" and "recording its texture." By ending paragraph 6 with personification, ". . . my anticipation was eating me up," the writer ties the observation process to being "fascinated" in the thesis.

With the emergence of the butterfly from the cocoon in paragraph 7, the narrative thread from the beginning of the story is resumed and completed. The writer effectively uses imagery to describe the "new creature" with such phrases as "a hint of red and orange" and "as if it were another stroke of wind." The impact of observing the transformation is quite apparent with the concluding words of ". . . I was incredibly flattered to be able to witness such a precious evolution" in paragraph 8.

The dramatic structure, the variety of sentence types, and the use of precise, descriptive language all add to the success of this essay. There are only a few errors in the conventions of the English language within this response, but they are generally first draft in nature. Overall, this essay is a sample of a 4-point response.



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# 3

## Score Point 3
## Student Response

*Have you ever inspected something very closely? Sometimes taking a closer look at things help you see a different perspective. Sometimes, taking in details, rather than the general picture helps one to see the beauty behind. One day I took a careful close up look at a picture I believed to be vile, and saw the beauty and technique that was hidden.*

*One day I walked past the unsightly painting in the hallway, and stopped to think about it. Wondering why my parents would buy such a hideous piece of art, I stepped in a little closer to it. The bright, but clashing colores didn't seem to follow a pattern, at first. However as I stood on the soft carpet, searching, I noticed the colores looked much nicer close up. In fact, they looked beautiful. The pinks, oranges, greens, blues, and yellows seemed to flow better close up. The strokes off color ran in and out of another.*

*Now examining the picture close up, I also saw the technique behind what I once believed was madness. The strokes were painted in such a way that the colores complimented and clashed with one another at the same time. Close up I also discovered the shapes of flowers within the clumps of color. The texture of the paint strokes varied in certain places, also. I stood soundlessly in the narrow hallway, soaking up the work of art, paint stroke by paint stroke.*

*Taking a closer look at the picture helped me see the attractiveness and tecnique I had earlier ignored. Sometimes examining something closely reveals details one misses from afar. To truly understand something, it must be studied closely and carefully.*

## Commentary

In this response, the writer provides a responsive thesis of how ". . . taking a closer look at things help [*sic*] you see a different perspective" and addresses all parts of the writing task. Each subsequent paragraph supports the thesis with details and examples.

The second paragraph describes how the writer "stepped in a little closer" to the painting being examined. By "searching" the painting, the writer begins to see the once "vile" work of art with new eyes and focuses on the colors. This idea transitions into the next paragraph.

In the third paragraph, the writer continues the inspection on a deeper level by examining the technique behind the "madness" and ". . . soaking up the work of art, paint stroke by paint stroke."

The writer's conclusion reveals a change in perspective gained by examining ". . . details one misses from afar."

The writer addresses all parts of the task through recounting a controlled progression from a superficial and negative opinion about a painting to a positive evaluation. The details and examples used to support the thesis, however, are more general than a 4-point response, but they do successfully support the thesis. The essay provides a variety of sentence types and uses some descriptive language.

There are some errors in the conventions of the English language, but they do not interfere with the reader's understanding of the essay. Overall, this essay is an example of a 3-point response.



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# 2

## Score Point 2
## Student Response

*The Biology Onion*

*One day, as I sat through yet another boring lecture from Mr. Fleming I read the white board in front of the classroom, and on it in dark, black, bold letters was LAB. I asked about it, and his response was "that is what I have been talking about, don't you pay any attention!" So then he divided us into groups of 2, and I got to be partners with my friend. So we went through all the instructions, and it told us to peel an onion skin, put it on a slide, put it under the microscope and observe.*

*After we did that, the next set of instruction given to us was put iodine staining solution on the onion skin, so we did and we continued looking. Only this time there was a little, dark, brown spot, and 4 little, dark, brown specs floating around. I found out that the little spot is the nucleus of the cell, and the specs were the endoplasmic reticulum, lysosome, ribosome and golgi apparatus. So I had seen a cell in action.*

## Commentary

In this response, the writer addresses some parts of the writing task and provides very general and limited examples and details to support the main idea. Although a number of technical terms from biology are used, they are not adequately explained. The writing consists mostly of one simple assertion followed by another.

The paper has little variety of sentence types and there are several errors in the conventions of the English language. Lack of development illustrates a very limited sense of audience. Overall, this essay is an example of a 2-point response.



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## *Writing*

# 1

### Score Point 1
### Student Response

*Im a athlete who likes to play sports, and sometimes when I travel I see Baseball fields. It makes picture things in my mine, what I wanna do, in the future. I have three little brothers who look up to me, so what I do I play Baseball with them and chance that I have. Because I want them to picture something they wanna do in life.*

### Commentary

In this response, the writer provides a weak thesis related to the writing task; however, the thesis is not supported with any details or examples. The writer fails to demonstrate an understanding of the writing task.

No control of organization, no sense of audience, limited vocabulary, and serious errors in the conventions of the English language make this a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 9:

**Television, radio, newspaper, and individual conversations are just a few sources of news available to us. While most people probably rely on combinations of these sources for their news, some people rely on a particular source almost exclusively.**

**Write an essay discussing the relative strengths and weaknesses of one particular source for news. Provide examples to illustrate your claims. Develop your ideas so vividly that a reader will have a clear understanding of the benefits and shortcomings of a particular source of news.**

L20SA188

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **Provide a thesis responsive to the task and support it fully with specific details and examples.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 197 through 201 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*Knowing about current events in the outside world is important and people use different methods to find out more about the world. Some people watch television broadcasts of the news while others read a newspaper. The conventional newspaper has both benefits and faults that either help or hinder the reader.*

*There are many benefits that a newspaper can offer a curious reader. The news given is detailed and organized, sharing important and interesting tidbits of information. Many times, a graph or diagram is added to enhance the reader's understanding of the story, especially if the story is about a specialized topic such as the human genome. A newspaper is written in terms that the general populace can understand it easily, aiding people who are not as strong in English as others. Another strength most people enjoy is the myriad of subjects in a single edition of the newspaper. One can find news concerning anything from politics to a new Thanksgiving dinner recipe. Newspapers have much to offer, however, they do have their shortcomings.*

*Newspapers are becoming somewhat obsolete because some of their faults are not worth the trouble. The most obvious reason is that they create an immense load of paper clutter. People combat this by throwing it away instead of recycling it, thus harming the environment. In addition to the cumbersome paper load, the ink comes off readily, giving the reader black and greasy hands. Most people also find it tedious to fold the newspaper properly because it is fairly large in size. Though those reasons are annoying, the worst aspect of a newspaper is that all the headlines present in an edition of a newspaper cannot be read in one glance as they can be on the Internet. People cannot see all the stories without perusing slowly through every section of the newspaper. These shortcomings discourage many people from reading the newspaper.*

*There are many methods to news delivery, newspapers being one of the oldest. Like any method, there are some strengths and weaknesses in newspapers. These influence whether people choose to use a newspaper to broaden their horizons. Though some of the strengths are very helpful, people may overlook them and only see the cumbersome and inconvenient weaknesses.*



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**Commentary**

This paper clearly addresses all parts of the writing task. The writer begins with a universal statement and then narrows down to a specific, meaningful thesis that clearly states an intention to defend the relative strengths and weaknesses of the "conventional newspaper." The paragraphs that follow develop both sides of the thesis with precise and relevant evidence.

The writer argues in the first body paragraph that "There are many benefits that a newspaper can offer to a curious reader." Specific supporting details such as "a graph or diagram" and "human genome" support the argument. The writer elaborates by stating how newspaper visuals aid people lacking strong language skills. A good command of vocabulary is demonstrated through words such as "tidbits," "populace," and "myriad."

The second body paragraph focuses on the opposing argument by presenting vivid examples of why a newspaper might not be the best choice as a source for news. "The cumbersome paper load," dirty hands, and difficulty handling a bulky newspaper are the principal examples provided. The strongest evidence, " . . . all the headlines present in an edition of a newspaper cannot be read in one glance . . . ," is presented last. In addition to supporting main ideas with specific details, the writer continues to use refreshing vocabulary: "immense," "readily," "tedious," and "perusing."

Finally, the concluding paragraph restates the thesis and provides an adequate summary of the writer's arguments.

The writer develops a focused organizational structure through the use of interesting language and a variety of sentence types. Additionally, the writer exhibits a firm command of written English conventions while maintaining a consistent tone and a clear sense of audience. Overall, this essay is an example of a 4-point response.



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# 3

## Score Point 3
## Student Response

*In Today's world, we have many choices when it comes to finding out what's new and for finding information. There are televisions which deliver and dicuss news on a regular basis; there are radios in which news is talked about regularily on most stations; there are the good, old fashioned newspapers; and there are individual conversations which occur daily. Individual conversations have fantastic advantages to them as well as having many disadvantages.*

*Individual conversations are great because you can talk to anyone about anything whenever you want. For example, asking someone if it is raining outside is a lot easier and faster than walking to your T. V., turning it on, and then finding out if it was raining. However, information about whether it will rain in a week and what is happening in Germany is easier obtained by a television or by the internet rather than an individual person. Individual conversations allow to get ahold of a person's inner opinions on different matters. A disadvantage of that, however, is that their opinions are usually biased and not true. Individual conversations do not always give correct information, either.*

*Although individual conversations may be enlightening and fast, They may not always be the exact truths. Other means may, and usually are more exact and more true.*

## Commentary

In this response, the writer is responsive to the writing task, defends both positions with evidence, and anticipates the reader's concerns. The writer concludes the first paragraph with a thesis that is responsive to the writing task, stating that "Individual conversations have fantastic advantages to them as well as having many disadvantages."

The second paragraph is effectively organized in a pro/con format in which each advantage presented is immediately countered with a disadvantage. Some details and examples are provided to support both the advantages and disadvantages of individual conversations.

The last paragraph concludes the essay by summarizing that although individual conversations may be "enlightening" and "fast," they may not "always be the exact truths."

The writer does use some descriptive language such as "obtained" and "biased" as well as a variety of sentence types. Additionally, the writer demonstrates a consistent tone and focus. There are some misspellings and some errors in the conventions of the English language, but they do not interfere with the reader's understanding of the essay. Overall, this essay is an example of a 3-point response.



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# 2

## Score Point 2
## Student Response

*There are many sources available to people for news and such, however most people use only one. There is the television, the radio, newspapers, and even conversations to help people to get the information they need. A majority of the people focus on one main source of news or research. Relying on one source only can be both a benefit and a disadvantage.*

*When someone relies on one particular source, it is mainly because of laziness or lack of willingness. There are many weaknesses that come with focusing on one source only. If a person was to look in a newspaper for details on what had happened earlier that morning, that is just one opinion. One would never know the actual truth to the story, when they are exposed with one opinion.*

*Though relying on one source can be an issue at times, it is also comes as an advantage. Someone could be working on a research paper and could have all of the information they need right there in front of them. In this case not many more sources are needed.*

*Using one source is not the more favored way to go. People should always, even if they do not necessarily need it, use more than one source of information. Using more sources gives a better understanding of something.*

## Commentary

While not typical for this writing task, the writer's approach of comparing the pros and cons of using one source of news as opposed to multiple sources is a valid one. The thesis—"Relying on one source only can be both a benefit and a disadvantage"—is related to the writing task.

In the following two paragraphs, the writer then attempts to argue the advantages and disadvantages of employing only one news source; however, the essay's discussion is on a general level only, providing limited details and examples.

The writer comes to the conclusion that "Using more sources gives a better understanding of something" in the final paragraph, but details are not provided to support this conclusion.

This essay provides little support for its thesis and demonstrates a monotonous tone and focus. In addition, some awkward and incorrect use of the English language occurs. All these factors are representative of a 2-point response.



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# 1

## Score Point 1
## Student Response

*T.V., Newspaper*

*Which of these news sources do you use?.*

*Both of these sources are good in there own way but some people May Prefer one over the other. For intance, one person might get there news off the T.V. when another person might not have time for t.v. so they prefer a newspaper.*

*They Both give the same news but the newspapers faster.*

## Commentary

In this response, the writer provides a weak thesis that is related to the writing task: " . . . some people may prefer one source over the other." Although this brief essay does provide a valid foundation for further discussion, it fails to offer substantive support or evidence. Additionally, it does not address the reader's concerns. The paper does not provide any sentence variety and uses limited vocabulary. Overall, this paper is an example of a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 10:

**"Character" is a word often used to refer to a person's integrity, but it is also used to describe an object or place that exhibits a certain charm or appeal. Some people might even say that an old building has "character," meaning that its design elements seem to have personality.**

**Write a narrative in which you encounter an object, building, or particular place that has "character." Use vivid details so that your readers will experience the charm or appeal you have identified.**

L30SA302

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **Provide a thesis responsive to the task and support it fully with specific details and examples.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 203 through 207 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*The creative beauty of mother nature can be encountered in the least likely of places. On a calm summer morning I awoke in my sheltered tent, as I had been camping for a week, with the compelling urge to explore. I ambled into a meadow, sat down, and absorbed the character and uniqueness of this peaceful haven.*

*The sun had not risen yet, but a blanket of light had already begun to illuminate the land. I sat amidst tall grasses, swaying in the light, chill breeze that played a beautiful note across the meadow. Morning due clung to grasses, and it dripped on me as I watched the first true gleams of light stretch across the sky.*

*The meadow sprawled across the base of a valley, protected on all sides by the shadowy mountains looming over it. It was over these mountains that the sun rose, slowly climbing and eventually cresting the uneven ridgeline. This made the meadow change, awaking the true inhabitants from their tranquil slumber. Frogs began to croak, greeting me with their unobtrusive presence.*

*Absorbing their noises, I realized that with my silence I heard sounds completely new to me. The rush of wind blowing through this valley pass, the creaking of ancient trees, as they stood the test of time, and the buzz of so easily ignored insects melded in my ear. This was no cacophany, it was an orchestra.*

*To think that I could have missed such character and beauty before, blindly walking down the path of life, seemed unbelievable.*

*This meadow taught me that humans are not the only creations to have character. This meadow seemed as unique and personal as any personality I know. With the life that Mother Nature breathed into it, the meadow had taken on a personality and life of its own. The meadow spoke to me clearly, through the natural sounds of life.*

*The sun rose quickly, and I arose. I exited the meadow on the same trail I came in on, the only marking of any passing at all. I knew the trampled grass would spring back up. As if in a fairwell, the lush grasses waved good-bye to me in the breeze, and I thanked them for teaching me of the true beauty and character that hides in life.*



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**Commentary**

In this response, a high 4, the writer provides a meaningful thesis that is responsive to the writing task. The paper is purposefully organized around the gradual dawning of a summer's day and the slow dawning and awakening of the writer's parallel perceptions of the character of that day. Demonstrating a clear sense of audience, the writer transmits these perceptions to the reader. The beauty of nature perceived by the writer is thus reflected and reproduced in the corresponding beauty of language perceived by the reader. The essay is replete with specific details and couched in precise, descriptive language such as "ambled," "haven," "illuminate," "sprawled," "cresting," and "unobtrusive." The writer employs a rich variety of syntactical constructions and literary devices. For example, personification is found in the second paragraph, ". . . the light, chill breeze that played a beautiful note across the meadow," and again in the final paragraph. The few first-draft errors, such as the misspellings "due" for "dew" and "fairwell" for "farewell," do not detract from the narrative and descriptive power of the paper. It easily meets the criteria for a 4-point response.



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# 3

## Score Point 3
## Student Response

*There are many objects in the world that hold a special meaning. It could be from a special shirt or even a pencil. those objects have "character" to someone. It is like those objects have a personality. They have certain characteristics that seem to bring that thing alive. For me, that object that I have encountered that holds "character" is my computer.*

*My computer is like any other regular computer. It has a big black monitor, a PC, and a working cordless keyboard and mouse. It even comes with a printer and speakers. It sits on the computer desk in my room. It waits everyday for me to come home so I could use it. I have had this computer for as long as I can remember.*

*What makes my computer different and have character is the way it works. My computer always looks the same, but the inside is different every time. It feels like my computer has different emotions and feelings. When it is happy it goes just the way I want it: fast, smooth, and no problems. When it is angry it shuts down on me. I am on my computer like I normally am and out of nowhere the dreaded black screen shows upon my computer. It turns off without me telling it, too. When it is in grief, my computer is the slowest it can be. It takes 5 minutes for one program to load. My computer has so many emotions, I can identify each and every one of them.*

*My computer is truly special. It looks like no other and functions like no other. Sometimes it is cooperative and sometimes it isn't. I even find myself talking to it and telling it to work when it isn't. I like my computer. It has character and that is what makes it enjoyable.*

## Commentary

In this response, a high 3, the writer furnishes a thesis that is responsive to the writing task. Adopting the theme that his or her computer possesses personality, and demonstrating a purposeful control of organization, the writer sustains this theme throughout the paper. Specific details are supplied about the various moods of the machine. For example, when it is "angry," it shows "the dreaded black screen"; when it is in "grief," it moves very slowly. However, the development of the thesis would have been even more effective had further details been provided along the same lines. In addition, and although the essay does employ some descriptive language, it does not display the level of precision in diction or of syntactical variety that is characteristic of stronger upper-half papers. Finally, the essay contains some errors in conventions, including inappropriate diction and awkward expressions. These factors combine to keep the paper at the upper end of a 3-point response.



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# 2

## Score Point 2
## Student Response

*When you walk into the kitchen of my house, it's always filled with a warm fall sent. Our whole house has characteristics that pertain to us. Other family members walk into our grandfathers house, and his home has character inside and out. Outside there are red and yellow leaves that have fallen, and chimney smoke, with a light layer of frust. When you walk through the door, there's a wood fire burning, with an apple pie in the oven.*

*There'll be pictures on the walls and refrigerator, of family, and pictures of the house when it was first built in the early 1900's. The house has a lot of character since it was buit so long ago. It is extremely detailed, from the style of patio, to the roof shingls. And lay out of the house its self. Every persons belongings are characterized to how they are, and what they like.*

## Commentary

In this response, a high 2, the writer supplies a thesis that is responsive to the writing task. The paper gives the initial impression that the concept of "characteristics" has been substituted for the idea of "character." However, this impression is corrected directly. The essay demonstrates a general sense of audience, as the reader is invited into the writer's own house and then into a grandfather's home. However, the paper furnishes limited, albeit colorful, details about this relative's home. The essay provides only a modicum of descriptive language. More development and greater syntactical variety would have to be present for the paper to be awarded a higher score. Finally, brief as the essay is, it contains several errors in conventions, especially misspellings and awkward expressions. These factors combine to keep the paper at the upper end of a 2-point response.



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# 1

**Score Point 1**
**Student Response**

*Have you ever thought about the way things can have a character? A person doesn't always have to have personality to be alive. As for ojects, they can also have a character no matter how small or big they can be.*

**Commentary**

In this response, a high 1, the writer furnishes a thesis that is related to the writing task. The essay demonstrates a slight sense of audience with its opening rhetorical question. It very briefly addresses the general theme of how the term "character" may be applied to people and to inanimate objects. However, the paper fails to support the thesis with any details or examples. The essay illustrates no control of organization, provides no syntactical variety, and uses limited vocabulary. These factors combine to keep the essay at the upper end of a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 11:

**It is election time again for your high school student government. Your principal wants to see a high voter turnout and has appointed you to write an essay for the student newspaper, convincing your peers to vote in the upcoming election.**

**Write an essay persuading your fellow students to vote in the student government elections. Include a thesis and develop it with sufficient examples and details.**

L30SA309

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State your position, support it with specific examples, and address the reader's concerns.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 209 through 213 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*How many times do you walk around our school and think about a metamorphosis that we can have to improve? Many students may agree that we need plenty of changes to occur. Some may ask themselves, "How can I help?" The most beneficial way to help would be by voting. it is election time once again at our school. A time for changes! Though how can changes happen for the best when no one seems to care enough to vote? It obviously can't. This time around, more than ever we need to receive a large amount of voters. Now, you may be thinking that your vote doesn't make a difference, but every vote certainly does count. If you are not convinced then may be the ideas of a metamorphosis for our school, improvement, and the fact that your opinions can be expressed, will change your mind.*

*First and foremost, when people look at our school they have many opinions and views. They might observe how messy our campus is or how boring our spirit events are, they need to be changed. Year after year our school has stayed the same. No where has there been a difference or anything done to help correct our flaws. Instead, everything gets replayed year after year. Don't you think our school needs to leave its cacoon? This is certainly a reason why you must vote. If you choose a correct canidate to help steer us in the way to have the butterfly change, then we won't have to worry about our repeated school lifestyle. Remember, when you pick a canidate you want them to do what you see needs to be done.*

*Second, improvement is a word are school has yet to understand. Though, people that are running for a spot do. When you vote for one of the canidates you are voting for someone you believe can improve our school. What happens if not many students vote? Well, we will still have a student government, but it doesn't necessairly apply that they will be the best at improving our school. Every student wants to see improvements in our school atmosphere. The first step in getting those improvements is by voting for the ones who can make the impossible happen.*

*Last yet not least, the student government represents me and you. Wouldn't you want to pick the people who are going to represent you? Or would you want someone who has completely different views and goals to represent you? If you want to see changes and improvements done, then don't you need your opinions expressed. The best way to get them out there is by voting for the people that will be able to stand up for you and your beliefs.*

*After you have read my arguement, the reasons why you should vote must be obvious. We need change, improvements, and our ideas to be expressed. Without those we are not able to personally call our school "ours." The first step we need to take is voting! Sympathizing, with those of you who believe that your vote doesn't make a difference, what if it was a tie vote and one vote was needed as the tie breaker? Your vote can make the difference between a successful year or an unsuccessful year.*



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**Commentary**

In this response, a low 4, the writer furnishes a meaningful thesis that is responsive to the writing task. The writer introduces the intriguing concept of "metamorphosis" and proceeds to explain, with specific details and examples, how voting can help execute change at school. This metaphor for change is adequately expressed throughout most of the essay, and although the concept may be slightly obscure at times, a consistent tone and focus, a purposeful control of organization, and a clear sense of audience are maintained. For example, the writer asks, "Don't you think our school needs to leave its cacoon? [*sic*]" and argues that selecting the appropriate candidate will ". . . help steer us in the way to have the butterfly change [*sic*]." The essay provides a variety of sentence types; however, it lacks the precise descriptive language found in stronger 4-level papers. The essay does address the reader's concerns; this is especially apparent in the closing question in the final paragraph. However, due to the awkward syntax as well as the errors in conventions, the paper must be scored as the lower end of a 4-point response.



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# 3

## Score Point 3
## Student Response

*My fellow students. Right now is the time of the year again to start thinking about your student body elections. There are a few reasons you should vote: if you don't vote then you might not have the best representation. you can also choose leaders that may bring benefits to school that you may want. and the last reason you should vote is because in the past, schools like ours have been affeted in negative ways because of nonvoters.*

*To begin, you should vote in the upcoming election to choose the best representation. You have the opportunity to choose the leaders that will do the best job for you.*

*In addition, leaders that you may and should vote for may have something to offer you. From better school activities to better cafeteria food these candidates have everything you need to make your school experience as enjoyable as possible. You don't want to be looking back at these elections and being down on yourself because the representatives you chose flaked out on the school.*

*Overall, the Principal and I would like to encourage you to vote on election day. At least hear what the candidates have to say. Who knows, someone you vote for may affect you schools in ways you never though possible.*

## Commentary

In this response, a low 3, the writer provides a thesis that is responsive to the writing task. The paper immediately adopts a persuasive tone and addresses the reader's concerns by appealing to "My fellow students" in an effort to garner their participation in the upcoming elections. The essay displays some organization with three specific reasons why students should be involved in the voting process. First, not voting would mean diminished "representation" in school. Second, voting would ultimately ". . . bring benefits to school [*sic*]." Finally, not voting has been known to affect the school in "negative ways." However, the essay demonstrates a loss of focus. This is exemplified by the incomplete development of the first point as well as the writer's failure to explicitly address the third point. Further, while the paper does contain some syntactical variety, the language is primarily basic and predictable. In addition, limited details are offered in support of the thesis, and there are several convention errors. All these factors contribute to keeping the paper at the lower end of a 3-point response.



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# 2

## Score Point 2
## Student Response

*Many people would say, "Why vote"? It's true alot of teenagers dont care about voting, but once you think about it voting means everything. For example, voting for a new Student Council, for a new Priesedent, etc. So, voteing is good because you can vote for a new student council, for a new prisedent, and for new school activities.*

*Voteing for a new Student Council can be good to your school or bad. Why?, because They can either help you or they can be agaisnt you such as*

## Commentary

In this response, a low 2, the writer furnishes a thesis that is responsive to the writing task. Although it is fairly repetitive, the essay does make an attempt to persuade the reader and support the thesis with limited details. In addition, some sense of audience is exhibited in both the initial query and subsequent assertion that ". . . voting means everything." However, the paper fails to transition from the general to the specific and therefore does not address the reader's concerns. The essay is essentially a promise unfulfilled. Further, the paper furnishes few sentence types and consists of basic, predictable language. In addition, there are several errors in conventions such as spelling and punctuation, and while they do not necessarily interfere with the reader's understanding, they contribute to keeping this incomplete essay as a low 2-point response.



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## *Writing*

# 1

### Score Point 1
### Student Response

*It is election time for our school. Our principal want to see high voter turnouts. So come out and vote for the person you want to win. Show your surpure and vote.*

*So remember to vote*

### Commentary

In this response, a low 1, the writer provides a main idea that is responsive to the writing task, yet the first two sentences of this five-sentence essay are little more than a copy of the prompt. Although there is a central idea expressed, "So come out and vote for the person you want to win," the remaining two sentences fail to support this position. Further, errors in conventions, particularly spelling "surpure" for "support," interfere with the reader's understanding and contribute to keeping the paper at the lower end of a 1-point response.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 12:

**If you could spend one day with an historical person or a fictional character, who would it be? What would you do during your day together? Where would you go? What would you talk about?**

**Write a narrative essay describing where you and this person would go and what you and this person would do. Be sure to use details and evidence supporting your ideas.**

L3OSA477

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State your position, support it with specific examples, and address the reader's concerns.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 215 through 219 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*His paintings have been and have become the foundation for most artists' inspiration. His revolutionary ideas have sparked heated debates and a social uprise among people all over the world. His perspectives and thoughts have made an intense impact on every generation that has followed him. If I could spend one day with a historical person, it would be Leonardo DiVinci because of his ingenious way of getting an honest reaction out of people.*

*Leonardo DiVinci has been a familiar figure to me throughout my youth, but just recently I've become so intrigued with his work and the ideas he has brought to the attention of people everywhere. It's so amazing how the assumptions of one person can be a completely different interpretation to another, and that's what his art has managed to do in our world today. If I had one day to spend with him, I would dig down deep to find the truths behind his masterpieces.*

*Our day would first begin by discussing comparisons between our world now and how it was then over a cup a tea. I would ask him about the past and what advantages and disadvantages he as a painter had living in that period in time. I would ask him if there were any restrictions or reasons for any hidden meanings in his art, and what he would do with his art if he were to live in our more modernized world of freedom and liberty. Would he change his style in art? Would he even continue to pursue art, given the chance? These are but a few questions that I would feel so lucky to ask.*

*Once he and I have a chance to exchange opinions about various issues regarding our modern world and his life in the past, we would take a walk in the park and I would ask the burning questions in my mind. We would discuss openly about his thoughts behind his more famous works and his inspirations for them. We would freely exchange views on controversial questions brought about by some of his work, such as The Last Supper, and I would find the true meaning for his ideas on it. I would ask him his reasons behind his thoughts and finally satisfy the unfulfilled curiosity I have about his art.*

*The day Leonardo DiVinci and I would spend together would behold the most heated and intense conversations of my entire life. I would probably not share his thoughts with others because some things are truly better left unsaid. I would feel honored not only to be able to hear his outlooks, but to be able to share my own with him without misunderstanding or criticism. The day Leonardo DiVinci and I would spend together would be by far the most enlightening moment in my life.*



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**Commentary**

- Furnishes, in its first paragraph, a meaningful thesis that is responsive to the writing task.

- Plentiful details and examples, all very specific in nature, are supplied in support of the thesis.

- The writer, drawing upon what appears to be a personal affinity for Leonardo DiVinci [*sic*] and the mysteries surrounding his life and work, carefully develops and divulges the reasoning behind choosing to meet with him. For example, "Leonardo DiVinci has been a familiar figure to me throughout my youth, but just recently I've become so intrigued with his work and the ideas he has brought to the attention of people everywhere." The essay proceeds to touch upon the lighter issues that would be discussed over a "cup of tea," and then progresses to the more "burning questions" to which answers would ultimately unravel during a walk in the park. Tone and focus are consistent, and a purposeful control of organization is maintained throughout the paper.

- The reader's attention is immediately captured, as the writer discusses the far-reaching ripple effect caused by the art and ingenuity of this (as of yet) unnamed individual. He is a source of "inspiration"; his "revolutionary ideas have sparked heated debates"; and his "perspectives and thoughts have made an intense impact on every generation." This suspenseful introduction, which ultimately leads to the divulgence of the historical person alluded to, Leonardo DaVinci, displays a very clear sense of audience, which continues throughout the paper.

- The essay provides syntactical variety and displays precise, descriptive language, such as "ingenious," "intrigued," "burning questions," "controversial," and "enlightening moment." The paper employs the use of literary devices throughout, including alliteration and anaphora. For example, anaphora is employed with powerful effect at the very commencement of the paper: "His...His...His..." Further, "intense impact" and "dig down deep" are clear examples of alliteration.

- There are very few errors in the conventions; they are first-draft in nature.

The paper meets the standards for the score of four.



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# 3

## Score Point 3
## Student Response

*If I would have to choose only one person from the past I would choose J.R.R. Tolkien, the great author of legendary tales. Professor Tolkien was a an amazing writer of post WWII times. He wrote such novels as The Hobbit, The Silmarillion, and Lord of the Rings which he is most famous for and has been transformed by many Hollywood Directors into an epic movie trilogy.*

*Throughout his life, starting when he was young, he has been facinated languages and has created many for his tales. Through his world famous novels, I have found inspiration to write my own tales of fantasy and adventure, I would like to like to meet the man that gave me the gift write.*

*Upon meeting Professor Tolkien, I would ask him the question of what gave him the inspiration to write his novels? I have often stumbled upon some shred of inspiration that can unravel a story, yet doesn't have as much inner meaning as the tales written by professionals. I would like to talk to him about his works and what gave them the breath of light that passes from one mind to another. What meaning goes behind the setting and the characters in it? Why? I would like to learn from him how he creates his languages that seem so real with rules of grammer like the languages of the world.*

*In spending a day with him I would try to learn all that I could to become a better writer. I would like to glean all the information I could from him before our short time is over. To learn the secret of languages and to wrangle the skill of inner meanings.*

## Commentary

- Provides, in its opening paragraph, a thesis that is responsive to the writing task. The author does not explicitly address the prompt's request to write about "an historical person or a fictional character." Alternatively, the writer discusses a "person from the past," "J.R.R. Tolkien," thus implicitly opting for an historical figure as the focus of the essay.
- Details are provided in support of the thesis. While the examples offered are predominantly focused on the prompt's suggestion, "What would you talk about," they are nonetheless consistent, in number and quality, with three-level support.
- The paper never veers from its focus on the apprentice (the writer) learning and culling knowledge from the master (Tolkien). The essay also exhibits control of organization.
- A general sense of audience is displayed, and the writer's enthusiasm can be immediately felt. This sense of audience is exemplified by repeated use of germane questions in the penultimate paragraph: "what gave him the inspiration to write his novels?" "what gave them the breath of light that passes from one mind to another," and "What meaning goes behind the setting and the characters in it? Why?"
- The essay exhibits syntactical variety throughout, and uses some descriptive language, such as, "legendary tales," "transformed," "stumbled upon some shred of inspiration," and "glean all the information."
- The paper displays some errors in the conventions, including spelling errors, incorrect word usage, and missing words; these errors, some of which are likely first-draft in nature, do not interfere with the reader's understanding.

The essay meets the criteria for the score of three.



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# 2

## Score Point 2
## Student Response

*I would of wish if I was born during the Industrial Revolution and I would spend a day with Thomas Edison when he invented the light bulb I would wanted to be next to him and seeing how he build the light bulb.*

*Then I would go outside with Thomas Edison walk around the neighborhoods and see how it was back then without light. I would wanted it to go around to looked at how people just to live and work during the Industrial Revolution.*

*The things that I will ask Thomas Edison would be, how did he get an idea of inventing the light? The things that I would like to talk with him would of been like how did the light bulb changed peoples lifes? I know that he invented more things and not only the lightbulb.*

*I have read and research about Thomas Edison; but I think that it would of been better if I would of have a time were I would of go up to Thomas Edison and talk to him in real person.*

## Commentary

- Supplies, in its opening paragraph, a thesis that is responsive to the writing task. The writer states that "if I was born during the Industrial Revolution and I would spend a day with Thomas Edison [*sic*]..."
- The essay offers immediate support of the thesis, beginning with the last sentence of the first paragraph, "I would wanted to be next to him and seeing how he build the light bulb" [*sic*]. Additional support is offered, detailing where they would go, what they would do, and what they would discuss. However, the support offered is limited in nature.
- The paper exhibits slightly more control of organization than other two-level essays. In addition, although the paper displays an inconsistent tone, the focus is fairly constant.
- The essay demonstrates little sense of audience.
- Further, the paper exhibits basic and predictable language throughout, and employs only a few sentence types.
- The essay displays slightly more errors in the conventions than many other two-level essays. However, although these errors might intermittently interfere with the reader's understanding, they should not be considered serious.

Due to all the above factors, the paper is correctly scored at the two level.



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## *Writing*

# 1

### Score Point 1
### Student Response

*If I could spent one day with Tomas Edison I would like to ask him alot of questions about his experiment. The light bulb.*

### Commentary

- Presents a thesis, "If I could spent one day with Tomas Edison I would like to ask him alot of questions about his experiment [*sic*]," that is responsive to the writing task.
- The paper provides the barest minimum of details in support of the thesis by stating, "The light bulb [*sic*]."
- No sense of audience is displayed.
- Because of the brevity of the response, the essay necessarily lacks syntactical variety, and displays limited vocabulary.
- Errors in the conventions are serious in light of the development versus the frequency-of-errors ratio; these errors include spelling, punctuation, and a sentence fragment.

The two sentences provided (including the fragment) are original writing on the subject, and are sufficient to keep the paper on-topic. The essay meets the criteria for the score of one.



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## ✎ REMINDERS

- ✎ **Write your response to the writing task below.**
- ✎ **You may give your writing a title if you like, but it is not necessary.**
- ✎ **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- ✎ **You may either print or write in cursive.**
- ✎ **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task 13:

**Including art, dance, drama, and music in a student's education is a topic of national debate. Some people believe that these subjects are not a necessary part of a student's education. Others believe that these subjects are not only needed but are vital to a well-rounded education.**

**Write a persuasive essay explaining whether or not art, dance, drama, and music are an important part of a student's education. Be sure to provide reasons and evidence for your position.**

L3OSA483

## Checklist for Your Writing

**The following checklist will help you do your best work. Make sure you do the following:**

- ❑ **Read the description of the task carefully.**
- ❑ **Organize your writing with a strong introduction, body, and conclusion.**
- ❑ **State your position, support it with specific examples, and address the reader's concerns.**
- ❑ **Use words that are appropriate for your audience and purpose.**
- ❑ **Vary your sentences to make your writing interesting to read.**
- ❑ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 221 through 225 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.



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# 4

## Score Point 4
## Student Response

*In my opinion, the arts are enjoyable and are a good time for students to do different things. Not only can they provide a well-rounded education, but they can reach out and bring together kids who you would never expect to talk to each other. Art, drama, dance, and music are expressions of yourself. Without them in school, people may not get a chance to see who you really are. In the next few paragraphs, I'm going to share my experiences with the arts and explain to you why they are an important part of a student's education.*

*Last year, I took drama as one of my electives. I signed up for it because I've never been good at public speaking, and I wanted to overcome that fear. I, as well as many of my other classmates, had no experience in drama and theater, and honestly I surprised myself when I started to act. Drama class was my favorite class last year, I talked to people who I never imagined I'd talk to. Our class had so many different types of people, ranging from freshmen to seniors, artsy people to wrestlers. Drama helps students learn to speak well, and it also lets you meet new people. It may only be one example of the arts that should be part of a student's education, but I believe that it helped me, personally, to become a more well-rounded person.*

*Art is another thing that should be part of your education. When you look at a painting or a sculpture, you see the world through someone else's eyes. I've heard so many positive things about art class. You just walk into the room and its a completely different atmosphere. It unites people with the same interests, and through their artwork you may come to find that you have the same interests. Even if you can't draw a straight line, like myself, art gives you the oppurtunity to not focus on what you can't draw, but on what you can.*

*Dance and music is another way to express yourself. In music, you can almost always tell someone's mood. I think that when you play an instrument, you can channel any negative energy in the way you beat the drum, strum the guitar, or blow the horn. Dance is, in a way, similar to that. You pick the music that you dance to according to your mood. It's also a way to meet new people and make new friends. Whether your practicing with the band or doing a routine with your team, it's a good experience.*

*The sum it all up, the arts are a great way to be more social and to step out of your comfort zone. At the end of the year, you take all your experiences and you have great memories. I don't think any school would be fun if I didn't have a certain class to look forward. For a lot of people, that class is an art, drama, dance, or music class. My personal favorite is journalism, but last year it was drama. The arts definitely provide a well-rounded education and a well-rounded person as well.*



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**Commentary**

- Furnishes, in its first paragraph, a meaningful thesis that is responsive to the writing task.
- The premises that the arts are "enjoyable," "provide a well-rounded education," and that "they can reach out and bring together kids who you would never expect to talk to each other" are well supported with details and examples.
- In a manner that is similar to many upper-level essays, the writer draws from personal experience, and, in this case, discusses the drama course that was taken as "one of my electives." This personal observation is very effective in demonstrating a clever sense of audience.
- While the essay only exhibits some precise, descriptive language, it also displays a wonderful variety of sentence types.
- Errors in the conventions are few and are first-draft in nature.
- The paper authoritatively defends its position and addresses the reader's concerns throughout. For example, "Drama class was my favorite class last year. I talked to people who I never imagined I'd talk to," and "Even if you can't draw a straight line, like myself, art gives you the oppurtunity (sic) to not focus on what you can't draw, but on what you can."

The paper clearly meets the standards for the score of four.



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# 3

## Score Point 3
## Student Response

*Whoever that says that art, dance, drama, and music in student's education is not important is wrong. That person probably never experienced the pleasures of of this kind of education, this does not make him legible to judge wether this kind of education is bad or good. For alot of people, including me, this kind of education has enriched my life. Ever since I was 7 I wanted to learn how to play the violin but my parents couldn't afford lessons. I am so grateful that at my school they had a music program.*

*This music program kept me from doing other bad things like drugs and ditching school and kept me busy. This music program also helped me relax. So I could concentrate in school more by forgetting about lifes daily problems. Learning how to read music helped me in math (for those people who don't know how to read music you would not understand what I mean).*

*Learning how to read music and playing the violin advanced my brain to a higher level of learning and thinking. It also helped me to concentrate better. Learning how to read music, play the violin, and be in a mariachi performing group has become a thing I look forward to when going to school. Seriously, with all the stress of high school, I would of already dropped out of high school if I didn't have this kind of education. This goes exactly the same for art, dance, drama, and music.*

*Please take this advice from a student who experienced the greateness of this type of education it really enriched my life and I am so grateful. Please keep supporting the performing arts.*

## Commentary

-Provides, in its opening paragraph, a thesis (based upon personal experience) that is responsive to the writing task.

-Apt examples are furnished in support of the idea that "this kind of education has enriched my life."

-The paper demonstrates a consistent tone and focus. It displays a control of organization in its focus on the varied benefits of the music program. For example, "[it] kept me from doing other bad things," "Learning how to read music helped me in math," and "It also helped me to concentrate better."

-In addition, the paper displays a general sense of audience, as is exemplified by the personal nature of the essay.

-The paper exhibits syntactical variety throughout. It uses some descriptive language such as, "experienced the pleasures," "so grateful," "concentrate better," and "really enriched."

-Although there are some errors in the conventions, including errors in syntactical structure, they do not interfere with the reader's understanding.

-In a very succinct manner, the essay does defend a position. For example, "Please take this advice from a student who experienced the greatness of this type of education it really enriched my life and I am so grateful" (sic).

Due to all the factors stated above, the paper meets the criteria for the score of three.



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# 2

**Score Point 2**
**Student Response**

*It's important for a student to take art, drama, dance, and music because it is an elective class. Not only because of that, it because it's preparing you for the future. You can probaly be the best dancer in your class and you want to teach dance when you get older. You wouldn't have to take an class for that when you get in college because you took dance while you were in high school.*

*I know some people who don't like to draw, for an example me. But it turned out that I do know how to draw once I put my mind to it. So if you think of it you can do what ever you you want to do if you believe in your self.*

*Music, everybody listens to music. Most boys should do music because they know how to do beats of the top of their heads and do beats with their mouth. Girls think that they are too cute to do music but it turns out that they are actually better than boys.*

*So what I am trying to say is that taking art, dance, drama, and music and actually help in the future. Just remember, just because you think it hard don't mean that you can't try something new.*

**Commentary**

In its opening paragraph, the essay supplies a thesis that is responsive to the writing task.

-Limited details and examples regarding the importance of three of the four subjects mentioned (dance, art, and music) are offered in support.

-Although the essay initially discusses the importance of early exposure to these "elective" courses, and mentions the positive results that such exposure will have in the future, the second paragraph veers in both tone and focus and states that "you can do what ever you you want to do if you believe in your self" (sic). In the third paragraph, the writer proceeds to a short discussion about music, but the transitional elements of a more cohesive paper are missing. Essentially, the essay displays little control of organization.

-The paper is lacking in syntactical variety and employs basic, predictable language.

-The essay does contain several errors in the conventions, including misspellings, awkward syntax, and incorrect word choice. These errors, however, do not necessarily interfere with the reader's understanding.

The essay meets the standards for the two level.



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## *Writing*

# 1

### Score Point 1
### Student Response

*Art is a good class that you can draw a picture of art wark of somebody, a lot of girls used to learn how to dance in the gym, drama is for the show that the people are practacing there drama speech, and music is something you can sing or use musical instruments.*

### Commentary

-This one-sentence essay offers main ideas that are responsive to the writing task.

-The paper merely provides very brief definitions and comments related to the four elements of the arts: art, dance, drama, and music. No details are furnished in support of these topic ideas.

-This response, inherently, displays no tone and focus, and no control of organization.

-No syntactical variety is displayed.

-The paper contains serious errors in the conventions, including errors in punctuation and usage.

The essay meets the criteria for the score of one.



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# *Writing*

| Writing Task Number | Correct Answer | Standard | School Year of Exam |
|---|---|---|---|
| 1 | Written Response | 10WA2.1 | 2002–2003 |
| 2 | Written Response | 10WA2.2 | 2001–2002 |
| 3 | Written Response | 10WA2.3 | 2000–2001 |
| 4 | Written Response | 10WA2.4 | 2001–2002 |
| 5 | Written Response | 10WA2.3 | 2003–2004 |
| 6 | Written Response | 10WA2.2 | 2004–2005 |
| 7 | Written Response | 10WA2.4 | 2004–2005 |
| 8 | Written Response | 10WA2.1 | 2005–2006 |
| 9 | Written Response | 10WA2.3 | 2005–2006 |
| 10 | Written Response | 10WA2.1 | 2006–2007 |
| 11 | Written Response | 10WA2.4 | 2006–2007 |
| 12 | Written Response | 10WA2.1 | 2007–2008 |
| 13 | Written Response | 10WA2.4 | 2007–2008 |



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# Response to Literary/Expository Text

## Scoring Guide

### 4 The response —

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

*Response to informational passages:*

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

*Response to literary passages:*

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

### 3 The response —

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses some *descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

*Response to informational passages*

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

*Response to literary passages*

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

### 2 The response —

- demonstrates a *limited* grasp of the text.
- provides *few, if any,* textual details and examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any,* types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

*Response to informational passages:*

- *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

*Response to literary passages:*

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.



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# *Writing*

## 1 The response —

- demonstrates *minimal* grasp of the text.
- may provide ***no*** textual details and examples to support the thesis and main ideas.
- may demonstrate ***no*** understanding of the ambiguities, nuances, and complexities of the text.
- may provide ***no*** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

*Response to informational passages:*

- does ***not*** address the reader's potential misunderstandings, biases, and expectations.

*Response to literary passages:*

- does ***not*** demonstrate awareness of the author's use of literary and/or stylistic devices.

**Non-Scorable:** The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.



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# Response to Writing Prompt

## Scoring Guide

### 4 The essay —

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and examples.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a *variety* of sentence types and uses *precise*, *descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

*A Persuasive Composition:*

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.

### 3 The essay —

- provides a thesis that is responsive to the writing task.
- supports the thesis and main ideas with details and examples.
- demonstrates a consistent tone and focus and illustrates a control of organization.
- demonstrates a *general* sense of audience.
- provides a *variety of* sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

*A Persuasive Composition:*

- states and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.

### 2 The essay —

- provides a thesis or main idea that is related to the writing task.
- supports the thesis or main idea(s) with *limited* details and/or examples.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization.
- demonstrates *little* or ***no*** sense of audience.
- provides *few, if any*, types of sentence types, and basic, *predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

*A Persuasive Composition:*

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.



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# *Writing*

## 1 The essay —

- *may* provide a *weak* thesis or main idea that is related to the writing task.
- *fails* to support the thesis or main ideas with details and/or examples.
- demonstrates a *lack of* tone and focus; and illustrates ***no*** control of organization.
- may demonstrate ***no*** sense of audience.
- may provide ***no*** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

*A Persuasive Composition:*

- *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

**Non-Scorable:** The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.



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# English-Language Arts Released Test Questions

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