Introduction - Grade 10 English–Language Arts

The following released test questions are taken from the Grade 10 English–Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 10 English–Language Arts. 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 contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Grade 10 English–Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

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

<table>
<thead>
<tr>
<th>STRAND/REPORTING CLUSTER</th>
<th>NUMBER OF QUESTIONS ON EXAM</th>
<th>NUMBER OF RELEASED TEST QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word Analysis</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>• Reading Comprehension</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>• Literary Response and Analysis</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>• Writing Strategies</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td>• Written Conventions</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>75</strong></td>
<td><strong>114</strong></td>
</tr>
</tbody>
</table>

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 10 English–Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards 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 California Standards Tests, visit the California Department of Education’s Web site at http://www.cde.ca.gov/tg/sr/resources.asp.
The Reading portion of the Grade 10 California English–Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

### The Word Analysis Strand/Cluster

The following three California English–Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by 13 test questions for grade 10. These questions represent only some ways in which these standards may be assessed on the Grade 10 California English–Language Arts Standards Test.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10RW1.0</td>
<td><strong>WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</strong> Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</td>
</tr>
<tr>
<td>10RW1.1</td>
<td><strong>Vocabulary and Concept Development:</strong> Identify and use the literal and figurative meanings of words and understand word derivations.</td>
</tr>
<tr>
<td>10RW1.2</td>
<td><strong>Vocabulary and Concept Development:</strong> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</td>
</tr>
<tr>
<td>10RW1.3</td>
<td><strong>Vocabulary and Concept Development:</strong> Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo).</td>
</tr>
</tbody>
</table>
The Reading Comprehension Strand/Cluster
The following seven California English–Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 27 test questions for grade 10. These questions represent only some ways in which these standards may be assessed on the Grade 10 California English–Language Arts Standards Test.

10RC2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

10RC2.1 Structural Features of Informational Materials: 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.

10RC2.2 Structural Features of Informational Materials: Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

10RC2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: Generate relevant questions about readings on issues that can be researched.

10RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: 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.

10RC2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides to World Wide Web sites on the Internet).

10RC2.7 Expository Critique: Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

10RC2.8 Expository Critique: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship 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).
The Literary Response and Analysis Strand/Cluster
The following twelve California English–Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by 20 test questions for grade 10. These questions represent only some ways in which these standards may be assessed on the Grade 10 California English–Language Arts Standards Test.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10RL3.0</td>
<td>LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.</td>
</tr>
<tr>
<td>10RL3.1</td>
<td>Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue).</td>
</tr>
<tr>
<td>10RL3.2</td>
<td>Structural Features of Literature: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</td>
</tr>
<tr>
<td>10RL3.3</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: 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.</td>
</tr>
<tr>
<td>10RL3.4</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</td>
</tr>
<tr>
<td>10RL3.5</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</td>
</tr>
<tr>
<td>10RL3.6</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</td>
</tr>
<tr>
<td>10RL3.7</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</td>
</tr>
<tr>
<td>10RL3.8</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</td>
</tr>
<tr>
<td>10RL3.9</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</td>
</tr>
<tr>
<td>10RL3.10</td>
<td>Narrative Analysis of Grade-Level-Appropriate Text: Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</td>
</tr>
<tr>
<td>10RL3.11</td>
<td>Literary Criticism: 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).</td>
</tr>
<tr>
<td>10RL3.12</td>
<td>Literary Criticism: Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).</td>
</tr>
</tbody>
</table>
WRITING

The Writing portion of the Grade 10 California English–Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster
The following seven California English–Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 33 test questions for grade 10. These questions represent only some ways in which these standards may be assessed on the Grade 10 California English–Language Arts Standards Test.

| 10WS1.0 | WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed. |
| 10WS1.1 | **Organization and Focus**: 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 | **Organization and Focus**: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. |
| 10WS1.3 | **Research and Technology**: Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. |
| 10WS1.4 | **Research and Technology**: Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). |
| 10WS1.5 | **Research and Technology**: 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). |
| 10WS1.7 | **Research and Technology**: Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the Modern Language Association Handbook, The Chicago Manual of Style). |
| 10WS1.9 | **Evaluation and Revision**: 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. |
The Written Conventions Strand/Cluster

The following five California English–Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 21 test questions for grade 10. These questions represent only some ways in which these standards may be assessed on the Grade 10 California English–Language Arts Standards Test.

10WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

10WC1.1 Grammar and Mechanics of Writing: 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 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

10WC1.3 Grammar and Mechanics of Writing: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

10WC1.4 Manuscript Form: Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

10WC1.5 Manuscript Form: Reflect appropriate manuscript requirements, including:

1) title page presentation
2) pagination
3) spacing and margins
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.
Read these three documents and answer the questions that follow.

Document A

**FitQuest 2000**  
*Your Home Fitness Solution*

*Be ready for the beach!*  
*Limited Time Offer!*

Look Great!  
Feel Better!  
Live Longer!

Get started now for that summer body you’ve always dreamed about. Strength training will not only improve your physical appearance, it will increase your energy, and help you stay healthy and happy. Plus, you’ll be able to enjoy more of those “forbidden” foods and snacks with a clean conscience. Shop around and compare. You can’t afford to put off getting in shape any longer. Visit a FitQuest dealer near you.

Document B

**Fitness Journal Consumer Report:**  
FitQuest 2000—Everything You Need in a Home Gym!

The editors of *Fitness Journal* asked me to check out and critique three of the most popular home gyms.

I chose three machines that seemed to target different markets: the Bodyworks II, the FitQuest 2000, and the Home Training System by Cawells Industries. All three machines are said to fold away and store easily; all three claim a full body workout can be completed in as little as 30 minutes; and all three stress they can help the user lose weight and look better.

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

The FitQuest 2000 turned out to be a great little home gym. It was not the most expensive, nor did it offer the most options, but it was fast, easy to use, and left me feeling like I’d had a real workout. The first pleasant surprise was opening the box to find it fully assembled. The FitQuest easily unpacked and unfolded, and within ten minutes, I was working out! Using the enclosed wall chart and operating instructions I was able to perform all 20 of the exercises the machine claims to offer. Note: FitQuest does not recommend doing all 20 exercises during each workout. The machine is fast. The only adjustments between exercises are to the incline and the cables, and are simple and easy to accomplish. Still, when I attempted a “suggested” workout the next day, it took some hustle to get through it in 30 minutes. However, users could probably still complete the workout in less than 45 minutes at a reasonable pace. Bottom line: If you can’t join a gym, this is a good alternative.
Document B (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cawells Industries advertises the Home Training System as “the ultimate home workout for the serious trainer.” These are not just hollow promises. The first clue that this will be a “serious” machine is the price tag, a full $500 more than the FitQuest 2000. The Home Training System does offer almost everything you can think of in a home gym, and its 58 exercises are almost double that offered by the FitQuest or Bodyworks II machines. The Home Training System provides a genuine workout that nearly rivals what could be achieved at commercial fitness gyms. However, this is a gym for someone with plenty of time for training. Changing exercise positions on this machine is cumbersome and sometimes more of a workout than the exercises themselves. It required almost two hours to assemble. It is bulky and would only be considered portable by Arnold Schwarzenegger—maybe. Bottom line: This is a good machine, but if you’ve got this much time and money, join a gym.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodyworks II</th>
<th>Rank: 3</th>
<th>Price: $129</th>
<th>Available: Most department stores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Bodyworks II claims to offer a “superb workout in just a half-hour.” Well, not exactly. The machine, the least expensive of the three, did provide a good workout. Its 35 positions were slightly more than the FitQuest though less than the Home Training System. It also came unassembled, but was not as difficult to put together as the Home Training System. Though some of the exercises were a bit awkward, none seemed dangerous. Changing positions, however, was somewhat difficult and seemed to make a 30-minute workout unlikely unless limited to three or four exercises. Though the machine is not bulky and can easily fit under a bed, it is heavy, and unfolding it was a challenge. Its caster wheels are not adequate for pushing it more than a few feet. Bottom line: You can get a good workout from this machine, but if you can afford it, spend a little more for the FitQuest 2000.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Document C

**FitQuest 2000 5-Year Limited Warranty**

If your FitQuest 2000 fails structurally during normal usage, we will repair or replace it without charge to you. Parts, cables, and labor are included. This warranty is not transferable and does not cover the failure of FitQuest 2000 machines used commercially or for institutional purposes. The warranty excludes failure caused by unreasonable or abusive use, improper assembly following user-performed disassembly, or failure to provide reasonable and necessary care and maintenance. Please consult the User’s Manual for maintenance and care instructions. FitQuest, Inc., shall not be liable for shipping or packaging charges to or from the factory for returned items. To obtain service, contact the FitQuest Customer Service Department at the number provided in the User’s Guide. Users can also write with questions to FitQuest, Inc., Customer Service, P.O. Box 1800, Oceanside, CA, 90000.

**FitQuest 30-Day Money Back Guarantee**

All FitQuest products come with a 30-day money back guarantee, less all freight charges. Returns should be made in the original box. Please include a copy of the original sales receipt with the date of purchase clearly marked. Make sure that all parts are returned with the machine. Please attach a letter detailing any damage. It is requested that you also provide an explanation of why you were dissatisfied with the machine. This information is optional and will be used by FitQuest only to improve our products.
1. The point of the large, boldfaced reference to a magazine article in Document A is to
   A. persuade the reader of the machine’s popularity.
   B. convince the reader to subscribe to the magazine.
   C. encourage the reader to find out more about fitness.
   D. let the reader know that the machine is expensive.

2. Which of these is not an advantage of the FitQuest 2000 over the Home Training System?
   A. the opportunity to get a real workout
   B. the price of the machine
   C. the portability of the machine
   D. the easy movement between exercises

3. According to Document C, the FitQuest warranty does not include
   A. machines which have a manufacturing defect.
   B. machines that fail structurally during normal usage.
   C. failures caused by unreasonable or abusive use.
   D. parts, cables, or labor costs for repairs.
My Watch
An Instructive Little Tale
by Mark Twain

1. My beautiful new watch had run eighteen months without losing or gaining, and without breaking any part of its machinery or stopping. I had come to believe it infallible in its judgments about the time of day, and to consider its anatomy imperishable. But at last, one night, I let it run down. I grieved about it as if it were a recognized messenger and forerunner of calamity. But by and by I cheered up, set the watch by guess.

2. Next day I stepped into the chief jeweler’s to set it by the exact time, and the head of the establishment took it out of my hand and proceeded to set it for me. Then he said, “She is four minutes slow—regulator wants pushing up.”

3. I tried to stop him—tried to make him understand that the watch kept perfect time. But no; all this human cabbage could see was that the watch was four minutes slow, and the regulator must be pushed up a little; and so, while I danced around him in anguish, and implored him to let the watch alone, he calmly and cruelly did the shameful deed.

4. My watch began to gain. It gained faster and faster day by day. Within the week it sickened to a raging fever, and its pulse went up to a hundred and fifty in the shade. At the end of two months it had left all the timepieces of the town far in the rear, and was a fraction over thirteen days ahead of the almanac. It was away into November enjoying the snow, while the October leaves were still turning. It hurried up house rent, bills payable, and such things, in such a ruinous way that I could not abide it. I took it to the watchmaker to be regulated.

5. After being cleaned and oiled, and regulated, my watch slowed down to that degree that it ticked like a tolling bell. I began to be left by trains, I failed all appointments, I got to missing my dinner. I went to a watchmaker again.

6. He took the watch all to pieces while I waited, and then said the barrel was “swelled.” He said he could reduce it in three days. After this the watch averaged well, but nothing more. For half a day it would go like the very mischief, and keep up such a barking and wheezing and whooping and sneezing and snorting, that I could not hear myself think for the disturbance; and as long as it held out there was not a watch in the land that stood any chance against it. But the rest of the day it would keep on slowing down and fooling along until all the clocks it had left behind caught up again. So at last, at the end of twenty-four hours, it would trot up to the judges’ stand all right and just in time. It would show a fair and square average, and no man could say it had done more or less than its duty. But a correct average is only a mild virtue in a watch, and I took this instrument to another watchmaker.

7. He said the king-bolt was broken. He repaired the king-bolt, but what the watch gained in one way it lost in another. It would run awhile and then stop awhile, and then run awhile again, and so on, using its own discretion about the intervals. And every time it went off it kicked back like a musket. I padded my breast for a few days, but finally took the watch to another watchmaker.
He picked it all to pieces, and turned the ruin over and over under his glass; and then he said there appeared to be something the matter with the hair-trigger. He fixed it, and gave it a fresh start. It did well now, except that always at ten minutes to ten the hands would shut together like a pair of scissors, and from that time forth they would travel together. The oldest man in the world could not make head or tail of the time of day by such a watch, and so I went again to have the thing repaired.

This person said that the crystal had got bent, and that the mainspring was not straight. He also remarked that part of the works needed half-soling. He made these things all right, and then my timepiece performed unexceptionably, save that now and then, after working along quietly for nearly eight hours, everything inside would let go all of a sudden and begin to buzz like a bee, and the hands would straightway begin to spin round and round so fast that their individuality was lost completely, and they simply seemed a delicate spider's web over the face of the watch. She would reel off the next twenty-four hours in six or seven minutes, and then stop with a bang.

I went with a heavy heart to one more watchmaker, and looked on while he took her to pieces. Then I prepared to cross-question him rigidly, for this thing was getting serious. The watch had cost two hundred dollars originally, and I seemed to have paid out two or three thousand for repairs.

While I waited and looked on I presently recognized in this watchmaker an old acquaintance—a steamboat engineer of other days, and not a good engineer, either. He examined all the parts carefully, just as the other watchmakers had done, and then delivered his verdict with the same confidence of manner.

He said: “She makes too much steam—you want to hang the monkey-wrench on the safety-valve!”

My uncle William used to say that a good horse was a good horse until it had run away once, and that a good watch was a good watch until the repairers got a chance at it.

Throughout this story, the author references periods of time in order to

A identify the historical period in which the narrator lived.
B justify the narrator’s lack of timeliness.
C illustrate the narrator’s desire to learn watch repair.
D emphasize the magnitude of the narrator’s ordeal.

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

A repetition
B symbolism
C irony
D personification
6 In the last paragraph the narrator references what his uncle William said in order to show that
A he will pay more money for his next watch.
B watches are as difficult to maintain as horses.
C he is ready to quit trying to have the watch fixed.
D his uncle has also tried to fix the watch.

7 One indication that this was not written in recent times is the comparison of the watch to a
A pair of scissors.
B musket.
C spider’s web.
D bee.
These three documents are about a software program. You will need to refer to them as you answer the questions that follow.

**Music to Your Ears**

*by Mark Sanders*

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

New Generation Software Company has the answer. Today, the company announced the release of *Collector's Catalog*, a new user-friendly software program that allows collectors to catalog their music collections. The database has the capability of maintaining an inventory of as many as 1,000 CDs. The program stores the tracking information, such as record title, artist, category, and release date, that is needed to locate any CD in seconds.

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

**Bibliography**


Solving the Organization Puzzle!

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

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

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

Creating a New Data Record

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

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

Included with your User’s Manual is a booklet of colored and numbered adhesive stickers. Remove the colored sticker that corresponds with the color code and number you assign to each CD, and stick it on the hinged side of the plastic CD holder.
8. In the bibliography (Document A), when information is given about a book, a colon is used to separate
A. the name of the book and the publication date.
B. the title of the book and the name of the publisher.
C. the name of the author and the title of the book.
D. the name of the publishing company and city where it is located.

9. Based on information in the bibliography (Document A), which of these could be consulted for a report on how compact discs were invented?
A. *Keeping Pace With Consumer Demand*
B. *Music Plus Digest*
C. *Software Inside News*
D. *The Universal Encyclopedia of Technology*

10. The advertisement (Document B) is the only document that includes information regarding the
A. type of program.
B. cost of the software.
C. name of the program.
D. program’s search capabilities.

11. According to Document C, how do you move from one field to the next?
A. Select the NEW RECORD option.
B. Select the PRINT option.
C. Press the EXIT key.
D. Press the TAB key.

12. According to Document C, a document is saved each time you select
A. FILE.
B. TITLE.
C. NEW RECORD.
D. ALL RECORDS.
Read the following two selections and think about how they are alike and how they are different.

**Those Winter Sundays**  
*by Robert Hayden*

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

I’d wake and hear the cold splintering, breaking.  
When the rooms were warm, he’d call,  
and slowly I would rise and dress,  
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.

What did I know, what did I know  
of love’s austere and lonely offices?

On Saturdays in the morning
my mother sent me to Mrs. Umemoto’s sewing school.
It was cool and airy in her basement,
pleasant—a word I choose
to use years later to describe
the long tables where we sat
and cut, pinned, and stitched,
the Singer’s companionable whirr,
the crisp, clever bite of scissors
parting like silver fish a river of calico.

The school was in walking distance
to Kaimuki Dry Goods
where my mother purchased my supplies—
small cards of buttons,
zippers and rickrack packaged like licorice,
lifesaver rolls of thread
in fifty-yard lengths,
spun from spools, tough as tackle.

Seamstresses waited at the counters
like librarians to be consulted.
Pens and scissors dangled like awkward pendants
across flat chests,
a scarf of measuring tape flung across a shoulder,
time as a pincushion bristled at the wrist.

They deciphered a dress’s blueprints
with an architect’s keen eye.

This evidently was a sanctuary,
a place where women confined with children
conferred, consulted the oracle,
the stone tablets of the latest pattern books.
Here mothers and daughters paused in symmetry,
offered the proper reverence—
hushed murmurings for the shauntung silk
which required a certain sigh,
as if it were a piece from the Ming Dynasty.

My mother knew there would be no shortcuts
and headed for the remnants,
the leftover bundles with yardage
enough for a heart-shaped pillow,
a child’s dirndl, a blouse without darts.
Along the aisles
my fingertips touched the titles—
satin, tulle, velvet,
peach, lavender, pistachio,
sherbet-colored linings—
and settled for the plain brown-and-white composition
of polka dots on kettle cloth
my mother held up in triumph.

She was determined that I should sew
as if she knew what she herself was missing,
a moment when she could have come up for air—
the children asleep,
the dishes drying on the rack—
and turned on the lamp
and pulled back the curtain of sleep.

To inhabit the night,
the night as a black cloth, white paper,
a sheet of music in which she might find herself singing.

On Saturdays at Mrs. Umemoto’s sewing school,
when I took my place beside the other girls,
bent my head and went to work,
my foot keeping time on the pedal,
it was to learn the charitable oblivion
of hand and mind as one—
a refuge such music affords the maker—
the pleasure of notes in perfectly measured time.

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

A  dangled  
B  linings  
C  remnants  
D  triumph  

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

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

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

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

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

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

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

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

17 Both Hayden and Song imply that love

A  can be expressed without words.  
B  is often conditional.  
C  creates harmony in the home.  
D  leads to disappointment.  

18 Which universal theme is addressed in both poems?

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

This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected based on performance on released test questions. Copyright © 2009 California Department of Education.
On a brilliant summer afternoon in 1871, a young artist sat high upon a cliff in the American West, mesmerized by the grandeur of the wilderness he saw. In the distance the untamed Yellowstone River came crashing down a huge waterfall into a basin of sapphire blue. Below him lay massive canyon walls, violently etched out of the cream-yellow stone.

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

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

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

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

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

By 1870 Moran was illustrating articles for *Scribner’s Monthly* magazine. One article, written by explorer Nathaniel Langford, described a mysterious region in the West called Yellowstone as “the place where hell bubbled up.” Langford wrote of a threatening underworld marked by foul-smelling sulfur steam. By reworking crude drawings made by members of Langford’s expedition and using his own imagination, Moran drew a fantastic world of erupting geysers and jagged pinnacles.
At the time, little was known about this part of the West. The area we now call Yellowstone—encompassing sections of Wyoming, Montana and Idaho—was nearly inaccessible. Plans to explore the region had been halted by the start of the Civil War in 1861.

With the end of the war came new explorations, spurred in part by a celebration of freedom and patriotism. In 1867 the government began funding a number of survey teams to visit uncharted territories in the West. The initial teams produced vital information accompanied by rudimentary sketches done by soldiers. But these reports to Congress could not convey the visual reality of this stunning region.

One team, however, was led by Ferdinand V. Hayden, a former Union Army surgeon who had tremendous enthusiasm for both scientific discovery and natural beauty. Hayden possessed one important skill that the other team leaders lacked: he was adept at political lobbying. Hayden’s goal was not merely to issue technical reports, but to excite public imagination, to popularize the West and make it accessible.

Hayden knew it would take a landscape painter of enormous talent, even genius, to show Congress what he himself had seen. At the suggestion of Northern Pacific Railroad financier Jay Cooke, who had seen Moran’s sketches in Scribner’s, Hayden took along the young artist. Cooke and Scribner’s each put up $500 to finance Moran’s journey.

With his small carpetbag stuffed full of clothing and art materials, Moran went into the wilderness. He was so thin he had to put a pillow beneath him on the saddle, but he still couldn’t ride without pain.

The trip proved worthwhile, however. Finally reaching the foothills of Yellowstone’s Mount Washburn, Moran was dazzled by the deep greens of ancient pines and the aspens that seemed to steal color from the sun. As he approached the Yellowstone River’s Lower Falls, he was astounded by copper-stained boulders and yellow sulfur springs—only to see them upstaged by the violent blues of cascading waters.

Back in Philadelphia after the expedition, Moran was eager to communicate the profound experience of Yellowstone. He spent months at his easel, often painting into the night, the only light coming from flickering gas lamps. “I have always held that the grandest, most beautiful or wonderful in nature would, in capable hands, make the grandest, most beautiful or wonderful pictures,” the artist later wrote. “If I fail to prove this, I fail to prove myself worthy of the name painter.”

Thomas Moran proved himself more than worthy. His “Grand Canyon of the Yellowstone,” a monumental seven-by-12-foot oil painting, is one of the finest landscapes in 19th-century American art.

While Moran worked in his studio, Hayden knocked on Congressional doors. With expedition photos and Moran’s vivid field sketches in hand, Hayden had an arsenal of visual ammunition to push forward the park legislation.

By March 1, 1872, when President Ulysses S. Grant signed the bill, Yellowstone had been described in the Congressional debates not as an unfriendly, underworld place but as “a pleasuring ground for the benefit and enjoyment of the people.” Curious to discover the West they had previously spurned, even feared, thousands
of Americans traveled there to experience its awe-inspiring beauty. Congress echoed this enthusiasm by purchasing Moran’s “Grand Canyon of the Yellowstone” for display in the Capitol.

With his reputation launched, Moran literally began using “Yellowstone” as his middle name. Keen-eyed observers will note a tiny monogram on many of his landscapes, combining his initials, TM, with a Y for the park that became such a part of his identity.

Moran continued to explore the West, producing canvases so precise that even today geologists can identify rock formations from studying his works. By the time he died in 1926 at age 89, Moran had created some 1000 oils, more than 2000 magazine illustrations and over 300 watercolors.

The artist’s greatest legacy, however, was to future generations. The establishment of Yellowstone National Park led to the development of the National Park Service, which now administers more than 350 sites, including national parks, battlefields, and memorials attracting more than 265 million visitors a year.

It’s not surprising, then, that Thomas Moran has been called the Father of the National Parks. What his landscapes proved, said Stephen Tyng Mather, director of the Park Service in the 1920s, was that an American “did not have to leave his native shores to look on something more wonderful than the Alps.”

Copyright © 1997 Cliff Yudell. Used by permission of Cliff Yudell, a Miami-based writer and artist.

19 Which idea shows that the author believes that Yellowstone’s beauty is awe-inspiring?

A. The author expresses how Langford described Yellowstone as a place with a “threatening underworld.”
B. The author explains that, after the Civil War, the government funded survey teams to explore the West.
C. The author describes how eager Moran was to tell others about his “profound experience” at Yellowstone.
D. The author tried to prevent Yellowstone from becoming a national park, fearing that tourists would ruin the natural beauty.

20 The last four paragraphs of the passage

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

This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected based on performance on released test questions. Copyright © 2009 California Department of Education.
21 Which question could be answered by doing fact-based research?

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

22 Which magazine article would most likely appear in a bibliography for this passage?

A. “A Portrait of Yellowstone Before It Was a Park”
B. “The Ten Most Popular Tourist Attractions in the United States”
C. “Who’s Who in the World of Contemporary Artists”
D. “How Lobbyists Get the Job Done in Congress”
I’m in Charge of Celebrations

by Byrd Baylor

Sometimes people ask me, “Aren’t you lonely out there with just desert around you?”

I guess they mean the beargrass and the yuccas and the cactus and the rocks.

I guess they mean the deep ravines and the hawk nests in the cliffs and the coyote trails that wind across the hills.

“Lonely?”

I can’t help laughing when they ask me that.

I always look at them . . . surprised.

And I say, “How could I be lonely? I’m the one in charge of celebrations.”

Sometimes they don’t believe me, but it’s true. I am.

I put myself in charge. I choose my own.

Last year I gave myself one hundred and eight celebrations—besides the ones that they close school for. I cannot get by with only a few.

Friend, I’ll tell you how it works.

I keep a notebook and I write the date and then I write about the celebration.

I’m very choosy over what goes in that book.

It has to be something I plan to remember the rest of my life.

You can tell what’s worth a celebration because your heart will POUND and you’ll feel like you’re standing on top of a mountain and you’ll catch your breath like you were breathing some new kind of air.

Otherwise I count it just an average day.

(I told you I was choosy.)
Skunk Dreams
by Louise Erdrich

When I was fourteen, I slept alone on a North Dakota football field under cold stars on an early September night. Fall progresses swiftly in the Red River Valley, and I happened to hit a night when frost formed in the grass. A skunk trailed a plume of steam across the forty-yard line near moonrise. I tuck the top of my sleeping bag over my head and was just dozing off when the skunk walked onto me with simple authority.

Its ripe odor must have dissipated in the heavy summer grass and ditch weeds, because it didn’t smell all that bad, or perhaps it was just that I took shallow breaths in numb surprise. I felt him, her, whatever, pause on the side of my hip and turn around twice before evidently deciding I was a good place to sleep. At the back of my knees, on the quilting of my sleeping bag, it trod out a spot for itself and then, with a serene little groan, curled up and lay perfectly still. That made two of us. I was wildly awake, trying to forget the sharpness and number of skunk teeth, trying not to think of the high percentage of skunks with rabies.

Inside the bag, I felt as if I might smother. Carefully, making only the slightest of rustles, I drew the bag away from my face and took a deep breath of the night air, enriched with skunk, but clear and watery and cold. It wasn’t so bad, and the skunk didn’t stir at all, so I watched the moon—caught that night in an envelope of silk, a mist—pass over my sleeping field of teenage guts and glory. The grass harbored a sere dust both old and fresh. I smelled the heat of spent growth beneath the rank tone of my bag-mate—the stiff fragrance of damp earth and the thick pungency of newly manured fields a mile or two away—along with my sleeping bag’s smell, slightly mildewed, forever smoky. The skunk settled even closer and began to breathe rapidly; its feet jerked a little like a dog’s. I sank against the earth, and fell asleep too.

Of what easily tipped cans, what molten sludge, what dogs in yards on chains, what leftover macaroni casseroles, what cellar holes, crawl spaces, burrows taken from meek woodchucks, of what miracles of garbage did my skunk dream? Or did it, since we can’t be sure, dream the plot of Moby-Dick, how to properly age Parmesan, or how to restore the brick-walled tumbledown creamery that was its home? We don’t know about the dreams of any other biota, and even much about our own. If dreams are an actual dimension, as some assert, then the usual rules of life by which we abide do not apply. In that place, skunks may certainly dream of themselves into the vests of stockbrokers. Perhaps that night the skunk and I dreamed each other’s thoughts or are still dreaming them. To paraphrase the problem of the Taoist philosopher Chuang Tzu, I may be a woman who has dreamed herself a skunk, or a skunk still dreaming that she is a woman.

Skunks don’t mind each other’s vile perfume. Obviously, they find each other more than tolerable. And even I, who have been in the presence of a direct skunk hit, wouldn’t classify their weapon as mere smell. It is more on the order of a reality-enhancing experience. It’s not so pleasant as standing in a grove of old-growth cedars, or on a lyrical moonshed plain, or watching trout rise to the shadow of your hand on the placid surface of an Alpine lake. When the skunk lets go, you’re surrounded by skunk presence: inhabited, owned, involved with something you can only describe as powerfully there.
I woke at dawn, stunned into that sprayed state of being. The dog that had approached me was rolling in the grass, half addled, sprayed too. My skunk was gone. I abandoned my sleeping bag and started home. Up Eighth Street, past the tiny blue and pink houses, past my grade school, past all the addresses where I babysat, I walked in my own strange wind. The streets were wide and empty; I met no one—not a dog, not a squirrel, not even an early robin. Perhaps they had all scattered before me, blocks away. I had gone out to sleep on the football field because I was afflicted with a sadness I had to dramatize. They were nothing to me now. My emotions had seemed vast, dark, and private. But they were minor, mere wisps, compared to skunk.


23 Baylor moves the reader through her poem “I’m in Charge of Celebrations” by using

A vivid descriptive details.
B key words and phrase repetition.
C short line length.
D varied punctuation.

24 What character trait does the speaker in Baylor’s poem reveal about herself when she says “I put / myself / in charge. / I choose / my own.”?

A self-reliance
B honesty
C compassion
D self-destructiveness

25 The morning after being sprayed by the skunk, the narrator of “Skunk Dreams” realizes that

A her experience has caused her to change her goals in life.
B the sadness that has afflicted her has been replaced with feelings of optimism.
C her interaction with nature has prepared her to overcome her fear of failure.
D the problems she thought were monumental now seem rather insignificant.
26 How would the narrator of “I’m in Charge of Celebrations” likely react if he or she experienced what the narrator of “Skunk Dreams” experienced?

A  He would consider it another cause for celebration.
B  He would be even more upset.
C  He would be embarrassed and never admit that he had been sprayed by a skunk.
D  He would be concerned for the skunk, and he would try to keep it as a pet.

27 What dramatic convention best describes both works?

A  dialogue
B  monologue
C  speech
D  aside
USING YOUR GOLDEN ARROW MULTIPURPOSE CALCULATOR TO DETERMINE THE DATE AND TIME AT YOUR LOCATION AS WELL AS LOCATIONS AROUND THE GLOBE

SETTING THE DATE AND TIME FOR YOUR LOCATION

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

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

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

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

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

<table>
<thead>
<tr>
<th>CODE</th>
<th>CITY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Honolulu</td>
<td>-10</td>
</tr>
<tr>
<td>1</td>
<td>Los Angeles</td>
<td>-8</td>
</tr>
<tr>
<td>2</td>
<td>Denver</td>
<td>-7</td>
</tr>
<tr>
<td>3</td>
<td>Chicago</td>
<td>-6</td>
</tr>
<tr>
<td>4</td>
<td>New York</td>
<td>-5</td>
</tr>
<tr>
<td>5</td>
<td>Rio de Janeiro</td>
<td>-3</td>
</tr>
<tr>
<td>6</td>
<td>London</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Paris</td>
<td>+1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>CITY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Cairo</td>
<td>+2</td>
</tr>
<tr>
<td>9</td>
<td>Moscow</td>
<td>+3</td>
</tr>
<tr>
<td>+</td>
<td>Karachi</td>
<td>+5</td>
</tr>
<tr>
<td>-</td>
<td>Bangkok</td>
<td>+7</td>
</tr>
<tr>
<td>=</td>
<td>Hong Kong</td>
<td>+8</td>
</tr>
<tr>
<td>*</td>
<td>Tokyo</td>
<td>+9</td>
</tr>
<tr>
<td>/</td>
<td>Sydney</td>
<td>+10</td>
</tr>
<tr>
<td>#</td>
<td>Wellington</td>
<td>+12</td>
</tr>
</tbody>
</table>

The TIME column shows the number of hours each city is ahead of or behind London.
USING THE 100-YEAR CALENDAR

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

1. Press CAL twice. The four digits representing the year will begin to flash.
2. Depress and hold down the ▲ or ▼ key until the desired year flashes. Then release.
3. Press SET. The two digits representing the month will begin to flash.
4. Depress and hold down the ▲ or ▼ key until the desired month flashes. Then release.
5. Press SET. The calendar for the month and year you have selected will display.
6. To return to the current clock/calendar display, press CAL once.
28 Which function requires an additional step to return the display to normal?
A setting the local time
B setting the local date
C using the 100-year calendar
D determining the time in another time zone

29 Which word from the passage is derived from a Latin root meaning to run?
A current
B hour
C major
D zone

30 Read this sentence from the passage.
Depress and hold the ▲ or ▼ key until the desired hour flashes.

In which sentence does depress have the same meaning as it does in the sentence above?
A The slow, mournful music was beginning to depress Maddie.
B The flood of CD players on the market served to depress their price.
C Ian had to depress the lever several times to get the jack to the proper height.
D According to one economist, another drop in employment could depress the economy.

31 Read this sentence from the passage.
The TIME column shows the number of hours each city is ahead of or behind London.

In which sentence does column have the same meaning as it does in the sentence above?
A The column of marching soldiers seemed to go on forever.
B Each corner of the roof was supported by a massive iron column.
C Most of the students had trouble deciding what to put in the survey’s answer column.
D A column of water jetted up from the center of the fountain and then crashed back down.

32 The main purpose of the headings in this passage is
A to describe the different physical parts of the calculator.
B to list the time zones for which the calendar function will work.
C to direct the reader to the instructions for different functions of the calculator.
D to suggest to the reader the calculator function he or she is most likely to use.
33 Why are the words TIME, SET, DATE, ZONE, and CAL most likely set in a typeface different from the rest of the text?

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

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

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

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

C Press ZONE twice. Press 9 three times.
As a clerk he proved honest and efficient, and my readers will be interested in some illustrations of the former trait which I find in Dr. Holland’s interesting volume.

One day a woman came into the store and purchased sundry articles. They footed up\(^1\) two dollars and six and a quarter cents, or the young clerk thought they did. We do not hear nowadays of six and a quarter cents, but this was a coin borrowed from the Spanish currency, and was well known in my own boyhood.

The bill was paid, and the woman was entirely satisfied. But the young storekeeper, not feeling quite sure as to the accuracy of his calculation, added up the items once more. To his dismay he found that the sum total should have been but two dollars.

“I’ve made her pay six and a quarter cents too much,” said Abe, disturbed.

It was a trifle, and many clerks would have dismissed it as such, but Abe was too conscientious for that.

“The money must be paid back,” he decided.

This would have been easy enough had the woman lived “just round the corner,” but, as the young man knew, she lived between two and three miles away. This, however, did not alter the matter. It was night, but he closed and locked the store, and walked to the residence of his customer. Arrived there, he explained the matter, paid over the six and a quarter cents, and returned satisfied. If I were a capitalist, I would be willing to lend money to such a young man without security.

Here is another illustration of young Lincoln’s strict honesty: A woman entered the store and asked for half a pound of tea. The young clerk weighed it out, and handed it to her in a parcel. This was the last sale of the day.

The next morning, when commencing his duties, Abe discovered a four-ounce weight on the scales. It flashed upon him at once that he had used this in the sale of the night previous, and so, of course, given his customer short weight. I am afraid that there are many country merchants who would not have been much worried by this discovery. Not so the young clerk in whom we are interested. He weighed out the balance of the half pound, shut up the store, and carried it to the defrauded customer. I think my young readers will begin to see that the name so often given, in later times to President Lincoln, of “Honest Old Abe,” was well deserved. A man who begins by strict honesty in his youth is not likely to change as he grows older, and mercantile honesty is some guarantee of political honesty.

---

\(^1\)footed up: added up to.
All the information we can obtain about this early time is interesting, for it was then that Abe was laying the foundation of his future eminence. His mind and character were slowly developing, and shaping themselves for the future.

From Mr. Lamon’s Life I quote a paragraph which will throw light upon his habits and tastes at the age of seventeen:

“Abe loved to lie under a shade tree, or up in the loft of the cabin, and read, cipher, and scribble. At night he sat by the chimney jamb, and ciphered by the light of the fire, on the wooden fire shovel. When the shovel was fairly covered, he would shave it off and begin again. In the daytime he used boards for the same purpose, out of doors, and went through the shaving process everlastingly. His stepmother repeats often that ‘he read every book he could lay his hands on.’ She says, ‘Abe read diligently. He read every book he could lay his hands on, and when he came across a passage that struck him, he would write it down on boards if he had no paper, and keep it there until he did get paper. Then he would rewrite it, look at it, repeat it. He had a copybook, a kind of scrapbook, in which he put down all things, and thus preserved them.’ ”

I am tempted also to quote a reminiscence of John Hanks, who lived with the Lincolns from the time Abe was fourteen to the time he became eighteen years of age: “When Lincoln—Abe—and I returned to the house from work, he would go to the cupboard, snatch a piece of cornbread, take down a book, sit down on a chair, cock his legs up as high as his head, and read. He and I worked barefooted, grubbed it, plowed, mowed, and cradled together; plowed corn, gathered it, and shucked corn. Abraham read constantly when he had opportunity.”

It may well be supposed, however, that the books upon which Abe could lay hands were few in number. There were no libraries, either public or private, in the neighborhood, and he was obliged to read what he could get rather than those which he would have chosen, had he been able to select from a large collection. . . . The last book Abe borrowed from a neighbor, old Josiah Crawford. When not reading it, he laid it away in a part of the cabin where he thought it would be free from harm, but it so happened that just behind the shelf on which he placed it was a great crack between the logs of the wall. One night a storm came up suddenly, the rain beat in through the crevice, and soaked the borrowed book through and through. The book was almost utterly spoiled. Abe felt very uneasy, for a book was valuable in his eyes, as well as in the eyes of its owner.

He took the damaged volume and trudged over to Mr. Crawford’s in some perplexity and mortification.

“Well, Abe, what brings you over so early?” said Mr. Crawford.

“I’ve got some bad news for you,” answered Abe, with lengthened face.

“Bad news! What is it?”
‘You know the book you lent me—the *Life of Washington*?’

‘Yes, yes.’

‘Well, the rain last night spoiled it.’ And Abe showed the book, wet to a pulp inside, at the same time explaining how it had been injured.

‘It’s too bad, I vow! You’d ought to pay for it, Abe. You must have been dreadful careless!’

‘I’d pay for it if I had any money, Mr. Crawford.’

‘If you’ve got no money, you can work it out,’ said Crawford.

‘I’ll do whatever you think right.’

So it was arranged that Abe should work three days for Crawford, “pulling fodder,” the value of his labor being rated at twenty-five cents a day. As the book had cost seventy-five cents this would be regarded as satisfactory. So Abe worked his three days, and discharged the debt. Mr. Lamon is disposed to find fault with Crawford for exacting this penalty, but it appears to me only equitable, and I am glad to think that Abe was willing to act honorably in the matter.

---

*vum: vow.*
36 Read this sentence from paragraph 2 of “The Young Storekeeper.”

We do not hear nowadays of six and a quarter cents, but this was a coin borrowed from the Spanish currency, and was well known in my own boyhood.

How does this sentence impact the passage?
A  It uses symbolism to develop the significance of the passage.
B  It heightens the reader’s awareness of the historical nature of the passage.
C  It uses formal language to enhance the serious tone of the passage.
D  It clarifies the motivations of the narrator of the passage.

37 Read this sentence from paragraph 1 of “Working Out a Book.”

All the information we can obtain about this early time is interesting, for it was then that Abe was laying the foundation of his future eminence.

The phrase future eminence most specifically refers to Lincoln’s
A  philosophy.
B  reputation.
C  wealth.
D  intelligence.

38 In “Working Out a Book,” what is the effect of Abe’s interaction with Mr. Crawford?
A  It provides comic relief.
B  It depicts Abe in a superior role.
C  It introduces a villain to the story.
D  It demonstrates Abe’s sense of fairness.

39 Which theme is implied in both “The Young Storekeeper” and “Working Out a Book”?
A  Members of a society are expected to act honorably.
B  Knowledge is often more valuable than formal education.
C  Nature has the power to interfere with even our most carefully made plans.
D  Penalties that seem harsh at first may be beneficial in the end.
Cropping an Image With the Snap Shot Program

Welcome to the world of photo-editing!

Cropping an image allows you to zero in on just the portion that is important to your project. For example, you may want to insert an image of a covered wagon in a report but may not want to include the whole wagon train. Cropping the image allows you to select only the small area you wish to retain and eliminate all other portions of the original picture.

**Option 1: Cropping by Placing the Image in a Shape**

Using one of Snap Shot’s standard shapes as a photo-editing tool requires no special abilities. To crop an image with a standard shape:

1. Click **Cropping & Orientation** from the **Effects** menu.
2. Click to select one of the six shapes to frame your image.
3. Use the mouse pointer to draw a frame around the portion of the image you wish to retain. Resize the frame by dragging the shape’s sizing handles. When you are satisfied with the results, click **Cut It**.
4. Snap Shot will automatically return to the project that is open. (You may also copy or cut the cropped image and paste it into another application.)

**Option 2: Freehand Cropping of an Image**

If you want to trace the shape of an object in order to crop out everything else, freehand cropping is the way to go. To crop an image freehand:

1. Click **Freehand Crop** from the **Cropping & Orientation** option on the **Effects** menu.
2. Using the mouse pointer, trace around the shape you want to crop. Be sure to completely enclose the image by ending at the same place you began outlining.
3. Click **Cut It**. Snap Shot will automatically return to the project that is open.

**Removing Cropping**

If you discover that the graphic you have cropped, either with shapes or freehand, is not what you intended, simply:

1. Select the image.
2. Click **Cropping & Orientation** on the **Effects** menu.
3. Click **Remove Crop**. Snap Shot will automatically return to the project that is open and will display the uncropped version of the graphic you had selected.
40 The *main* purpose of the document “Cropping an Image With the Snap Shot Program” is
A to describe the features of Snap Shot.
B to show that Snap Shot is an easy tool to use.
C to explain how to use Snap Shot to select sections of a picture.
D to discuss how to use the features of Snap Shot.

41 What does the author offer as additional help as the reader follows the step-by-step instructions?
A screen shots that illustrate portions of the instructions
B the toll-free telephone number to the Snap Shot help desk
C an address for writing to Snap Shot any questions or comments
D a trouble-shooting guide to help resolve any problems encountered

42 To perform Option 2, one should first
A select the image.
B use the mouse pointer to draw a frame.
C select Cropping & Orientation from the Effects menu.
D resize the frame by dragging the sizing handles on the shape.

43 Why is freehand cropping discussed after cropping with shapes?
A to proceed from a more useful technique to one with fewer practical applications
B to introduce a simpler technique before moving on to a more complex one
C to order the options alphabetically
D to arrange the text, making space for the screen shots
This scene is based on the life of Sir Thomas More, an author, lawyer, and statesman in England. Richard Rich is a young man who has been invited to dinner at More’s home. For some time, Rich has been asking More to recommend him for a political office.

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

RICH: Master Cromwell.

MORE: Oh . . . He’s a very able man.

RICH: And so he is!

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

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

MORE: I didn’t know you knew him.

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

MORE: Whatever you’ve let me know.

RICH: I’ve let you know everything!

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

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

MORE: Work?

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

MORE: He was very affable at dinner.

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

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

This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected based on performance on released test questions. Copyright © 2009 California Department of Education.
MORE: Say friendship.

RICH: Well, there! “A friend of Sir Thomas and still no office? There must be something wrong with him.”

MORE: I thought we said friendship . . . (He considers; then) The Dean of St. Paul’s offers you a post; with a house, a servant and fifty pounds a year.

RICH: What? What post?

MORE: At the new school.

RICH: (Bitterly disappointed) A teacher!

MORE: A man should go where he won’t be tempted. Look, Richard, see this. (He hands him a silver cup) Look . . . Look . . .

RICH: Beautiful.

MORE: Italian . . . Do you want it?

RICH: Why?

MORE: No joke; keep it; or sell it.

RICH: Well—Thank you, of course. Thank you! Thank you! But—

MORE: You’ll sell it, won’t you?

RICH: Well—I—Yes, I will.

MORE: And buy, what?

RICH: (With sudden ferocity) Some decent clothes!

MORE: (With sympathy) Ah.

RICH: I want a gown like yours.

MORE: You’ll get several gowns for that I should think. It was sent to me a little while ago by some woman. Now she’s put a lawsuit into the Court of Requests. It’s a bribe, Richard.

RICH: Oh . . . (Chagrined) So you give it away, of course.

MORE: Yes!

RICH: To me?
MORE: Well, I’m not going to keep it, and you need it. Of course—if you feel it’s contaminated . . .

RICH: No, no. I’ll risk it.

(They both smile)

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

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

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

RICH: (Laughing) You say that!

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

RICH: It’s hard.

MORE: (Grimly) Be a teacher.


44 Which line best supports a theme from the play?

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

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

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

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

A Characters’ emotions are described in parentheses.
B A speaker’s name appears before lines of dialogue.
C Stage directions are given in parentheses.
D Two characters are engaged in conversation.
The following letter describes a new pharmaceutical service offered by the shipping company Worldwide Express (WW-EX). The new service, called Medical Express Solutions, specializes in transporting medical products and specimens from one location to another, such as from a hospital to a medical laboratory and back.

To: Director of Operations, Greensboro Hospital  
From: Worldwide Express (WW-EX)  
Date: September 3, 2004

1. We are writing to inform you that our company, Worldwide Express (WW-EX), now provides the innovative Medical Express Solutions system, a state-of-the-art packaging and delivery service customized especially for the pharmaceutical, research, and healthcare industries. The transport of materials can be costly, but our service can offer your hospital a safe, inexpensive, technologically advanced method for shipping your healthcare materials. Worldwide Express, already a trusted name in packaging and delivery, can assure you that you can place your confidence in our new Medical Express Solutions.

2. As fierce competition and tighter regulations force companies to operate in a more cost-effective manner, the pace of change in the healthcare market is creating some difficult challenges. Medical Express Solutions helps address these challenges with a fast and reliable transportation system that utilizes unique protective packaging. By joining forces with Medical Express Solutions, your medical facility will have an unbroken delivery chain, providing temperature-controlled protection for all medical products and diagnostic specimens at various stages of storage and transport.

3. Medical Express Solutions’ special packaging system provides reliable delivery of time- and temperature-sensitive materials without the need for replenishing dry ice during transit. Made of recyclable, low-density polyethylene, our patented packaging is more environmentally friendly and ensures secure and code-compliant storage, support, and delivery of healthcare-related products in cooled or deep-frozen states for up to 120 hours. In addition, our service is easy to use. Attached, please find a sample copy of our WW-EX Airbill. Hospital staff simply fill out the information on the Airbill, and Medical Express Solutions takes care of the rest, including the packing.

4. If your hospital facility seeks strong adherence to the safety codes of regulatory agencies or seeks to demonstrate compliance with the needs of your clients, our temperature control system and safe delivery of pharmaceutical/biomedical products and diagnostic specimens can give you peace of mind. With reliable and speedy service, guaranteed delivery times, and dependable tracking of sensitive shipments, your hospital staff can track the progress of their deliveries at all times. Do not wait another day. Phone 1-800-290-5992, and one of our qualified staff will assist you in obtaining further information on setting up a WW-EX Medical Express Solutions account for your facility today.

Thank you for your attention,  
Bill Grawley  
President, Worldwide Express
## Document B

### Sample International Airbill

<table>
<thead>
<tr>
<th>From (Shipper)</th>
<th>Shipment Details</th>
<th>To (Recipient)</th>
<th>Type of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account No.</td>
<td>Size</td>
<td>Company Name</td>
<td>NEXT DAY AIR</td>
</tr>
<tr>
<td>Company Name</td>
<td>Weight</td>
<td>Attention</td>
<td>INT’L EXPRESS</td>
</tr>
<tr>
<td>Shipper’s Name</td>
<td>Description of Contents</td>
<td>Delivery Address</td>
<td>DOCUMENTS ONLY</td>
</tr>
<tr>
<td>Address</td>
<td>Parcel Number</td>
<td>(No P.O. Boxes, please)</td>
<td></td>
</tr>
<tr>
<td>Zip Code (required)</td>
<td>Description</td>
<td>Zip Code (required)</td>
<td></td>
</tr>
<tr>
<td>Phone/Fax/E-Mail</td>
<td></td>
<td>Phone/Fax/E-Mail</td>
<td></td>
</tr>
<tr>
<td>Shipper’s Authorization and Signature</td>
<td></td>
<td>Method of Payment</td>
<td></td>
</tr>
<tr>
<td>Authorized by (Please Print)</td>
<td></td>
<td>BILL</td>
<td></td>
</tr>
<tr>
<td>Signature Date of Shipment</td>
<td></td>
<td>BILL Sender</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Receiver</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Declared Value**

Declared Value of the Shipment

**Type of Export**

<table>
<thead>
<tr>
<th>Permanent</th>
<th>Temporary</th>
<th>Repair</th>
<th>Return</th>
</tr>
</thead>
</table>

**SHIPPERS ACCOUNT NO.:** Enter account number here. This is required unless a receiver payment option has been selected.

**ORDER NUMBER:** 9172883648

---

This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected based on performance on released test questions. Copyright © 2009 California Department of Education.
47 To convince pharmaceutical, research, and healthcare industries to use Medical Express Solutions, Document A emphasizes the
A length of time that WW-EX has been in business.
B wide geographic area covered by all WW-EX services.
C special savings offered to frequent customers.
D secure and reliable delivery of products.

50 Which information, if added to Document A, would be most helpful to a medical facility interested in using Medical Express Solutions?
A a description of how polyethylene packaging is made
B price estimates for Medical Express Solutions’ services
C charts showing the most popular pharmaceutical products
D a list of Medical Express Solutions’ competitors

48 Paragraph 1 of Document A serves to introduce which information to the reader?
A the addition of a new service from WW-EX
B the qualifications for opening an account with WW-EX
C the technology of WW-EX’s packaging methods
D the processes of WW-EX’s delivery chain

51 Which line in Document B would benefit most from further explanation?
A Company Name
B Zip Code
C Date of Shipment
D Type of Export

49 Which device is used in Document A to market the WW-EX brand?
A bold text that emphasizes the company name and service provided
B specific facts about the delivery schedule of the company
C statistics that compare the WW-EX packaging system to that of other companies
D detailed information on how to open a WW-EX account
The following questions are not about a passage. Read and answer each question.

52. Which word is derived from the name of a German physician who used hypnotism on patients in late eighteenth-century Europe?
   A. chauvinism
   B. mesmerism
   C. dadaism
   D. humanism

53. Which of these words denoting “thinness” has a negative connotation?
   A. slender
   B. lean
   C. scrawny
   D. slim

54. Which of the following words is derived from the mythological name of the Greek god of fear?
   A. oceanic
   B. cosmetic
   C. phobic
   D. psychic

55. Which of these words connotes the concept of rights?
   A. inhabitant
   B. visitor
   C. resident
   D. citizen
56 Which of the following words is derived from the name of the Greek god of sleep?

A labyrinthian
B titanic
C hypnotic
D geocentric

57 Which word contains a Latin root that means “to weave”?

A response
B context
C science
D gravity

58 In which sentence does the underlined word have the most negative connotation?

A Sasha feels compassion for her friend.
B Sasha feels pity for her friend.
C Sasha feels sympathy for her friend.
D Sasha feels empathy for her friend.

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

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

60 The word spectator is derived from a Latin root meaning

A to find.
B to send.
C to run.
D to look.
Kevin’s teacher asked her students to write about someone who overcame obstacles and became a success. Below is Kevin’s rough draft, which may contain errors.

Julia Morgan, Distinguished Architect

1 Julia Morgan, California’s first woman architect and the designer of Hearst Castle, was a true pioneer. During her long, distinguished career, she designed many beautiful homes, schools, hospitals, and community centers. Though Morgan faced many challenges on her way to becoming an architect, she overcame them all.

2 Morgan hoped to study architecture in college, but the University of California at Berkeley, which she began attending at the age of 18, did not have an architecture school. Morgan majored in civil engineering instead, but she held on to her dream of designing buildings. After she graduated, friends urged her to apply to the L’Ecole des Beaux-Arts, a famous architecture school in Paris.

3 The 22-year-old Morgan sailed for Paris, full of hope and excitement. This must have made it all the more crushing when school authorities told Morgan that women were not allowed to take the entrance examinations. Morgan refused to give up, however. She began to study French to prepare for the exam. In 1897, the school finally decided to let women take the entrance exams, and Morgan took the exam for the first time. She did well but did not place in the top thirty, the school’s requirement for admittance. After taking the test twice more, Morgan finally gained admittance to the L’Ecole des Beaux-Arts.

61 Kevin wants to add the following sentence to his report.

Even as a child, Morgan, a San Francisco native, had a strong interest in buildings.

Where should Kevin add this sentence?
A at the end of paragraph 1
B at the beginning of paragraph 2
C at the end of paragraph 2
D in the middle of paragraph 3

62 The next paragraph of Kevin’s draft will probably be about
A the first buildings designed by Morgan.
B how Morgan’s family supported her dream.
C female architects who got their start under Morgan.
D the architectural style Morgan favored later in life.
63 Which of these is Kevin’s thesis?

A  Julia Morgan designed Hearst Castle.
B  Julia Morgan is a pioneer because of the nature of her accomplishments.
C  Julia Morgan became interested in buildings when she was a child.
D  Julia Morgan’s friends were behind her success.

64 Which of these does Kevin use in paragraph 3 to develop the idea that Morgan had to overcome many challenges?

A  a diagram
B  a scenario
C  a hypothesis
D  an aside

65 Kevin wants to add the following sentence to his report. Which version of the sentence is the most descriptive and precise?

A  Morgan liked the elegant curving lines of classical architecture better than the sharp angles of modern architecture.
B  The particular lines of classical architecture, rather than the very different look of modern architecture, were Morgan’s preference.
C  For some reason, Morgan liked the classical architecture better than modern architecture.
D  The lines of classical architecture Morgan found more attractive than the lines of modern architecture.
The following is a rough draft of a student’s report, which may contain errors.

Communicating with a Giant

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

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

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

66 Which of the following from the first paragraph is an incomplete sentence?
A Elephants are known as one of the most respected and magnificent land-animals in the world.
B Living peacefully with other creatures is easy for elephants because, despite their powerful strength, they do not abuse their power, and they carefully avoid harming other creatures.
C Elephants live together easily.
D Because they communicate well with each other.

67 Which of the following is the correct way to punctuate sentence 8?
A They recognize one another by sight, smell, and voice.
B They recognize one another by sight, smell, and voice.
C They recognize one another by sight, smell, and voice.
D They recognize one another by sight, smell, and voice.
68 Which of the following words from the report is not spelled correctly?

A magnificent  
B outstreched  
C entwining  
D physically

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

A Infrasounds which animals make are sounds which causes a vibration in the air which is an inaudible sound.  
B Infrasounds, inaudible to humans, are vibrations in the air caused by animals.  
C Infrasounds are sounds we can’t hear that animals make that cause a vibration in the air.  
D Infrasounds are sounds humans can’t hear that animals make that make a vibration in the air.
The following is a rough draft of a student’s report. It may contain errors.

The Beginnings of the Globe

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

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

(8) When Burbage died, his sons, Cuthbert and Richard, took over The Theater. (9) The land, however, on which the playhouse was built was not owned by Burbage. (10) A man named Giles Allen owned the land and did not want to renew the lease. (11) The actors decided they would build their own theater. (12) They rented land near another theater, The Rose, and used timber from The Theater to build the first Globe Theater. (13) It was here that Shakespeare’s famous plays were performed. (14) Success was instantaneous. (15) This theater was a favorite of audiences and actors alike. (16) The actors’ love for The Globe was so strong that when it burned down in 1613, they pooled their own money to rebuild it, making it even better than before with elaborate decoration and detail adorning the stage. (17) Even though this version of the Globe Theater did not survive through the century, its legacy lives on.
70 Which of these is the best way to revise sentence 1 to match the tone of the passage?
A When one enters the Globe Theater, one is in the greatest theater.
B I think that the Globe Theater is one of the most popular theaters ever.
C The Globe Theater is one of the most well-known theaters in the world.
D Leave as is.

71 Which sentence least fits the purpose of the passage?
A sentence 3
B sentence 4
C sentence 5
D sentence 6

72 Which is the best substitute for the underlined words in sentence 8?
A inherited
B got
C made
D formed

73 What is the correct way to combine sentences 14 and 15?
A Success was instantaneous the theater was a favorite of audiences and actors alike.
B Success was instantaneous, and the theater was a favorite of audiences and actors alike.
C The theater was a favorite of audiences and actors alike because success was instantaneous.
D The theater was a favorite of audiences and actors alike, success was instantaneous.
The following is a rough draft of a student’s essay. It contains errors.

Sidney Coe Howard: The Rewards of Perseverance

(1) Sidney Coe Howard, a native of Oakland, California, enjoyed a career as a writer, winning both a Pulitzer Prize and an Academy Award. (2) Despite these later achievements, Howard initially found that recognition of his work did not come easily.

(3) Howard’s first play, They Knew What They Wanted, was submitted to sixteen producers before one finally agreed to put it on the stage. (4) Not only was the play successful, it also won a Pulitzer Prize for excellence and was later made into a movie. (5) If Howard had not believed in himself and his play—if he had not persevered until failure became success—he might of given up and pursued a different career. (6) Howard instead became one of the most respected playwrights of the 1920s and 1930s.

(7) When he was a teenager, Howard had tuberculosis, a very serious illness that led to a long hospitalization. (8) It is likely that as an adult Howard persisted in submitting his play, refusing to give up in spite of rejection, because he already knew how to face and overcome adversity. (9) In addition, Howard made use of the time of illness and recovery by practicing his writing. (10) He went to the University of California and then to Harvard after he got well, where he earned a master’s degree.

(11) Although Howard was primarily a playwright, he was also a screenwriter. (12) He wrote the screenplay for the film classic Gone With the Wind, for which he won an Academy Award.
74 Read this sentence.

If Howard had not believed in himself and his play—if he had not persevered until failure became success—he might of given up and pursued a different career.

What is the correct way to revise the underlined words in this sentence?

A he might of give up and pursue a different career.
B he might of given up, pursued, a different career.
C he might have given up and pursued a different career.
D he might give up and pursue a different career.

75 Which sentence could best be inserted between sentences 7 and 8 to maintain coherence?

A It’s difficult for most teenagers to be confined to bed.
B This event affected his life in at least two important ways.
C I don’t know much about this disease, but it was common in those days.
D The circumstances surrounding his illness are not important.

76 Read this sentence.

He went to the University of California and then to Harvard after he got well, where he earned a master’s degree.

What is the best way to rewrite the sentence to improve the placement of modifiers?

A After he got well, he went to the University of California and then to Harvard, where he earned a master’s degree.
B He went to the University of California and then to Harvard, where he earned a master’s degree after he got well.
C He went after he got well to the University of California and then to Harvard, where he earned a master’s degree.
D To the University of California he went and then to Harvard, where he earned, after he got well, a master’s degree.
The following is a rough draft of a student’s report. It contains errors.

Sylvia Hernandez
Mrs. Woods
Geography 101
January 10, 2003

Life in Death Valley

1 Death Valley, in southeastern California, is the hottest, driest place in North America and one of the hottest places known in the world. The highest temperature ever recorded in the valley was 134° Fahrenheit, and the temperature routinely reaches 115° in July. That is way too amazingly hot for me! Parts of Death Valley receive fewer than two inches of rain in an entire year. This extremely low rainfall is caused by the rainshadow effect.

2 Death Valley National Park is either 3,367,628 acres or 3,396,192 acres, depending on which source you believe. The park includes the valley itself and the surrounding mountains. In spite of the name of the park and its hard climatic conditions, Death Valley is alive! More than 970 types of plants grow there, including not only cactus, but also grasses, shrubs, and even trees like juniper, pine, and mesquite. Most of the trees grow in the mountains, where the air is cooler and there is more water.

3 The park is alive with birds, reptiles, and amphibians, too. Most are nocturnal. There are scores of bird species, as well as many reptiles and a few amphibians. Tortoises, lizards, and snakes—including rattlesnakes—are among the reptile population. Amphibians include a few kinds of frogs and toads and one species of salamander.

4 Small mammals, including mice, rats, squirrels, and bats, also live in the park. So do larger ones, like foxes, coyotes, badgers, bobcats, mountain lions, deer, and bighorn sheep. The burro and the horse, while not native species, also survive and thrive in Death Valley. There is an even more surprising fact: there are fish in Death Valley! They live in the park’s springs, streams, and ponds.
77 Read this sentence.

In spite of the name of the park and its harsh climatic conditions, Death Valley is alive!

Which word would best replace the underlined word to make the meaning more precise?

A severe
B demanding
C ruthless
D serious

78 What information should Sylvia add to paragraph 1 to support the information already provided?

A lists of other hot and dry areas in the country
B a definition of rainshadow effect
C a definition of Fahrenheit
D statistics on the amount of rainfall in other areas

79 Which sentence in paragraph 1 is not consistent with the overall tone of the report?

A Death Valley, in southeastern California, is the hottest, driest place in North America and one of the hottest places known in the world.
B That is way too amazingly hot for me!
C Parts of Death Valley receive fewer than two inches of rain in an entire year.
D This extremely low rainfall is caused by the rainshadow effect.

80 Which of the following is the best way to present the conflicting facts mentioned in the first sentence of paragraph 2?

A Death Valley National Park is sometimes 3,367,628 acres and sometimes 3,396,192 acres.
B Sources disagree on the exact size of Death Valley National Park, but it is huge.
C Sources disagree on the exact size of Death Valley National Park but agree that it is more than 3.3 million acres.
D According to sources which disagree, Death Valley is between 3,367,628 and 3,396,192 acres big.
81 Which word in paragraph 3 should Sylvia define to help the reader better understand the flow of ideas?

A reptiles  
B amphibians  
C nocturnal  
D species

82 What is the correct way to list a book about Death Valley by Maxine Garcia?


83 Which of the following should not appear on the title page of Sylvia’s report when she turns it in?

A the title of the report  
B the writer’s name  
C the Works Cited  
D the date of submission
The following is a rough draft of a student’s essay. It contains errors.

The Excitement of Murals

(1) The name Los Tres Grandes, or “The Big Three,” refers to three artists who started the first major modern art movement that began outside of Europe. (2) When people think of art, they frequently think of European countries like Italy, Spain, and France. (3) They think of Michelangelo, Monet, and Picasso. (4) Mexico, however, should also be mentioned in the same breath, thanks to the following artists Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.

(5) In the early part of the twentieth century, these three artists began a new art form called Mexican Muralism. (6) Rather than create paintings that would be housed in homes or museums and be seen by only a small number of people, the muralists used prominent public buildings as their canvases. (7) Their murals contained images of important social issues of their time and were painted in mostly neutral colors.

(8) In the 1920s and 1930s, these artists traveled to the United States and painted murals in major cities like Los Angeles and New York. (9) In the 1960s and 1970s, Mexican Muralism had a rebirth in the southwestern part of the United States. (10) This happening was called the Chicano Mural Movement. (11) The Chicano Mural Movement again used public buildings on which to create images. (12) Many of these works of art captured and expressed a unique culture and heritage. (13) A large number of these striking murals can still be seen in California, Texas, and Arizona.
84 Which word from the essay is spelled incorrectly?

A frequently
B prominent
C traviled
D heritage

85 Read this sentence.

Mexico, however, should also be mentioned in the same breath, thanks to the following artists Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.

What is the correct punctuation of the underlined part of the sentence?

A artists: Diego Rivera
B artists; Diego Rivera
C artists—Diego Rivera
D artists, Diego Rivera

86 What would be the best source for more information about the Chicano Mural Movement?

A a magazine article called “Historical Art in New York City”
B an essay about the current trends in mural art
C a book titled *The History of Latino Art*
D a journal article entitled “Murals of the Big Three”
The following is a rough draft of a student's report. It contains errors.

Eurlene Jarzembek
English
Mr. Carter
September 4, 2003

Walt Whitman: America’s Poet

Walt Whitman was born in 1819 in Long Island, New York. Outside of the classroom, most of Whitman’s education was received. His parents, Walter and Louisa Whitman, were uneducated but hard-working people. At the age of eleven, he worked in a law office as an office boy where he became interested in reading. He was soon reading the works of prominent authors like William Shakespeare and Homer, and was well on his way to becoming one of America’s most well-known and endearing poets.

By the time Whitman was seventeen years old, he had already worked as a printer’s apprentice, worked as a compositor, and a teacher. Despite his aversion to teaching, he excelled in the profession, developing an amicable relationship with his students; he even allowed them to address him by his first name. He also developed fresh teaching techniques and learning games to help his students with spelling and arithmetic. In his early twenties, however, he gave up teaching to pursue a full-time career as a journalist and poet.

When Walt Whitman first emerged as a poet, his arrival onto the American literary scene was met with controversy. His first collection of poems, Leaves of Grass, was so unusual that no commercial publisher would print the work. In 1855 Whitman published, at his own expense, the first edition of his collection of twelve poems.

Whitman’s poetic style was uncommon in the sense that he wrote poems in a form called thought-rhythm, or parallelism, in which his goal was to mimic the movement of the sea and the transitory nature of human emotion. A recurrent theme in Whitman’s poetry is self-realization. In his work, Whitman deviates from conventional patterns of rhyme and meter to create a unique rhythm and a multi-layered, but truly American, voice.

“Although Whitman was considered a revolutionary by many, there is little doubt he was fiercely patriotic” (Ryan 42). In his prose-like verse, he used slang and various personas, or voices, to create a sense of national unity. Using a process known as skaz, he also incorporated national idioms into his writing.

For Whitman, the “proof of a poet is that his country absorbs him as affectionately as he has absorbed it” (Ryan 42). Whitman has undoubtedly become a part of the cultural history and persona of America.
## Works Cited


### 87 Read this sentence from paragraph 1 of the report.

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

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

A Most of his education outside of the classroom was received by Whitman.

B Whitman received most of his education outside of the classroom.

C By Whitman, most of his education outside the classroom was received.

D Leave as is.

### 88 Which sentence would provide the most effective support for the idea that Whitman was “fiercely patriotic”?

A He never considered *Leaves of Grass* complete and continued to revise the text until his death in 1892.

B He chose to write about uncommon subjects and developed a unique writing style.

C He thoroughly enjoyed the New York City Opera and incorporated elements of American music into his poetry.

D He saw America as being full of potential and believed that Americans needed a poet to bring them together as a society.

### 89 Which research question most likely contributed to the development of paragraph 1?

A How did Whitman spend his childhood?

B What were Whitman’s opinions about America?

C What styles did Whitman incorporate into his poetry?

D How did the public react to Whitman’s first publication?
Read this sentence from paragraph 2 of the report.

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

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

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

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


Read this sentence from paragraph 4 of the report.

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

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

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

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

Which underlined word in the sentence is spelled incorrectly?

A. devotes
B. conventional
C. rhyme
D. unique
Which sentence would best conclude the report?

A  Walt Whitman’s poetry, then, was a means by which he could depict his life and deal with difficult experiences.

B  He believed that music is the poet’s greatest source of wealth and inspiration.

C  As he once predicted, future generations of readers continue to embrace and celebrate his work.

D  Whitman believed that he owed his career as a poet to his friend and mentor, Ralph Waldo Emerson.

Which source listed in the Works Cited section of the report is a periodical?


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

Orlando Fernandez
History
Mrs. Yin
May 24, 2004

Radio: Shaping American Culture

1 Since the 1920s, radio has advanced and shaped American culture significantly. Radio has become one of the most important electronic inventions in our nation. It has revolutionized American history and culture, and has shaped the collective sense of America.

2 In the early 1920s, few people could afford to own a high-quality radio. Most radios made during this period were handmade, of a lesser quality, and operation was extremely difficult. Handmade radios were small black boxes that contained a large crystal and had no tuner dial, so reception was unpredictable. Listeners used a primitive set of headphones, which were attached to the box with thin wire called cat whisker, to hear talk and music. The goal of most radio operators was to see how far they could hear. Operators could sometimes receive talk programs at night when radio frequencies were more clear.

3 With the improvement of loudspeakers in 1925, however, radio became a shared activity. Families and neighbors gathered around the radio to listen to children’s stories, lectures, and music. NBC later broadcast symphony and jazz performances live on its national radio program for people to enjoy. For most people in the 1920s, radio signified leisure time and served as a tool for self-improvement. It fostered a carefree attitude among Americans and gave them a sense of independence. Not until the end of the decade was radio used as a political tool.

4 In the 1930s, during the Great Depression, radio was a way to cheer people up when times were tough. The most popular genre during this period was radio comedy. Various advertising agencies were sponsoring radio programs that featured comedians like George Burns and Jack Benny, who became popular company spokespersons. Radio listening became such a big business and impacted Americans so greatly that by 1933 over 62.5 percent of Americans owned at least one radio compared to only 10 percent in 1925. During this period, radio was not only associated with happiness and freedom, but was used to standardize language and diction, and to create mental images to spark the imaginations of the American public.

5 During the 1940s, the role of radio in American culture changed greatly. By 1944, the number of hours journalists spent reporting news on the radio had increased by 300 percent, and over 20 percent of radio programming schedules consisted of news broadcasts.
Americans no longer viewed radio as an entertainment medium but as a medium for news and information. During World War II, radio transported people to other parts of the world without ever having to leave home. Amid the barrage of news on the progress of the war, coverage of political rallies, famous trials, and human-interest stories, people became more aware of what was happening outside their communities. Radio also contributed to a new vision of America’s role in world affairs and helped to promote a sense of national identity and purpose.

6 Although radio continued to be an important source of news in the 1950s and 60s, the patterns of radio listening and programming changed with the introduction of television. Suddenly, radio stations were forced to compete in a new market. As a result, radio programs were pieced into separate formats, and radio listening became more localized, decentralized, and politicized. In response to the increase in television viewing, radio stations targeted younger audiences and hired radio disc jockeys to encourage listener loyalty. Wolfman Jack is one of the most famous rock and roll disc jockeys of all time. By 1954, 70 percent of all Americans owned two or more radios. For Americans, radio became a way to mark time, and the portability of radios created a social space for teenagers and rock and roll music.

7 To satisfy the demands of this new generation of listeners, radio technology was improved by radio manufacturers. In the late 1960s, FM radio became more popular than AM radio. In the late 1960s, FM radio stations converted to a free-form format in an effort to create more concentrated modes of music and to meet the needs of a new and diverse audience who demanded more challenging and complex forms of programming. During the 1970s, phonographs and radios became high-tech. Manufacturers also created new stereophonic sound systems that could separate, emphasize, and layer sounds, and smaller, more compact cassette stereos to replace inferior eight-track systems.

8 Beginning in the 1980s and continuing into the 1990s, radio stations began changing their formats to make radio programming less predictable. By 1989, radio talk shows changed the tone and focus of radio programming and created new forms of dialogue that encouraged audience participation. The popularity of radio talk shows grew so rapidly during the 1990s, in fact, that by 1995, over 10 million people were tuning in to talk shows. By 1997, over 1,200 radio stations were producing talk shows. This mode of programming significantly redefined the use of radio in America.

9 Today, radio continues to define our culture. Portable stereos have replaced the old black box, disc jockeys rely on computer-generated playlists, and listeners demand more selective formats. Radio now competes with cable television and the Internet, but remains one of the most viable forms of communication in the twenty-first century.
Read this sentence from paragraph 2 of the report.

Listeners used a primitive set of headphones, which were attached to the box with thin wire called *cat whisker*, to hear talk and music.

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

A. headphones which were attached, to the box with thin wire, called *cat whisker*
B. headphones which were attached to the box, with thin wire, called *cat whisker*
C. headphones which were attached to the box, with thin wire called, *cat whisker*
D. Leave as is.

Read this sentence from paragraph 4 of the report.

In the 1930s, during the Great Depression, radio was a way to cheer people up when times were tough.

How should the student revise the underlined part of the sentence to create a more formal tone?

A. radio broadcasts made people happy when things were really bad
B. radio broadcasts were pleasant distractions in difficult times
C. radio broadcasts helped people who were having a hard time feel better
D. radio broadcasts were a way to make people forget about their problems

Read this sentence from paragraph 7 of the report.

To satisfy the demands of this new generation of listeners, radio technology was improved by radio manufacturers.

Which is the best way to rewrite the underlined part of the sentence using the active voice?

A. radio manufacturers improved radio technology
B. improvements to radio technology were made by radio manufacturers
C. improvements by radio manufacturers were being made to radio technology
D. radio technology had been improved by radio manufacturers

Read this sentence from paragraph 7 of the report.

In the late 1960s, FM radio stations converted to a free-form format in an effort to create more concentrated modes of music and to meet the needs of a new and diverse audience who demanded more challenging and complex forms of programming.

What is the correct way to spell the underlined word in the sentence?

A. divirce
B. deverse
C. diverse
D. deverce
The following is a rough draft of a student’s report. It contains errors.

Diane Eure  
English  
Mr. Chan  
April 15, 2003

Ina Coolbrith: California’s First Poet Laureate

Josephine Smith (Ina Coolbrith) was born in Nauvoo, Illinois, on March 10, 1841, but she spent most of her childhood living in St. Louis, Missouri. When Josephine was ten years old, her mother was moving the family west to Los Angeles, California. The Smiths’ journey into the American West by wagon train was an arduous one, and the hardships the family faced along the way left a deep impression on young Josephine.

Smith attended school in what was then the small town of Los Angeles. She began writing poetry at a young age to express her feelings about the often harsh, natural beauty of California life in the 1800s. Later, she began publishing her poems in the local newspaper under her mother’s maiden name, Ina Coolbrith.

When Coolbrith was seventeen years old, she married Robert B. Carsley, but the marriage lasted only three years. In 1862, she moved north to San Francisco where her reputation as a poet took off. Her writing years in San Francisco were productive. She published numerous volumes of poetry, including A Perfect Bay and Other Poems (1881), The Singer of the Sea (1894), and the widely acclaimed Songs from the Golden Gate (1895).

By 1869, many writers had gone east to further their writing careers. Coolbrith felt obligated to stay close to her family. She accepted a job as a librarian with the Oakland Library Association, a position that involved extensive work and consumed most of her waking life, leaving little time or energy for writing. Facing the realities of her situation, she wrote, “I cannot sit in the shadow / Forever, and sing of the sun.” Although she felt a sense of loss for being unable to pursue her writing career, she was proud of the fact that she was the first public librarian in California.

In 1893, however, Coolbrith finally returned to writing and got back her stature as a poet. In 1915, she was recognized as the first poet laureate of the state of California. In 1923, she also received an honorary degree from Mills College. She is best remembered for her ability to portray the ruggedness of the West and for her tendency to “encourage others to practice and value the arts.”
Bibliography


**100** Read this sentence from paragraph 1 of the report.

When Josephine was ten years old, her mother was moving the family west to Los Angeles, California.

What is the correct way to rewrite the underlined part of the sentence to maintain consistent verb tense?

A. had moved  
B. moved  
C. is moving  
D. will move

**101** Read this sentence from paragraph 3 of the report.

In 1862, she moved north to San Francisco where her reputation as a poet took off.

Which word or words *best* replace the underlined words in the sentence to create a more precise meaning?

A. grew larger  
B. flourished  
C. surpassed  
D. became huge

---

This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected based on performance on released test questions. Copyright © 2009 California Department of Education.
102 What is the focus of this report?

A  the influence of nature on Coolbrith’s early poetry  
B  the historical significance of Coolbrith’s career as a librarian  
C  the events that shaped Coolbrith’s career  
D  the importance of Coolbrith’s genius as a poet laureate

103 When the student types the final draft of her report, what line spacing should she use?

A  single line spacing  
B  1.5 line spacing  
C  double line spacing  
D  2.5 line spacing
Dear Junior Class Student Body:

(1) As vice president of the junior class and proud member of this student body, I am writing to encourage each of you to consider becoming a student mentor. (2) As a mentor, you can be a tremendous influence on children and positively impact their learning experiences. (3) Instead of focusing on your own activities and plans for the future, why not think about how your influence can positively affect a young child, and how you can help that child with your attention and advice? (4) Why not turn your attention outward for just a brief time each week to help them?

(5) Being a mentor to young children would involve spending two hours each week reading to small groups of children. (6) Young children love it when they have your full attention, and they listen to your every word which is why mentoring is so important. (7) It is in early childhood that children begin to form their own opinions about school and begin to illicit the input of older peers.

(8) You, too, can reap positive benefits from mentoring. (9) College and university admissions officers, for example, look more favorably upon students who perform community service in high school. (10) When you serve as a student mentor, you demonstrate to colleges and future employers that you are interested in more than just academics. (11) Your community involvement suggests to them that you are a civic-minded and motivated individual. (12) These attributes also indicate to them that you are more likely to succeed in college and in the workplace.

(13) For the past two weeks, I have volunteered at one of our local elementary schools. (14) So far, I have found it to be extremely rewarding. (15) Through mentoring, I have had the opportunity to assert my independence and demonstrate personal responsibility. (16) Mentoring has also increased my self-confidence and enhanced my communication skills. (17) I have gained hands-on experience working with young children and developed the kinds of decision-making skills that college-admissions officers and employers look for in a candidate.

(18) I know that many of you are extremely busy, but I promise that you will not regret becoming a student mentor. (19) Positively impacting children and serving your community is pretty gratifying. (20) I urge each of you to consider the importance of student mentoring and choose to volunteer your time to this worthy cause.

Sincerely,

Yolanda Bazan
Junior Class Vice President
104 Read this sentence from the letter.

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

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

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

105 Read this sentence from the letter.

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

Which underlined word in the sentence is used incorrectly?

A  their
B  own
C  illicit
D  peers

106 Which of the underlined words from the fourth paragraph is hyphenated incorrectly?

A  self-confidence
B  hands-on
C  decision-making
D  college-admissions
107 Read these sentences from the letter.

(13) For the past two weeks, I have volunteered at one of our local elementary schools. (14) So far, I have found it to be extremely rewarding.

Which is the best way to combine the two sentences without changing the meaning?

A I have, for the past two weeks, found it to be extremely rewarding at one of our local elementary schools, so far, where I have volunteered.

B So far, for the past two weeks at one of our local elementary schools, I have found it to be extremely rewarding where I have volunteered.

C I have volunteered at one of our local elementary schools for the past two weeks and have found it to be extremely rewarding so far.

D For the past two weeks, I have found it to be extremely rewarding, so far, where I have volunteered at one of our local elementary schools.

108 The student’s main purpose for writing this letter is

A to explain the importance of teaching children to read.

B to persuade other high school students to become mentors.

C to discuss how other schools can better utilize mentoring programs.

D to suggest ways to organize a mentoring program.
Eleanor Roosevelt: A Great Humanitarian

1 Eleanor Roosevelt transformed the role of the First Lady, broke many precedents, and used her position as a platform to help correct social problems. She was an advocate for social justice and a champion on behalf of women, children, and the poor. She traveled extensively and reported to her husband, Franklin D. Roosevelt, on the social conditions in America and throughout the world. As First Lady, she was also the first to initiate weekly press conferences with female reporters. She also was publishing a daily syndicated newspaper column, hosted her own radio program, and lectured throughout the country. Her activism and amazing humanitarianism earned her much respect.

2 Eleanor and Franklin Roosevelt married on March 17, 1905. In the years that followed, she had six children and took up the expected social position of a politician’s wife when her husband was elected into the Senate. When he became assistant secretary of the Navy, she quickly focused her efforts on supporting the Red Cross and other humanitarian organizations.

3 When her husband was stricken with polio in 1921, Roosevelt loyally tended to him, inspired him, and gave him the will to persevere in spite of his physical hardships. Determined to keep her husband active in politics, she worked on his behalf, taking an active political role in the women’s division of the State Democratic Committee. By the time her husband ran for governor in 1928 and then later became President in 1932, Eleanor Roosevelt had already become a big-time public figure in her own right.

4 As First Lady, she acted on behalf of those in need, especially during the Great Depression. She contributed ideas to her husband’s New Deal program, which was created to help the poor and unemployed. She also spent countless hours meeting with destitute Americans during the Depression. For her efforts, she was condemned by critics who called her a bleeding-heart humanitarian.
First Lady Eleanor Roosevelt’s graciousness and selfless deeds, however, endeared her to much of the American public. As a result of her humanitarian efforts, President Harry S Truman, who had once hailed Eleanor Roosevelt as “First Lady of the world,” appointed her a member of the U.S. Delegation of the United Nations in 1945. In 1946, she was elected chairperson of the UN’s Human Rights Commission and was instrumental in the drafting of the UN Declaration of Human Rights. She resigned from the United Nations in 1951, but was reappointed by President John F. Kennedy in 1961. Her good deeds and hard work set a precedent for all First Ladies who came after her, and her contributions to the welfare of humankind earned her a distinguished role in America’s history as a great humanitarian and the First Female Ambassador of the United States.

Bibliography


**Which sentence from paragraph 1 best serves as the thesis statement of the report?**

A She traveled extensively and reported to her husband, Franklin D. Roosevelt, on the social conditions in America and throughout the world.

B As First Lady, she was also the first to initiate weekly press conferences with female reporters.

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

D Her activism and amazing humanitarianism earned her much respect.

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

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

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

A publishes

B published

C has published

D was published
111 Read this sentence from paragraph 3 of the report.

By the time her husband ran for governor in 1928 and then later became president in 1932, Eleanor Roosevelt had already become a big-time public figure in her own right.

Which word or words best replace the underlined part of the sentence to match the overall tone of the report?

A first-rate  
B great big  
C high-profile  
D fantastic

112 Which group of words from paragraph 5 is capitalized incorrectly?

A First Lady Eleanor Roosevelt’s  
B Human Rights Commission  
C UN Declaration of Human Rights  
D First Female Ambassador

113 Which research question would be least relevant in further researching the topic of the report?

A What role did Eleanor Roosevelt play in the Red Cross organization?  
B How old was Eleanor Roosevelt when she married Franklin D. Roosevelt?  
C Why did Eleanor Roosevelt resign her position in the United Nations in 1951?  
D In what way did Eleanor Roosevelt directly contribute as chair of the UN’s Human Rights Commission?

114 Read this sentence.

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

What is the correct way to write the underlined words?

A formed again; creating  
B formed again: creating  
C formed again, creating  
D Leave as is.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Standard</th>
<th>Year of Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>10RC2.1</td>
<td>2003</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>10RC2.7</td>
<td>2003</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>10RC2.7</td>
<td>2003</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>10RL3.6</td>
<td>2003</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>10RL3.7</td>
<td>2003</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>10RL3.8</td>
<td>2003</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>10RC3.12</td>
<td>2003</td>
</tr>
<tr>
<td>8</td>
<td>D</td>
<td>10RC2.2</td>
<td>2004</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>10RC2.3</td>
<td>2004</td>
</tr>
<tr>
<td>10</td>
<td>B</td>
<td>10RC2.4</td>
<td>2004</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>10RC2.6</td>
<td>2004</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>10RC2.6</td>
<td>2004</td>
</tr>
<tr>
<td>13</td>
<td>C</td>
<td>10RW1.1</td>
<td>2004</td>
</tr>
<tr>
<td>14</td>
<td>B</td>
<td>10RL3.9</td>
<td>2004</td>
</tr>
<tr>
<td>15</td>
<td>B</td>
<td>10RL3.7</td>
<td>2004</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>10RL3.12</td>
<td>2004</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
<td>10RL3.5</td>
<td>2004</td>
</tr>
<tr>
<td>18</td>
<td>C</td>
<td>10RL3.5</td>
<td>2004</td>
</tr>
<tr>
<td>19</td>
<td>C</td>
<td>10RC2.8</td>
<td>2005</td>
</tr>
<tr>
<td>20</td>
<td>D</td>
<td>10RC2.8</td>
<td>2005</td>
</tr>
<tr>
<td>21</td>
<td>C</td>
<td>10RC2.3</td>
<td>2005</td>
</tr>
<tr>
<td>22</td>
<td>A</td>
<td>10RC2.2</td>
<td>2005</td>
</tr>
<tr>
<td>23</td>
<td>C</td>
<td>10RL3.11</td>
<td>2005</td>
</tr>
<tr>
<td>24</td>
<td>A</td>
<td>10RL3.4</td>
<td>2005</td>
</tr>
<tr>
<td>25</td>
<td>D</td>
<td>10RL3.8</td>
<td>2005</td>
</tr>
<tr>
<td>26</td>
<td>A</td>
<td>10RL3.2</td>
<td>2005</td>
</tr>
<tr>
<td>27</td>
<td>B</td>
<td>10RL3.10</td>
<td>2005</td>
</tr>
<tr>
<td>28</td>
<td>C</td>
<td>10RC2.6</td>
<td>2006</td>
</tr>
<tr>
<td>29</td>
<td>A</td>
<td>10RW1.1</td>
<td>2006</td>
</tr>
<tr>
<td>30</td>
<td>C</td>
<td>10RW1.1</td>
<td>2006</td>
</tr>
<tr>
<td>31</td>
<td>C</td>
<td>10RW1.1</td>
<td>2006</td>
</tr>
<tr>
<td>32</td>
<td>C</td>
<td>10RC2.1</td>
<td>2006</td>
</tr>
<tr>
<td>33</td>
<td>B</td>
<td>10RC2.1</td>
<td>2006</td>
</tr>
<tr>
<td>34</td>
<td>B</td>
<td>10RC2.6</td>
<td>2006</td>
</tr>
<tr>
<td>35</td>
<td>A</td>
<td>10RC2.6</td>
<td>2006</td>
</tr>
<tr>
<td>36</td>
<td>B</td>
<td>10RL3.12</td>
<td>2007</td>
</tr>
<tr>
<td>37</td>
<td>B</td>
<td>10RL3.8</td>
<td>2007</td>
</tr>
<tr>
<td>38</td>
<td>D</td>
<td>10RL3.3</td>
<td>2007</td>
</tr>
</tbody>
</table>

This is a sample of California Standards Test questions. This is NOT an operational test form. Test scores cannot be projected based on performance on released test questions. Copyright © 2009 California Department of Education.
## Released Test Questions

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Standard</th>
<th>Year of Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>A</td>
<td>10RL3.5</td>
<td>2007</td>
</tr>
<tr>
<td>40</td>
<td>C</td>
<td>10RC2.6</td>
<td>2007</td>
</tr>
<tr>
<td>41</td>
<td>A</td>
<td>10RC2.1</td>
<td>2007</td>
</tr>
<tr>
<td>42</td>
<td>C</td>
<td>10RC2.6</td>
<td>2007</td>
</tr>
<tr>
<td>43</td>
<td>B</td>
<td>10RC2.7</td>
<td>2007</td>
</tr>
<tr>
<td>44</td>
<td>B</td>
<td>10RL3.5</td>
<td>2008</td>
</tr>
<tr>
<td>45</td>
<td>C</td>
<td>10RL3.7</td>
<td>2008</td>
</tr>
<tr>
<td>46</td>
<td>D</td>
<td>10RL3.1</td>
<td>2008</td>
</tr>
<tr>
<td>47</td>
<td>D</td>
<td>10RC2.7</td>
<td>2008</td>
</tr>
<tr>
<td>48</td>
<td>A</td>
<td>10RC2.7</td>
<td>2008</td>
</tr>
<tr>
<td>49</td>
<td>A</td>
<td>10RC2.1</td>
<td>2008</td>
</tr>
<tr>
<td>50</td>
<td>B</td>
<td>10RC2.7</td>
<td>2008</td>
</tr>
<tr>
<td>51</td>
<td>D</td>
<td>10RC2.7</td>
<td>2008</td>
</tr>
<tr>
<td>52</td>
<td>B</td>
<td>10RW1.1</td>
<td>2003</td>
</tr>
<tr>
<td>53</td>
<td>C</td>
<td>10RW1.2</td>
<td>2003</td>
</tr>
<tr>
<td>54</td>
<td>C</td>
<td>10RW1.3</td>
<td>2003</td>
</tr>
<tr>
<td>55</td>
<td>D</td>
<td>10RW1.2</td>
<td>2004</td>
</tr>
<tr>
<td>56</td>
<td>C</td>
<td>10RW1.3</td>
<td>2006</td>
</tr>
<tr>
<td>57</td>
<td>B</td>
<td>10RW1.1</td>
<td>2007</td>
</tr>
<tr>
<td>58</td>
<td>B</td>
<td>10RW1.2</td>
<td>2007</td>
</tr>
<tr>
<td>59</td>
<td>D</td>
<td>10RW1.2</td>
<td>2007</td>
</tr>
<tr>
<td>60</td>
<td>D</td>
<td>10RW1.1</td>
<td>2008</td>
</tr>
<tr>
<td>61</td>
<td>B</td>
<td>10WS1.9</td>
<td>2003</td>
</tr>
<tr>
<td>62</td>
<td>A</td>
<td>10WS1.9</td>
<td>2003</td>
</tr>
<tr>
<td>63</td>
<td>B</td>
<td>10WS1.1</td>
<td>2003</td>
</tr>
<tr>
<td>64</td>
<td>B</td>
<td>10WS1.4</td>
<td>2003</td>
</tr>
<tr>
<td>65</td>
<td>A</td>
<td>10WS1.2</td>
<td>2003</td>
</tr>
<tr>
<td>66</td>
<td>D</td>
<td>10WC1.3</td>
<td>2003</td>
</tr>
<tr>
<td>67</td>
<td>D</td>
<td>10WC1.4</td>
<td>2003</td>
</tr>
<tr>
<td>68</td>
<td>B</td>
<td>10WC1.4</td>
<td>2003</td>
</tr>
<tr>
<td>69</td>
<td>B</td>
<td>10WS1.9</td>
<td>2003</td>
</tr>
<tr>
<td>70</td>
<td>C</td>
<td>10WS1.9</td>
<td>2004</td>
</tr>
<tr>
<td>71</td>
<td>B</td>
<td>10WS1.9</td>
<td>2004</td>
</tr>
<tr>
<td>72</td>
<td>A</td>
<td>10WS1.9</td>
<td>2004</td>
</tr>
<tr>
<td>73</td>
<td>B</td>
<td>10WC1.3</td>
<td>2004</td>
</tr>
<tr>
<td>74</td>
<td>C</td>
<td>10WC1.3</td>
<td>2004</td>
</tr>
<tr>
<td>75</td>
<td>B</td>
<td>10WS1.9</td>
<td>2004</td>
</tr>
<tr>
<td>76</td>
<td>A</td>
<td>10WC1.2</td>
<td>2004</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Standard</td>
<td>Year of Release</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>77</td>
<td>A</td>
<td>10WS1.2</td>
<td>2005</td>
</tr>
<tr>
<td>78</td>
<td>B</td>
<td>10WS1.4</td>
<td>2005</td>
</tr>
<tr>
<td>79</td>
<td>B</td>
<td>10WS1.1</td>
<td>2005</td>
</tr>
<tr>
<td>80</td>
<td>C</td>
<td>10WS1.5</td>
<td>2005</td>
</tr>
<tr>
<td>81</td>
<td>C</td>
<td>10WS1.4</td>
<td>2005</td>
</tr>
<tr>
<td>82</td>
<td>B</td>
<td>10WS1.7</td>
<td>2005</td>
</tr>
<tr>
<td>83</td>
<td>C</td>
<td>10WC1.5.A</td>
<td>2005</td>
</tr>
<tr>
<td>84</td>
<td>C</td>
<td>10WC1.4</td>
<td>2005</td>
</tr>
<tr>
<td>85</td>
<td>A</td>
<td>10WC1.1</td>
<td>2005</td>
</tr>
<tr>
<td>86</td>
<td>C</td>
<td>10WS1.5</td>
<td>2005</td>
</tr>
<tr>
<td>87</td>
<td>B</td>
<td>10WS1.2</td>
<td>2006</td>
</tr>
<tr>
<td>88</td>
<td>D</td>
<td>10WS1.4</td>
<td>2006</td>
</tr>
<tr>
<td>89</td>
<td>A</td>
<td>10WS1.3</td>
<td>2006</td>
</tr>
<tr>
<td>90</td>
<td>B</td>
<td>10WC1.2</td>
<td>2006</td>
</tr>
<tr>
<td>91</td>
<td>A</td>
<td>10WS1.5</td>
<td>2006</td>
</tr>
<tr>
<td>92</td>
<td>A</td>
<td>10WS1.2</td>
<td>2006</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
<td>10WC1.4</td>
<td>2006</td>
</tr>
<tr>
<td>94</td>
<td>C</td>
<td>10WS1.1</td>
<td>2006</td>
</tr>
<tr>
<td>95</td>
<td>D</td>
<td>10WS1.7</td>
<td>2006</td>
</tr>
<tr>
<td>96</td>
<td>D</td>
<td>10WC1.1</td>
<td>2007</td>
</tr>
<tr>
<td>97</td>
<td>B</td>
<td>10WS1.9</td>
<td>2007</td>
</tr>
<tr>
<td>98</td>
<td>A</td>
<td>10WS1.2</td>
<td>2007</td>
</tr>
<tr>
<td>99</td>
<td>C</td>
<td>10WC1.4</td>
<td>2007</td>
</tr>
<tr>
<td>100</td>
<td>B</td>
<td>10WC1.2</td>
<td>2007</td>
</tr>
<tr>
<td>101</td>
<td>B</td>
<td>10WS1.9</td>
<td>2007</td>
</tr>
<tr>
<td>102</td>
<td>C</td>
<td>10WS1.1</td>
<td>2007</td>
</tr>
<tr>
<td>103</td>
<td>C</td>
<td>10WC1.5.C</td>
<td>2007</td>
</tr>
<tr>
<td>104</td>
<td>A</td>
<td>10WC1.4</td>
<td>2008</td>
</tr>
<tr>
<td>105</td>
<td>C</td>
<td>10WC1.3</td>
<td>2008</td>
</tr>
<tr>
<td>106</td>
<td>D</td>
<td>10WC1.1</td>
<td>2008</td>
</tr>
<tr>
<td>107</td>
<td>C</td>
<td>10WS1.9</td>
<td>2008</td>
</tr>
<tr>
<td>108</td>
<td>B</td>
<td>10WS1.1</td>
<td>2008</td>
</tr>
<tr>
<td>109</td>
<td>D</td>
<td>10WS1.1</td>
<td>2008</td>
</tr>
<tr>
<td>110</td>
<td>B</td>
<td>10WC1.2</td>
<td>2008</td>
</tr>
<tr>
<td>111</td>
<td>C</td>
<td>10WS1.9</td>
<td>2008</td>
</tr>
<tr>
<td>112</td>
<td>D</td>
<td>10WC1.4</td>
<td>2008</td>
</tr>
<tr>
<td>113</td>
<td>B</td>
<td>10WS1.3</td>
<td>2008</td>
</tr>
<tr>
<td>114</td>
<td>C</td>
<td>10WC1.1</td>
<td>2006</td>
</tr>
</tbody>
</table>