



NCDPI

Dear Students:

Effective with the 2007-08 school year, the North Carolina End-of-Grade Reading Comprehension Tests measure the goals and objectives as specified in the 2004 North Carolina English Language Arts Standard Course of Study (Content Standards). Reading comprehension is assessed by having students read authentic selections and then answer questions directly related to the selections. Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of selections and questions. The authentic selections included on the reading tests are chosen to reflect reading for various purposes such as literary experience, information acquisition, and task performance.

The end-of-grade reading comprehension test for grade eight assesses the reading comprehension components of the grade eight English/Language Arts North Carolina *Standard Course of Study* (NCSCS) adopted by the North Carolina State Board of Education in 2004. The test consists of nine reading selections with six to nine associated questions for each selection. Each student is asked to read five literary selections (two fiction, one nonfiction, two poems), three informational selections (two content and one consumer), and one embedded experimental selection (may be fiction, nonfiction, poetry, consumer, or content). The variety of selections on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The breakdown of the questions is as follows according to the standard course of study:

Goal	Description of Goal	Percent Range
1	The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.	3-7
2	The learner will use and evaluate information from a variety of resources.	18-22
3	The learner will continue to refine the understanding and use of argument.	5-8
4	The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.	19-21
5	The learner will respond to various literary genres using interpretive and evaluative processes.	45-50
6	The learner will apply conventions of grammar and language usage.	3-8

With the adaptation of the new Common Core standards, a new test needs to be developed. We are asking for the input of students, based on reading selections they choose. The goal is to develop a test following the same guidelines, with new reading passages that are high interest. We are asking that each group submit a fully developed test including reading passages, questions for each selection that follow the goals, four answer choices for each question, an answer key, a separate page noting what skill the question is testing and explanations as to why each answer is correct. The test needs to be submitted by April 1, 2012 in order to be considered.

EOG Test Development
Language Arts

Criteria	Weight	Emerging	Proficient	Highly Proficient
Test Format	100 pts.	<ul style="list-style-type: none"> • Test has fewer than 62 total questions • Test includes fewer than 9 reading selections • Each reading selection has fewer than 5 questions following 	<ul style="list-style-type: none"> • Test includes 62 total questions • Test includes 9 reading selections • Each reading selection has at least 5 questions following 	<p>In addition to meeting the PROFICIENT criteria...</p> <p>Test includes the correct reading selections (two fiction, one nonfiction, two poems, two informational texts, one consumer text, and one student choice)</p>
		0 ----- 50 ----- 69	70 ----- 80 ----- 89	90 ----- 95 ----- 100
Test Questioning	100 pts.	<ul style="list-style-type: none"> • Fewer than 10 questions on making inferences or drawing conclusions • Fewer than 5 on main idea, both given and implied • Fewer than 8 on author's purpose and author's style • Fewer than 5 on vocabulary within the text selections • Fewer than 8 on mood and/or tone • Fewer than 3 on point of view • Fewer than 8 on cause/effect • Fewer than 4 on summarization of text • Fewer than 8 on a student's ability to go back in a text to find the answer 	<ul style="list-style-type: none"> • Ten or more questions test on making inferences or drawing conclusions • Five or more questions test on main idea, both given and implied • Eight or more questions test author's purpose and author's style • Five or more questions test vocabulary within the text selections • Eight or more questions test on mood and/or tone • Three or more questions test on point of view • Eight or more questions test on cause/effect • Four or more questions test on summarization of text • Eight or more questions test on a student's ability to go back in a text to find the answer 	<p>In addition to meeting the PROFICIENT criteria...</p> <p>Type of questions are distributed throughout entire test so that one selection is not testing the same skill more than once</p>
		0 ----- 50 ----- 69	70 ----- 80 ----- 89	90 ----- 95 ----- 100
Answer Key	100 pts.	<ul style="list-style-type: none"> • Answer key is missing or incomplete • Questions have more than one possible correct answer • Answer key has incorrect answers provided • "None of the above" and/or "all of the above" choices are provided 	<ul style="list-style-type: none"> • Answer key is provided for the entire test • Each question has only one correct answer • Answer key is correct • There are no "none of the above" or "all of the above" answer choices 	<p>In addition to meeting the PROFICIENT criteria...</p> <p>Answer key is submitted typed, in a professional format that is clean and concise</p>
		0 ----- 50 ----- 69	70 ----- 80 ----- 89	90 ----- 95 ----- 100
Explanations	100 pts.	<ul style="list-style-type: none"> • Explanations are missing or are not given for each question • Explanations are one word or not in complete sentences 	<ul style="list-style-type: none"> • Explanation for why each answer is correct are given • Explanations are written in complete sentences 	<p>In addition to meeting the PROFICIENT criteria...</p> <p>Explanations are submitted typed, in a professional format that is clean and concise</p>
		0 ----- 50 ----- 69	70 ----- 80 ----- 89	90 ----- 95 ----- 100

EOG test Development
English

Criteria	Weight	Emerging	Proficient	Highly Proficient
Written communication	100 pts.		<p>Each error, from any of the following areas, will result in a 5% reduction in score up to 50%:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalization <ul style="list-style-type: none"> - Proper Nouns - Titles / Headings - 1st Letter in Sentences <input type="checkbox"/> Punctuation <ul style="list-style-type: none"> - Ends of Sentences - Quotes / Citations - Apostrophes - Commas - Italics - Underlining - Semicolon - Colon <input type="checkbox"/> Spelling <input type="checkbox"/> Subject / Verb Agreement <ul style="list-style-type: none"> - Verb Tense - No Run-On Sentences - No Sentence Fragments - Correct use of <ul style="list-style-type: none"> - Regular Verbs - Irregular verbs <input type="checkbox"/> Audience / Format <ul style="list-style-type: none"> - Appropriate <ul style="list-style-type: none"> - No Slang - Formal Language 	
		0-----50-----69	70-----80-----89	90-----95-----100



Genre: Informational

Grade Level: Middle School

SNORKELING / SCUBA DIVING



Underneath the surface of the blue-green waters surrounding Florida's coastlines lies magic. Snorkelers and scuba divers abound here, hoping to catch a glimpse of or snap a photo of the unusual creatures, vegetation, and reefs that lie below. While snorkeling requires only a mask, a breathing tube called a snorkel, and fins, scuba diving requires various pieces of specialized equipment.

Snorkelers float on top of the water though they may dive below with the added assistance of a weight belt. Deep diving, however, is not possible because the snorkeler must continually surface in order to breathe. Most divers can go 30 to 40 feet but must surface within a minute. Both those who snorkel and those who scuba dive may wear a wet suit, a close-fitting garment made of rubber and designed to maintain body warmth. When the wearer is submerged, some water enters between the skin and the wet suit; but body heat soon warms that water, and that heat is maintained throughout the dive. A snorkeler may also use a flotation vest. The vest, which is inflated to the wearer's satisfaction, serves as a support if the snorkeler becomes fatigued or simply wishes to rest on the surface of the water.

Snorkeling in shallow water or near the jetties affords a close-up view of the sandy bottom with fish swimming nearby. Quite possibly, significant growths of colorful algae and other encrusting organisms can be seen. Unfortunately, the sand at this level may be very silty and easily stirred up to limit visibility and create backscatter if one is attempting to take underwater photographs. For these reasons, as well as the desire to experience the sea's treasures at greater depths, scuba diving began to grow during the 1950s as a world-wide recreational

sport.

In the years since French Navy Lieutenant Jacques Cousteau first strapped on an aqua lung and toured the Mediterranean reefs, scuba diving has gained a large following. Thousands of people become certified divers each year, and resorts at popular diving locations offer equipment rentals, air refills, and boat trips of every description.

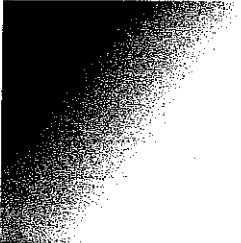
SCUBA stands for Self-Contained Underwater Breathing Apparatus. In its basic form scuba gear consists of a metal tank filled with pressurized air and a device called a regulator or "octopus" which delivers the pressurized air to the diver. The scuba tanks used by most divers will hold from 80-100 cubic of air at pressures of over 2,000 pounds per square inch. Depending on the depth and level of activity, a tankful usually lasts from 30 minutes to an hour or more.

Because the air in the tank is at such high pressure, a regulator is needed to reduce this pressure to a comfortable level for breathing while controlling the flow so that air is only released when the diver wants it. The first stage of the regulator is clamped to the tank and is connected by a high-pressure hose to the second stage. The second stage of the regulator is fitted with a mouthpiece and has exhaust valves for breathing out used air. Usually, other hoses run from the first stage to additional pieces of equipment such as air gauges; hence, the term "octopus" is often used for the regulator.

One of the octopus hoses runs to a spare second stage, which provides an emergency backup for you or your diving buddy. Another hose connects to a pressure gauge, which helps the diver keep track of remaining air. Housed with the pressure gauge may be other instruments such as a depth gauge, a compass, a thermometer, or even a miniature dive computer, which tracks depth and time to calculate safe diving limits.

Another hose from the octopus connects with a vest-like buoyancy compensator or BC. The BC is a multipurpose device with straps to hold the tank on the back and pockets for storing objects and/or weights. It can be inflated to increase buoyancy. Divers use a system of flotation and weights to make them neutrally buoyant at various depths. As a result, divers neither float nor sink but "fly" along over reefs, wrecks, and other dive locations at a controlled depth.

Scuba diving may seem quite complicated but can be learned by almost anyone. SCUBA certification classes are offered by dive shops, as well as some schools and organizations. Classes can be



complicated and sometimes challenging; but upon relieving certification, a diver will be confident and knowledgeable. And who knows? One day, the novice diver may become one of the Cousteau team's famous aquanauts.



Genre: Fiction

Grade Level: Middle School

ROCK PILE

Ah, it was to be another lazy summer, or so I thought, as I lay on the sofa munching Doritos and watching an old Star Trek rerun. I had finished eighth grade with decent marks and was anxious to get to high school. Dad was a contractor, and he said he'd give me a job at the house he was building. However, I hated being nothing but a gofer for the carpenters. I had told him I'd be happy to work for him if he'd give me something interesting to do there, but I wasn't going to be some guy's puppet. I figured I earned my meals and a place to sleep at night just by being pleasant to be around and allowing myself to be coaxed into doing odd jobs now and then. Besides, Mom always gave me money when I needed it. I didn't have the slightest notion at that time what my dad had in store for me.

We lived in a neighborhood of older people, and my parents often helped the neighbors out with tasks they were unable to do themselves. The old guy across the street had had a small garage made of found stones and mortar. It must have been a distinctive landmark in its good days, but the walls had eventually dilapidated into crumbling piles of stone. The old man had hauled most of the stones back into the vacant lot behind his house, but he'd developed heart problems and hadn't been able to haul the last pile away. It must have been a needling reminder of his infirmity.

Dad had come home for lunch that day, but he didn't go to the refrigerator to slap together one of his unconventional sandwiches like he usually did. Instead, he turned off the TV, sat down on the chair facing the sofa, and clasped his hands at his knees.

"Son," he began, "I have a job I need you to do this summer. Mr. Benson is ailing, getting worse every day. He's been a good neighbor

to us, checking on the house while we're gone, feeding your dog. Only one thing mars his days. It's that last wall of rocks lying at the side of his house. I told him I'd see what I could do about it, but I'm too busy at work now. I think you're old enough to help him out."

"Oh, come on, Dad. Be real," I wailed. "This is my summer vacation!" As I remembered it, that stone pile was taller than I was, and I couldn't believe he wanted me to move all of it by myself. Worse yet, I knew he believed that people shouldn't be paid money to do good deeds. He merely replied, "You can do it," and that was the end of the conversation.

It was still early the next morning when I begrudgingly moved across the street to Mr. Benson's house. I knocked on the door and was greeted with a thankful smile which, unfortunately, wasn't enough to convince me that this job wasn't going to ruin my vacation. I asked him if he had a wheel barrow, and he directed me to the back of the house.

I got the first load into the barrow, navigated it down the sloping back yard, and slowly deposited the large stones onto the ground. Then I had to wheel it back up the yard and fill it with the next load. Soon I was rolling another barrow full of stones down to the back corner where the new rock pile would grow.

By lunchtime I had made many trips across the yard, and each one seemed to take longer than the one before it. Sweat was pouring down my face, my arms were aching, and my legs didn't want to move anymore. The rock pile by the house didn't seem to shrink though the one at the other end was slowly growing. My dad didn't come around at lunchtime to see how I was doing or to offer any encouragement. I went home to eat a sandwich and get a cool drink. By one o'clock, dad still hadn't come home, and I returned to my pile of rocks.

As I resumed my arduous labor, thoughts of resentment raced through my weary mind. "I can't do this anymore. I give up." "Why did he make me do this?" "He could have paid somebody else to do it." "I'll just quit now and walk away. What can he do?" My anger at my father grew.

By four o'clock the next day, my rock pile was clearly much smaller; and I knew I could finish it by late evening. It had become a kind of obsession. I'd finish just to show my dad that he couldn't wear me down. The skies grew darker and darker, filling the yard with shadows, as I saw my father's car pull into the driveway. I moved like

a robot now. Finally, I started down the yard with my last load, my legs shaking. Just after ten o'clock the pile was gone, and only fragments of mortar and dust remained. I trudged across the street and opened our front door. My parents were upstairs in their bedroom. I went straight to the shower, not bothering to say goodnight, and fell into my bed without even stopping to turn down the covers.

My dad was smiling as I approached the breakfast table the next morning and jokingly said, "I was beginning to think I'd never see you again. I didn't think you would do it." He had said "would," not "could," and I saw new respect in his eyes. "I thought if you would finish that job, I might have a more interesting one for you at my job site. Jake, one of my joiners, injured himself; and the other one needs an apprentice until Jake can return. How would you like the job?"

I said I would, and I did, and that is one reason why my life is as good as it is today. I'm a building contractor like my dad was before me, but I spent many years as an accomplished joiner, cutting and fitting together pieces of wood to make stairs, tabletops, and other things of wood. I'm well-respected in my profession because when my jobs are finished, they're always done well. I often think of how lucky I was that eighth grade summer to have a dad who, in teaching me to be responsible, also taught me to have confidence in myself. I have a great life now, and all because of a pile of rocks.

tions: Read the passage and answer the questions that follow.

The Case of the Last-Minute Clue

- 1 As soon as Danny Samuel arrived home from school, he pulled the crumpled piece of paper from his pocket and looked at it again. "Who could have written this?" he wondered for the thousandth time since finding the note taped to his locker door.
- 2 Danny reread the note in hopes of finding a clue to the writer's identity. "The bolts were loose so I tightened them. I accidentally got grease on the bridge and couldn't get it off. You'll need to repaint the greasy spot before tonight, but the bridge is sturdy now!"
- 3 When Danny had first read this message, he thought someone was trying to pull a prank on him. "Bolts? Bridges?" he puzzled. Then he remembered his project for the Science Exhibition that would be held in the school gym tonight. The mysterious "helper" had to be someone who was also competing.
- 4 Danny was sure that his project, a model suspension bridge, was among the top contenders for an award. To prove the bridge's strength, Danny would fill two toy trucks to overflowing with rocks and place them on the bridge. That night, he would perform this demonstration before an audience of students and parents. Later, the judges would present ribbons to the winners, and Danny was hoping to receive one.
- 5 After finding the note, Danny had gone to the gym to check his project. Sure enough, there was a greasy smudge where someone had held the bridge to steady it while tightening the bolts that attached the cables to the supports for the bridge. Danny felt certain that the bolts had loosened when he carried the bridge from the science room to the gym. He had been in such a hurry to get to his next class that he hadn't taken the time to check the bolts or anything else. "Thank goodness!" thought Danny. "If someone hadn't noticed and tightened the loose bolts, the bridge would have collapsed the minute I put the trucks on it. My project would have failed!"
- 6 Danny explained the fortuitous event to his mother. She encouraged him to eat quickly and return to the gym to paint over the greasy smudge. "Maybe I'll even find some clues to tell me who my 'helper' is," Danny said, as he packed a paintbrush, some paper towels, and the jar of bright orange paint that he had used on the bridge.
- 7 At school, Danny went straight to the gym. Some students were already looking at the exhibits which had been arranged on a platform. Danny carefully painted the smudged area and then examined his project one last time. Finding nothing amiss, he stashed his painting materials under the platform.
- 8 Danny decided to look at the other projects, still hoping to find some clue to the identity of his "helper." The competition this year had been especially tough, and he was anxious to know which classmate had been so thoughtful.
- 9 Bob Wyatt's project was a good one. Bob wanted to be an astronaut someday, and his model of a future space station, complete with solar panels and communication satellites, was sure to receive an award. "No clues here," thought Danny.
- 10 On the other side of Bob's project was Joe Don Mason's operational wind tunnel. It, too, was exemplary. The tunnel wall was made of clear plastic, and a tiny handmade glider was visible inside the tunnel. Everyone had expected Joe Don to do something with wheels or motors because he was always working on his bicycle or talking about the car he was restoring in his garage at home. "No clues here either," muttered Danny.

inspiration elsewhere, Danny wandered around several other projects. He saw Sun Mai's colorful display on the formation of desert mirages, J.J. Brandon's layout of the cables that tie up automobile circuits, and Elena East's exceptional environmental exhibit. "No clues anywhere," Danny decided, as he drifted back toward his own project.

Danny glanced toward the gym door and saw Joe Don hurrying toward the platform. Draped over Joe Don's shoulder was the olive-drab canvas bag that contained his collection of hand tools. Joe Don never went anywhere without that bag. He was proud of the fact that he could keep his old bike on the road, even if he did have to stop every mile or two to tighten something.

- 13 Joe Don and Danny reached the platform at the same time. Danny noticed that Joe Don's hands were greasy. Suddenly, a big smile appeared on Danny's face. "Working on that bike again, huh?" he asked. Joe Don nodded and held up his greasy hands. Danny reached under the platform and pulled out his roll of paper towels. "Thanks for taking the time to tighten the bolts on my bridge," Danny said gratefully.
- 14 "Oh, that was really hard work," replied Joe Don with a grin.
- 15 "You saved my demonstration," Danny insisted, as he handed a paper towel to his smudge-laden friend.

Directions: Read the poem and answer the questions that follow.

The Legend of Slewfoot-Sue

Deep in the heart of Texas
Where Pecos Bill did ride,
Folks tell the story of the gal
He chose to be his bride.

5 Her hair was blonde and curly,
Her eyes were deep-sea blue,
And she could ride and rope and shoot,
The gal called Slewfoot-Sue.

10 "If you'll buy me a wedding gown,
If I can ride your horse,
I'll marry you," said Slewfoot-Sue,
And Bill replied, "Of course."

The gown he bought was lacy white,
Its bustle soft and wide.
15 "Before we say I do," she said,
"I think I'll take a ride."

The horse's name was "Lightning"
And if you wonder why,
When Slewfoot sat upon his back
20 He pitched her to the sky.

They say she flew around the moon
Before she came back down.
Bill said, "I'll catch you, Slewfoot-Sue,
Before you touch the ground."

25 But she landed on her bustle
And sprang back up real far.
She kept a-bouncin' up and down
Just like a shooting star.

But Pecos Bill would not give up
30 "Here's what I'm gonna do!
I'll lasso a tornado
and rescue Slewfoot-Sue!"

So he roped the storm and caught her
and they rode upon the wind
35 Until the storm subsided.
I swear it's true, my friend.

Now some folks say they married,
Some say that's not true,
But she never rode a horse again,
40 The gal called Slewfoot-Sue!

Directions: Read the passage and answer the questions that follow.

Nature's Perfect Flying Machine

- 1 Birds have many extraordinary characteristics, including keen vision and the ability to imitate sounds such as human voices. It is their ability to fly, however, that is their most conspicuous and remarkable trait. Birds are well equipped for soaring through the sky.

Characteristics Enabling Flight

- 2 One characteristic that makes flight possible for birds is the lightness of their bodies. All of a bird's bones are extremely thin, and most are hollow. Many of the bones are fused, a quality that adds strength to the otherwise delicate frame. Also contributing to the bird's lightness is its unusual type of mouth. The beak is a thin layer of horn-like material that has little mass because it lacks teeth or jawbones.
- 3 Another important factor enabling birds to fly is the feather, a feature no other animal group shares. Birds have several different kinds of feathers. Some feathers keep them warm, some are just for adornment, and some (the contour feathers) enable birds to fly. Each contour feather has its own set of muscles that is connected to the bird's wing bones. Contour feathers consist of a stiff shaft with a flat web of smaller shafts protruding from both sides. [See Diagram 1.] The smaller shafts are called barbs. Barbs have rows of even smaller shafts called "barbules" jutting out on either side of them. The barbules of the contour feathers interlock to create a solid surface that can successfully push against the air during flight.

The Mechanics of Flight

- 4 Once in the air, the feathers at the tip of the bird's wing work like the propeller of an airplane to move it forward. In flight, a bird flaps its wings downward to a point that is even with its beak. [See Diagram 2.] At this point, the feathers at the tip of each wing twist at an angle to the rest of the wing so that they point directly forward. As the wing is pulled back for the upstroke, the feathers push against the air which moves the bird's body forward. The remaining upward and backward movement of the wings' upstroke provides another small push forward.
- 5 When a bird's wings are spread, the wing bones and the feathers form a shape that helps the bird to maintain flight. This shape is fairly flat on the bottom and rounded on the top. As air moves past the wing, some flows over the top of the wing and some flows underneath. The wing's curvature causes the air flowing above the upper edge of the wing to move more quickly than the air flowing below the wing. Along with this difference in speed comes a difference in the pressure the air exerts on each side of the wing. The fast-moving air exerts less pressure on the top of the wing than the slower-moving air below the wing. This difference in pressure creates the "lift" needed to push the bird upward.
- 6 Thanks to their super-lightweight body structure and the special way their wings work, birds are the most beautiful and graceful of nature's flying creatures. Even airplanes, which may greatly exceed the power and speed of any animal, cannot match the grace and style of avian flight.

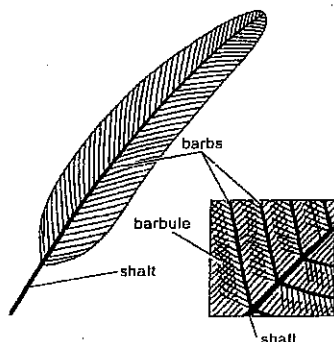


Diagram 1



Diagram 2

Directions: Read the letter and answer the questions that follow.

Letter to the Editor

Dear Editor,

- 1 Brockingham is run by people who are more interested in tourists than its residents. The problem is that the people running the government, and nearly everything else in Brockingham, refuse to accept new ideas. By banning all fast-food restaurants and discount stores, they take away all the places kids can afford to shop.
- 2 These people forget that when they were young, they could go to the South Street Soda Fountain and get an ice-cream soda for 25 cents. Today you can't find an ice-cream soda anywhere in Brockingham for less than \$2! Why? Because the only places selling ice cream in Brockingham are Danker & Phillips, de Chambord, and The Emporium Restaurant. Have you tried buying a hamburger in one of those places? You can get an Emporium Deluxe with lettuce, tomato, cheese, and a pickle for a mere \$6.98! Where can kids go for a snack?
- 3 There is not a single restaurant in Brockingham where a family of four can eat dinner for less than \$100. Add a 15% tip and sales tax and you have spent nearly \$125 to eat a meal you could prepare at home for about \$12. Have you noticed that Brockingham families never dine in Brockingham? But take a look at Parkersburg on a Friday night. It seems as if you're walking down a Brockingham High corridor when you walk down South Main Street in Parkersburg.
- 4 Fast-food restaurants are also a good place for school kids to get an after-school job. Fast-food restaurants are busiest during the early supper hours when students are able to work, whereas the fancy food restaurants cater to late-night diners. Working in one of these establishments requires working shifts that are too late for most students.
- 5 The City Council claims that local merchants, rather than national chains, should benefit from the tourist business. I agree that it is important to support local businesses, but I think the fast-food restaurants would encourage more people to shop in Brockingham. As it is now, most tourists who come to Brockingham stop to eat at low-cost, convenient places in Southport or Regis Landing. How does that help Brockingham food establishments? Many people who stay overnight in Brockingham drive 25 miles to Parkersburg for breakfast at Jiffy Burger. That place is packed every weekend morning. Those profits could be kept in Brockingham.
- 6 Another thing that disturbs me is that we must travel 25 miles to the nearest discount store. If I need a tire for my bike, I have a choice of buying one at Surf and Peddle Sport Shop for \$15 or driving to Parkersburg Discount Center where I can buy the same kind of tire for \$9. When I am in Parkersburg, Dad always fills up the tank of the car, since the same brand of gas is at least 8 cents cheaper there than in Brockingham. Again, I think the ban on all food chains and discount houses is counterproductive for our city.

Wes Woodrow

Wes Woodrow

9th-Grade Student at Brockingham High School

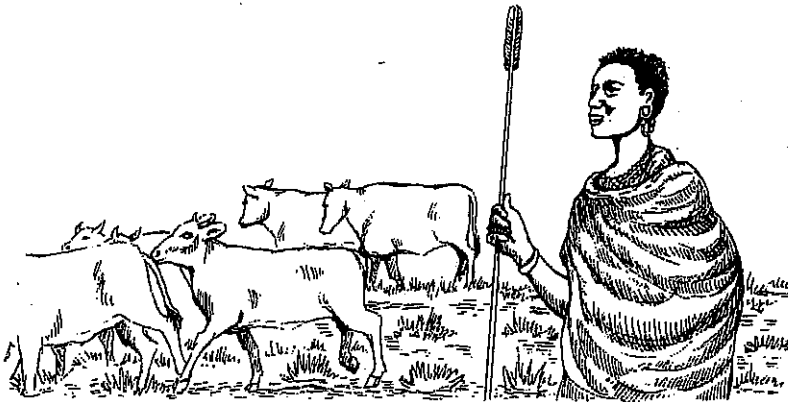
A Man by Sunrise

My notes about what I am
reading

- 1 Lekení opened his eyes and smiled. The day he had been waiting for had finally arrived! Before it was over, he would be a *morani*, the title given Masai boys when they turned 15 years old. For weeks now he had been working on a headdress made of ostrich plumes and eagle feathers. This evening his head would be shaved so that the headdress would fit just right. Then a tribal elder would place the headdress on him during a special ritual. Lekení thought of the songs, dances, and stories that would be told, and he smiled again.
- 2 Rolling out of his bed of woven branches, Lekení walked, bent over, to the fire where his mother and his sister Muriet were cooking cornmeal for the morning meal. His mother looked up at him and smiled. Her smile, usually so sunny, seemed a little sad. It was the last morning that he would be a *layoni*, a young boy. He looked around at the hut that had been his home for as long as he could remember. It was like all the others in the village—too low to stand up in, but warm and filled with the smells of food cooking. It was hard to believe he would not be living there anymore. Beginning that night, he would live in the *boma*, the circle of huts where boys who had crossed over into young manhood lived for five to seven years until they became *moran*, adult men. He was anxious to see how his life would change. Would he miss home, or would he be too busy training to be a warrior? The thought filled Lekení with pride, and he imagined himself adorned with red paint, wearing the traditional braids and beads.
- 3 Lekení walked to the doorway of the hut and peered out over the rolling plains. The sun had not yet risen, but the sky was awakening in a mixture of gold, purple, and red. He could see the silhouettes of giraffes and zebras in the distance against the morning sky. Their shadowy forms seemed to glide over the land. Far off he heard a rhinoceros lumbering across the ground. It seemed he could feel the earth rumbling under his feet as the mighty beast passed. Nearby, Muriet and her friends were getting ready to set off on their daily search for firewood. They would spend most of the day and walk many miles collecting firewood for the entire tribe. When they returned, they would spend the rest of the day milking the animals, fetching water, and cleaning the gourds for storing milk, honey, and cornmeal. Lekení knew that his sister would be leaving home soon, too. Just last week his father had spoken with a young Masai warrior who hoped to marry Muriet.

4 Lekeni sniffed the air and was pleased that it held no hint of rain. He wanted the sky filled with bright stars for his special night. It was hard not to think about the exciting events that awaited him that evening, but Lekeni knew he must go about his work as if it were any other day. The sun was spilling over the horizon now, and it was time for him to gather his father's cattle and take them out into the savannah to graze. He was honored that his father deemed him worthy of such an important responsibility. The Masai measured their wealth by the number of cattle they owned, so Lekeni was careful to make sure that none of the cattle wandered away from the herd. Since the Masai believed it brought bad luck, Lekeni never counted the herd. Instead he had become familiar with each one and knew at a glance when any were missing or in trouble. He had learned how to deal with almost any problem the cattle might encounter. Once he had even helped a cow give birth to her calf. What an experience that had been!

5 Still, as Lekeni led the cows out from behind the thornbush wall, he found it difficult to concentrate on the herd. He tried hard to maintain discipline and keep his mind on his work. He knew he needed to keep a careful watch for predators, especially lions. Cattle thieves were also a big threat to the herd.



6 When they had finally reached the grazing area, Lekeni walked among the herd and checked each cow. He paid special attention to how their eyes looked, how they were walking, and whether they were eating. Then he carefully checked the area for any sign of danger.

7 When he was satisfied that the cattle were safe, Lekeni allowed himself some time to practice his spear throws, always keeping the herd in sight. He aimed at many different targets, and his spear almost always found its mark. It was a skill that he would need all of his life, so he

and his friends practiced whenever they had a chance. The Masai needed their weapons—and their excellent aim—for hunting game and for protecting their herds.

My notes about what I am
reading

- 8 Lekení's eyes gleamed as he thought of the night ahead. It would be an evening he would never forget. Lekení knew that someday he would share this experience with his own sons around another campfire. He glanced up at the sun rising higher in the sky and wished it a swift journey so that darkness would come quickly. At sunset he would still be a child, but by the next sunrise the Masai would consider him a young man.

8 Reading Formative Assessment**Dolley Madison Saves the National Pride**

- 1 In August 1814, a British army marched on Washington, D.C., thinking that by burning the American capital it could bring an end to the war of 1812. Panic reigned in the city as the redcoated columns approached. Many public records, including the Declaration of Independence, had already been stuffed into linen bags and carted off to Virginia, where they were piled up in a vacant house. Now the roads leading out of town began to fill with fleeing American soldiers and statesmen as well as wagons loaded with families and their valuables.
- 2 Dolley Madison, wife of the fourth President, calmly directed evacuation details at the White House. A large portrait of George Washington by Gilbert Stuart hung in the dining room. It would be an unbearable disgrace if it fell into British hands. Mrs. Madison ordered the door keeper and gardener to bring it along, but the huge frame was screwed so tightly to the wall that no one could get it down. Minutes ticked by as they tugged and pulled. At last someone found an ax. They chopped the frame apart, removed the canvas and sent it off for safekeeping. Soon afterward, the British entered the District of Colombia, setting fire to the Capitol and the White House.
- 3 The rescue of Washington's portrait quickly took its place as one of Americas' most cherished acts of heroism. This letter, written by Dolley to her sister, Anna, even as the city fell, speaks to us of unflinching courage and levelheadedness amid chaos and retreat.

8 Reading Formative Assessment

~~Saving History—Dolley Madison, the White House, and the War of 1812~~

Tuesday, August 23d. 1814.

Dear Sister

- 1 My husband left me yesterday to join General Winder. He inquired anxiously whether I had courage or firmness to remain in the President's house until his return on the morrow, or succeeding day, and on my assurance that I had no fear but for him, and the success of our army, he left, beseeching me to take care of myself, and of the Cabinet papers, public and private. I have since received two dispatches from him, written with a pencil. The last is alarming, because he desires I should be ready at a moment's warning to enter my carriage, and leave the city; that the enemy seemed stronger than had at first been reported, and it might happen that they would reach the city with the intention of destroying it. I am accordingly ready; I have pressed as many Cabinet papers into trunks as to fill one carriage; our private property must be sacrificed, as it is impossible to procure wagons for its transportation.
- 2 I am determined not to go myself until I see Mr. Madison safe, so that he can accompany me, as I hear of much hostility toward him. Disaffection stalks around us. My friends and acquaintances are all gone, even Colonel C. with his hundred, who were stationed as a guard in this enclosure. French John [a faithful servant], with his usual activity and resolution, offers to spike the cannon at the gate, and lay a train of powder, which would blow up the British, should they enter the house. To this last proposition I positively object, without being able to make him understand why all advantages in war may not be taken.
- 3 Wednesday morning, twelve o'clock. Since sunrise I have been turning my spy-glass in every direction, and watching with unwearied anxiety, hoping to discover the approach of my dear husband and his friends, but alas! I can descry only groups of military, wandering in all directions, as if there was lack of arms, or of spirit to fight for their own fireside.
- 4 Three o'clock. Will you believe it, my Sister? We have a battle, or skirmish, near Bladensburg, and here I am still, within sound of the cannon! Mr. Madison comes not; may God protect him! Two messengers, covered with dust, come to bid me fly; but here I mean to wait for him ... At this late hour a wagon has been procured, and I have had it filled with plate and the most valuable portable articles, belonging to the house. Whether it will reach its destination, the "Bank of Maryland," or fall into the hands of the British soldiery, events must determine.
- 5 Our kind friend, Mr. Carroll, has come to hasten my departure, and is in a very bad humor with me, because I insist on waiting until the large picture of General Washington is secured, and it requires to be unscrewed from the wall. This process was found too tedious for these perilous moments; I have ordered the frame to be broken, and the canvas taken out. It is done! And the precious portrait placed in the hands of two gentlemen of New York, for safekeeping. And now, dear sister, I must leave this house, or the retreating army will make me a prisoner of it by filling up the road I am directed to take. When I shall again write to you, or where I shall be tomorrow, I cannot tell!

Dolley

Directions: Read the selection and answer the questions that follow.

Bus Stops

- 1 Charles stood at the bus stop tapping his foot impatiently as the city bus lumbered slowly toward him along Allen Drive. The bus was less than a mile away, but it would make several more stops along the winding route before reaching him. He bounced on his toes as he waited, watching his breath turn to fog in the chill of the November air, and thought about how Natalie had refused to give him a ride to the downtown gym.
- 2 "It's out of my way, Charles," she had stubbornly protested. "And I'm already late." That was probably true. Natalie was always late.
- 3 So he waited for bus 602 which, like his sister, always seemed to be running late! He couldn't wait until he got his own car. Things would be different then. He had been saving his pay from his part-time job at Robinson's Market. It was hard to fit work into his busy school and practice schedules, but it was important to him.
- 4 The air brakes of the old bus brought him out of his trance and he hurried aboard, anxious to escape the icy wind. Dropping his money into the fare box, he paused to acclimate himself to the air inside the bus. As the warmth of the bus's interior rushed over him, he felt a brief chill roll across his skin. He relaxed his shoulders and scanned the seats of the mostly empty bus. He chose a seat near the back and headed toward it.
- 5 "Hey, Charles," someone called as he passed by. Glancing over his shoulder, Charles saw a guy about his age waving to him. "How have you been?" the guy asked, sticking out his hand. He was bundled up in a thick jacket with a scarf wrapped around his neck and a cap pulled low over his forehead, covering his ears. He sat there smiling with his hand suspended across the aisle. Charles hesitated, trying desperately to put a name to the face that seemed vaguely familiar.
- 6 "It's me, Tony," the guy said, his hand still extended. With his other hand, he pulled off the woolen cap and tugged down the scarf. "Don't you recognize me?"
- 7 "Oh, hey, Tony," Charles said, at last, slapping his hand across Tony's. "Sorry, man," Charles explained, "but you're covered up like a man at the North Pole." The truth was he barely recognized his old friend.
- 8 "Well, you know me," Tony admitted, laughing. "I never could stand cold weather." After a brief moment of awkwardness, he added, "It's been a long time."
- 9 "Yeah," Charles said, not sure how to respond. "I guess it has." He wasn't sure whether to continue the conversation or tell his old friend it was nice to see him again and go to his seat. He looked more closely at Tony, who seemed equally uncomfortable. A few years ago they had been best friends, but they had somehow lost touch in high school. Now they saw each other only sporadically, once or twice each year.

- 10 "So, where're you headed?" Tony broke the awkward silence, as the bus squealed to a stop in order to pick up new passengers.
- 11 Charles backed up and sat across the aisle from Tony. "Oh, just over to the City Gym to shoot some hoops," he answered, raising his hands in the air and shooting an imaginary basketball.
- 12 "That's right!" Tony said, smiling, recalling their playing days together in school. "Your senior season's about to start. How's it feel to be the big star on campus?"
- 13 Charles shook his head and chuckled. "Yeah, right," he sighed. "I'll be lucky if I keep my starting spot." He wasn't kidding either; the team had several talented sophomores and juniors trying out for starting spots. That's why he was riding a bus halfway across town to practice on a frigid Saturday morning. "What about you?" he asked Tony. "How come you never played in high school?" Tony had been a decent player on their middle school team.
- 14 Tony chuckled. "Come on, Charles. I was never that good. You were the one. Everyone knew you were going to be a star—high school, then college, then all the way to the pros."
- 15 "Yeah, I used to think that too," Charles sighed, looking down at the floor. "I guess *I'm* not that good either," he said frankly. This had been on his mind a lot lately, but he was surprised by his candor now. The truthfulness of the statement felt like an admission. Suddenly, his stomach felt like he had swallowed a roller coaster, and he wished he had stayed home. "Oh, well," he said, looking up, "life goes on."
- 16 "It sure does," Tony replied quietly.
- 17 The bus driver momentarily interrupted their conversation as he called out the names of the cross streets where the bus was making its next stop. Charles quickly glanced around to see where he was.
- 18 "Maybe it's time for me to make a change," Charles said with a forced smile. "So where are you going this early?"
- 19 "I volunteer at the community center," Tony said. "I tutor kids there."
- 20 "That's cool. I had a tutor help me in English last year," Charles said. "Are you practicing to be a teacher?"
- 21 "Maybe," Tony said. "I'm thinking about it." He explained how he had started tutoring the year before as part of a school assignment. "You ought to drop by sometime," he added. "You'd like it. You used to be great at math."
- 22 "No, not me," Charles said. "I'm not the tutoring type."
- 23 "Why not?" Tony asked.

- 24 "I don't know," Charles said. "The season's starting and it gets pretty hectic." He looked out the window as the bus lurched to a stop. "This bus is making a million stops," he complained. "It's taking forever."
- 25 "Yeah, I guess everybody's going different places," Tony said, standing up. "This stop's mine. Nice seeing you, Charles," he said, sticking out his hand again.
- 26 "Take care," Charles said, slapping Tony's palm as he headed for the exit. "Hey, Tony," he called suddenly. "Call me later, okay?" Tony turned with a surprised look. "I'd like to talk to you some more about tutoring." Charles flashed a quick smile at Tony and added, "You know, I'm still a whiz at math!"

Directions: Read the resumé and notice, and answer the questions that follow.

Philip B. Talbert

285 Vernon Road, Wood Dale, Virginia 23207

888-334-6639

Objective:

Full-time outpatient Physical Therapy Assistant position

Professional Experience:

Better Health Associates, Inc. – Bremen, Virginia

Physical Therapy Assistant, September 2003 to present

Short-term assignments involving outpatient rehabilitation

Mary L. Thorington Hospital – Bremen, Virginia

Part-time Physical Therapy Aide, March 2003 to September 2003

Moving patients, walking patients, pushing wheelchairs, ordering supplies, answering phones, preparing insurance forms, maintaining patient files

Maclyn Meadows Health Spa – Delta, Virginia

Fitness Specialist, September 2001 to January 2003

Supervising exercise programs and instructing health club members in proper use of exercise equipment

Education and Licenses:

State of Virginia license for Physical Therapy Assistants, May 2003

Delta Community College – Delta, Virginia, Associate's Degree, January 2003

Professional Activities:

Virginia Physical Therapy Association, Member of Research Special Interest Group, August 2004

Conference Presentations:

United States Physical Therapy Conference, Manual Therapy Techniques, March 2004

Guest on *Healthline Virginia* television show, topic: Work-Related Injuries, January 2004

State Physical Therapy Conference, Aquatic Therapy, November 2003

Leadership Activities:

Delta Boys Club – Instructor, 2002

Taught first aid and CPR course, tested and certified eligible Red Cross candidates

Ramon H. Tapia Elementary School – Teaching Assistant, 2001–2002

Instructed children with physical disabilities

Bremen Day Camp – Camp Counselor, Summers 1998–2000

Served as camp counselor, bike/canoe trip leader, and ropes course instructor

Special Interests:

Swimming, biking, boating, computers, travel, and reading

Directions: Read the report and answer the questions that follow.

The following is a draft of a report written by a student for her biology class.

Sally McLaughlin
Ms. Sam
Biology I
20 April 2007

McLaughlin 1

The Passenger Pigeon: A Valuable Lesson

- 1 In 1813 the famous naturalist John James Audubon observed a vast flock of passenger pigeons as he traveled through Kentucky. The flock took three days to pass above; in such a black cloud, they obliterated the sun at times. Conservatively, he estimated their numbers at 1.1 billion birds (Reeve 60). This overwhelming population had also been noted by such explorers as Champlain, who reported seeing in 1605 "an infinite number of pigeons" (qtd. in Forbush 40). How could a bird that was the most prolific in North America become extinct? While some might argue they suffered from destruction and loss of habitat, others state that the birds' inability to adapt after their numbers decreased caused their demise. Despite these contributing factors, the main cause of the extinction of the passenger pigeon was unregulated hunting.
- 2 Some people believe that deforestation caused the downfall of the pigeon. In the 1800s many of America's forests were cut down, and the pigeon was forced to use the forests that remained. By the 1870s, "most of the pigeons concentrated in the West" (Forbush 42). On the other hand, when the forests were cleared, farming expanded. The fields of grain planted in place of the forests offered the pigeon new sources of food. Forbush also maintains, "although great tracts of land were cleared, there remained and still remain vast regions more or less covered by coppice growth sufficient to furnish great armies of pigeons with food" (42). While the loss of habitat did not benefit the pigeon, it was not a major factor in its disappearance.
- 3 Another reason attributed to the pigeon's extinction was its lack of adaptability. Once their numbers declined, pigeons could not produce enough young to offset those lost to predators, storms, or other natural events. Also, the pigeons' enormous numbers and colonial way of life had previously increased their survival chances. For example, neighboring pigeons cared for orphaned young (Forbush 43). The smaller flocks left in the 1900s could not adapt and rebound without the safety and benefits of large numbers. The passenger pigeon would not have needed to adapt so quickly to such a drastic reduction in its population without overhunting. This was the prime factor precipitating the adaptability issue.
- 4 The multitudes of pigeons present in the 1800s led most people to believe it was impossible to overhunt this bird, so early settlers generously harvested the birds for food. The pigeons' large nesting colonies and unsuspicious natures made them easy and accessible targets. For instance, one report states that at a nesting site in Michigan, "50,000 birds per day were killed and this rate continued for nearly five months" ("Passenger"). These types of reports were not uncommon. People thought the supply of pigeons would remain endless.

- 5 In addition, the pigeon was professionally hunted with nets. Hunters might be paid five cents a bird, and in the 1860s, "an army of perhaps 5,000 to 6,000 hunters had mobilized across the U.S." (Reeve 5). Furthermore, the telegraph allowed hunters to hear reports of large colonies of nesting birds. They then traveled to these locations and decimated the passenger pigeon populations. No nesting site was safe for the pigeons. Next, the railroad made transportation of the birds to different markets possible. Hunters could harvest enormous numbers of birds and ship them to limitless markets. Forbush states, "the New York market alone would take 100 barrels [of pigeons] a day for weeks, without a break in price. Chicago, St. Louis, Boston and all the great and little cities of the North and East joined in the demand" (42). This combination of factors resulted in excessive hunting that dramatically reduced the vast number of pigeons.
- 6 The Pennsylvania Game Commission states that by the time the government enforced laws protecting the passenger pigeon population, their numbers had already plummeted. Extinction was inevitable. While the birds' disappearing habitat and lack of adaptability sped up the process, the path to extinction began with excessive hunting. Fortunately, the story of the passenger pigeon has taught Americans a valuable lesson. A stronger awareness and concern for wildlife and better conservation laws show that society has learned that no species is too numerous to need protection.

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Because of testing constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this paper.

Lightning Above the Clouds

Two scientists from the United States have been traveling to countries such as Peru and Ecuador in South America to engage in some thrilling and frightening research. The scientists are studying lightning storms, which are particularly intense in these areas. Rather than observing the lightning from the ground, scientists are watching the lightning from airplanes that fly at high altitudes above the surface of Earth. The dazzling phenomena — which have been given the fanciful names of “red sprites,” “blue jets,” and “elves” — occur high in the atmosphere above the clouds.

Red Sprites, Blue Jets, and Elves

During some storms a sudden flash of light will suffuse the upper atmosphere with a red glow that can extend as far as 60 miles above Earth. Known as a sprite because of its airy quality, this form of lightning expands across the sky often in the shape of a huge jellyfish, carrot, or turnip. Observers have reported seeing sprites that have red “heads” stretching toward the upper atmosphere and “arms” of purple light extending downward toward Earth. Red sprites are not considered rare events and usually appear in clusters of two or more.

Accompanying the red sprites in some storms is another mysterious and rarer form of lightning known as a blue jet. Blue jets are flashes of blue light that emanate from the top of thunderstorms and then flare upward as much as 20 miles above Earth. These trumpet-shaped jets of light can increase in size at speeds near 60 miles per second.

Elves are the most recently discovered type of high-altitude lightning. These doughnut-shaped flashes take place 40 to 60 miles above Earth and are approximately 200 miles in diameter. Elves often appear just before sprites and are much brighter than sprites. Because they occur too fast to be seen with the naked eye, they can be detected only by instruments.

Discovery of the New Lightning

Although stories of strange forms of lightning have been around since the last century, scientists have taken them seriously only in recent years. In

1989 a scientist practicing night photography took pictures of two plumes of light rising from a thundercloud. This discovery, followed by other similar findings in pictures of thunderstorms taken from space shuttles, spurred the initial scientific interest in upper-atmosphere lightning. In 1993 a team of scientists used a plane to follow a thunderstorm and captured 19 of these flashes of lightning on black-and-white videotape. Then in 1994 an Alaskan team of scientists recorded sprites and jets in color for the first time. The images of sprites and jets resembled red and blue fireworks.

Search for an Explanation

Today scientists have many photographs of lightning above the clouds. Although they do not have a definite explanation for the phenomena, they are making some progress. For instance, one popular theory is that the glow seen from the red sprites and blue jets results from the collision of electrically charged particles with nitrogen molecules in Earth's atmosphere. The collision causes molecules to glow blue in the stratosphere, or lower altitudes. These same molecules glow red in the mesosphere, a layer of the atmosphere above the stratosphere, and they can extend to an altitude of about 50 miles. This is the same process that causes the red color in the aurora borealis, or northern lights, over the Northern Hemisphere. In this case, electrically charged particles from the sun collide with air molecules in the upper atmosphere. Elves seem to be caused when forceful lightning hits the ground and sends electrically charged particles into the higher altitudes.

Scientists have many questions about red sprites, blue jets, and elves. Researchers are trying to determine whether the electrical charges in the atmosphere caused by these types of lightning interfere with space exploration, satellites, or high-altitude air travel. They are also studying other factors that could be affected, such as the formation of storms, global weather, and the protective ozone layer. Although they have different opinions about these types of lightning, scientists do agree that they are a spectacular sight to behold.

D

1837 4 4

Benito Juárez: Hero of the Americas

In the early nineteenth century, a young man was born into poverty but still managed to obtain an education. Compassionate and honest, he was compelled to fight his country's injustices and ultimately rose to become president. Although many might assume this describes Abraham Lincoln, those of Mexican heritage would cry out the name Benito Juárez!

The Early Years

Benito Juárez was born in a southern state of Mexico called Oaxaca. As a Zapotec Indian, he was a member of a group in Mexican society that was considered less important than others by the Spanish ruling class. Orphaned by age three, Juárez went to live with his grandfather and then with an uncle. Although his uncle taught Juárez all that he could, Juárez longed for a formal education. At the age of 12, Juárez went to the city of Oaxaca to live with his sister, who worked for a wealthy Italian family. The family arranged for Juárez to receive an education, and he earned a law degree in 1831.

Entering Politics

After becoming a lawyer, Juárez entered politics. Between 1831 and 1846, he was elected to Oaxaca's city council, the Oaxaca state legislature, and then the national legislature. After serving only one year in the national legislature, Juárez was appointed governor for the state of Oaxaca. He again served as Oaxaca's governor after being elected to the position in 1848. As governor, Juárez worked for the betterment of the people and helped Oaxaca to become a prosperous state. Juárez established a public health system and built roads, bridges, and numerous schools. His greatest achievement, however, was reforming the state's government. Juárez carefully monitored tax collection, eliminated wasteful spending, and dismissed dishonest government employees.

National Prominence

After being ruled by Spain for about 300 years, Mexico had won its freedom in 1821. However, early independence was chaotic. Civil conflict had nearly bankrupted the treasury. The government had changed hands several times, but none of the rulers had addressed Mexico's political, economic, and social problems. As the people

became disillusioned, two political parties developed. The Liberals favored equal distribution of land and equal treatment for all under the law. The Conservatives supported the historical leadership of the army and the wealthy landowners. Juárez, whose sympathies were with the people, sided with the Liberals.

In 1852 Juárez completed his term as governor of Oaxaca and returned to practicing law. Although Oaxaca's prosperity and stability continued as a result of his reforms, the chaos on the national level increased. By 1853 the Conservative leaders gained control of Mexico's national government. To secure their position, they sought to rid themselves of Liberal opponents. Juárez was falsely arrested and exiled from Mexico. Eventually making his way to New Orleans, Juárez joined other exiles there. When the time was right, they returned to Mexico and declared their rebellion against the Conservative government.

Shaping Mexico

The rebellion succeeded, and the Liberals took control of the government, with Juárez serving as president of the supreme court. Government reform peaked with the Constitution of 1857, which proclaimed equal rights and equal justice for all citizens. The Conservatives countered, seizing control in Mexico City and setting up their own government there. Forced to flee Mexico City, Juárez still held the Liberal government together and became its president. For a time Mexico had two presidents, but public support was with Juárez. He was officially elected president of Mexico in 1861.

Over the years Mexico had borrowed heavily from other countries. To help the economy recover, Juárez temporarily stopped payment of its foreign debt. Although England and Spain eventually accepted Mexico's decision, France sent troops to Mexico to seize the country. On May 5, 1862, Juárez and his soldiers defeated a superior French force at Puebla, delaying the French occupation of Mexico City. This victory is celebrated today as *Cinco de Mayo*. The French finally prevailed, however, and captured Mexico City. Once again Juárez established a provisional government. Juárez and his forces finally defeated the French in 1867, bringing an end to foreign rule in Mexico.

Born into a society inhospitable to his Zapotec heritage, Benito Juárez nonetheless became one of Mexico's most respected leaders. In difficult times rife with turmoil, poverty, war, and oppression, his courage and love for his country were unwavering. For this reason the people of Mexico have given him the well-deserved title Hero of the Americas.

The Umbrella

"Just sign here, sir," the deliveryman said as he handed Oscar Reyna a package. Oscar scribbled his signature on the form, thanked the man, and then slipped back inside with his mysterious package in hand.

The package consisted of a long, narrow cardboard box carefully wrapped in brown paper. Opening the box, Oscar saw an umbrella inside — not just any umbrella, but an ornate, antique one with a beautifully carved wooden handle. Although he had not seen it in more than 20 years, he recognized it immediately.

Oscar recalled the evening when he had first seen the unusual umbrella. He was 16 years old then and had gone to a concert with his grandparents. As they were leaving, he noticed an umbrella on one of the empty seats. Intrigued by its beauty, Oscar felt compelled to find its owner.

Oscar and his grandparents went to the box office and asked if there were a lost and found. The manager pulled out an overstuffed box containing at least a dozen other umbrellas, none of which was likely to be reunited with its owner. Inquiring if there were a way to determine a person's name from a seat number, Oscar convinced the manager to look in the record of advance ticket sales. Just as he thought, a name matched the seat where Oscar had found the umbrella. The name was Mrs. Katie O'Brien.

Oscar talked his grandparents into going by Mrs. O'Brien's house on their way home. It was in one of the prettiest parts of town on a street with huge magnolia trees and vast lawns. They found the house and pulled into the driveway. Oscar's grandparents offered to go up to the door with him, but he wanted to handle the matter himself.

Oscar walked up the steps to the front door. As he rang the bell, he heard the chimes peeling and the barking of a small dog. Then the door opened, and an elderly woman appeared in the doorway. She was tall and dressed in a tailored suit. Her graying hair was drawn up tightly on her head.

"May I help you?" she asked.

"I found this umbrella at the concert tonight," said Oscar hesitantly. "I'd like to return it if it's

yours," he added, holding out the umbrella as if presenting a gift that had long been wished for.

"Why, yes! It's mine," replied Mrs. O'Brien with a wide smile and sparkling eyes. "It was given to me by my father years ago. Thank you so much for returning it. May I offer you a reward for your kindness?"

"No, ma'am," he assured her. "My grandmother says that a good deed is its own reward."

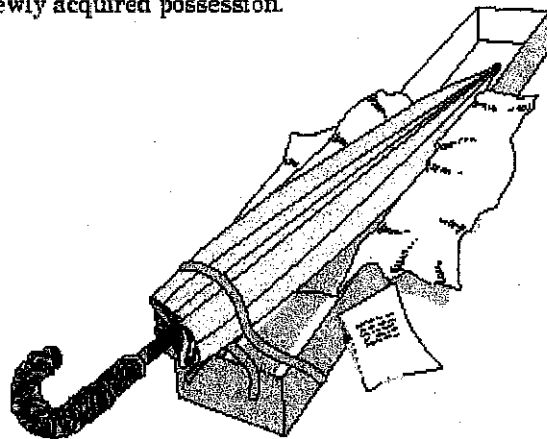
"Well, how about that. That's exactly what my father used to say. What is your name, young man?"

Years later Oscar was staring at the elaborately carved handle of the umbrella as he remembered Mrs. O'Brien. He gently removed the umbrella from its protective tissue paper. It was in perfect condition, considering how old it was. Why had it arrived here today?

As if in answer, a note fell from the tissue paper. It read:

Mrs. O'Brien wanted you to accept this umbrella as recompense for a kind, unselfish gesture long ago. She said that you would understand.

Oscar smiled as he ran his fingers along the umbrella's carved handle. Then he rearranged several items on the shelf of the hall closet and set it down gingerly, so as not to scratch the carved handle. It would remain there until he changed his clothes later that evening and put the concert tickets in his pocket. He already cherished his newly acquired possession.



D

Community Service Benefits Everyone

"Let's hurry," Stan said to Rogelio as they walked out of their last class. "My dad is waiting outside to give us a ride to the senior center."

Rogelio and Stan were members of the Central High School Community Service Club. They had both joined because they liked the idea of giving something back to their community through service. They had been looking forward to the club's visit to the senior center for weeks.

"I don't think I can go," Rogelio said.

"Yeah, right!" Stan replied, laughing. But then he realized that the serious look on Rogelio's face meant that he was not being facetious.

"Tomorrow is our biology test on human anatomy, and I have to make a good grade. I don't know how I'll ever become a doctor if I can't even remember the names of the major bones in the human body."

"But you have to go. You're the one who suggested to the club members that we visit the senior center," Stan reminded Rogelio.

Rogelio thought about how he always waved to the men and women as he walked past the senior center. He often wanted to talk to them to hear the interesting stories they had to tell.

"I think your club members will like volunteering here," Mrs. Ellington, the center's activities director, had told Rogelio when he had called to arrange their visit. "You'll be surprised to find that elderly people are interested in many of the same things young people are."

"Service," Stan reminded him. "That's what our club is all about. And you made a commitment to be there."

"Yeah, I guess you're right," said Rogelio, gathering his books. "But I'm not looking forward to filling in that diagram of the skeletal system on the test tomorrow."

When they arrived at the center, Mrs. Ellington showed the club members through the facility. She was introducing Stan to a woman who enjoyed playing chess when Rogelio noticed a man reading intently in a chair by the window. Rogelio was surprised to see that the man was reading a medical journal.

"You're interested in medicine, too?" Rogelio asked.

The man looked up. "I am, indeed," he answered, adjusting his glasses to get a better look at Rogelio. "I was a physician with my own practice before I retired."

"You're kidding!" Rogelio exclaimed, pulling up a chair. "Then you know all about the human skeletal system."

"Why, yes," the man said, laughing. "from the top of the cranium to the tips of the phalanges. From head to toe, the way the human body is constructed is fascinating."

"Rogelio Mendoza, I'd like you to meet Dr. Avery Sutton," said Mrs. Ellington, coming up behind them. But the two were already deep in conversation.

"How did you ever learn all the names of the bones in the body?" Rogelio asked.

"Remember the old 'Bones' song from grade school? The shinbone's connected to the knee bone. . . ." Dr. Sutton sang. "Well, I used that song as a mnemonic device to help me through my introductory anatomy course. To learn the anatomical names of the bones and their locations, I simply substituted the anatomical terms for the common names. The clavicle's connected to the sternum." Before long, Rogelio and Dr. Sutton had sung their way through the ribs and the vertebrae.

"It's time for us to go," Stan said to Rogelio two hours later. "My dad will be picking us up in a few minutes."

"I wish I could stay longer," Rogelio said, shaking Dr. Sutton's hand. "I really enjoyed the visit."

"Come back soon," said Dr. Sutton, smiling.

As they climbed into the car, Stan said, "Wow, Mrs. Hernández is a fabulous chess player! She beat me four games out of seven. I wish we could have played one more game, but you must be glad to be getting home to study."

Stan's comment elicited a smile from Rogelio. "Not really," he said mysteriously. Then he turned toward the window and began to sing softly, "The clavicle's connected to the sternum. . . ."

How will Latrice make a new friend?

Latrice Brown was excited about starting her junior year. She had volunteered to participate in the Lincoln High School Freshman Friendship Program. As an upperclassman, she would be assigned a "freshman friend." Her duties would include helping her friend adjust to high school life by offering friendship. Latrice thought it was important to have someone with whom to talk and share concerns. She knew that the friendship program was conducive to making the freshman year of high school a positive experience. On July 24 Latrice received a notice in the mail about the schedule of events for the freshman orientation.

Freshman Orientation

TO: *Latrice Brown*
 FROM: Mrs. Gómez, Guidance Counselor, 555-7295
 Mr. Hunter, Guidance Counselor, 555-7282
 DATE: July 23
 SUBJECT: Freshman Friendship Program



FRESHMAN FRIEND: *Saman Brooks, 555-2168*

Please call your freshman friend and introduce yourself over the telephone.
 Confirm that he or she will be attending the orientation.

SCHEDULE OF EVENTS FOR ORIENTATION

Wednesday, August 13 — 9:30 A.M. to 1:00 P.M.

9:30 A.M. to 10:30 A.M.

Upperclassmen and freshmen will gather for an assembly in the auditorium. Student Council president Sarah Wilke will give a speech titled "What It Means to Be in High School."

Ms. Reick, the principal, will welcome everyone to Lincoln High School and formally introduce each upperclassman to his or her freshman friend. After being introduced, please proceed to the cafeteria. At this time pick up your friend's class schedule and locker number at the guidance counselors' table.

10:30 A.M. to 11:30 A.M.

Start your campus tour at your friend's locker. Try the combination on the locker to be sure it works. If there is a problem, report it to Mr. Mulholland, the assistant principal. Then walk to the classrooms on the class schedule in the order in which they are listed. This will help familiarize your freshman friend with the schedule and the layout of the school. Discuss high school life but try not to inundate your freshman friend with too much information. High school is confusing and frightening when you're just starting and everything is new.

11:30 A.M. to 1:00 P.M.

Return to the cafeteria to enjoy pizza and to participate in a question-and-answer session.

Monday, August 18 (First Day of School) — All Lunch Periods

Meet your freshman friend in the cafeteria during lunch and discuss the morning of the first day. After lunch take your friend to the courtyard between the gym and the art rooms. Each club will have a table set up with information about its extracurricular activity and a sign-up sheet for students who wish to join. Club officers will be available to answer questions and to encourage freshmen to get involved.

Can the city council solve the parking problem?

Malcolm rarely read the editorial page of the newspaper, but this Saturday morning was different. Having just gotten his driver's license, he was concerned that he and other students might lose their parking privileges near their downtown high school. The city council was voting on a proposal to limit downtown parking near the school. For that reason, he was interested in the following letters to the editor in the local newspaper.

★ ★ ★ ★ ★ LANSINGTON NEWS ★ ★ ★ ★ ★

LETTERS TO THE EDITOR

Don't Limit Parking

I am writing as a member of the Lansington Merchants' Association in response to the plan currently being considered by the city council to limit parking in the Center Square district. As I understand it, residents of Center Square are requesting that special parking permits be issued to allow only residents to park on the streets. This would force shoppers, employees of downtown businesses, and students to use commercial parking lots. The downtown merchants oppose such a measure.

While we understand that most of the homes in this area do not have driveways and residents are forced to park on the street, we urge the city council — now at an impasse with a 4-4 vote — to reject the permit proposal. In the first place, streets are public. They are supported by the taxes of all citizens, not just the taxes of Center Square residents. In fact, commercial taxes account for 35 percent of the city's annual budget, while total residential taxes account for only 18 percent.

Also, it is important to the economy of our city that people shop downtown. In the last year 11 new businesses have opened in the area. Now there are 52 businesses in the merchants' organization. Will making these businesses inconvenient for customers promote further growth or discourage it? The answer to that question should be obvious.

Finally, our city claims to value its schools. Is the city council prepared to tell students and their parents that they must pay for parking? Many students who drive to school are seniors on the half-day work plan. They must be able to leave school in a timely fashion for their afternoon jobs.

We sympathize with the residents of Center Square who want to park near their homes, but banning everyone else from parking there would not be good for the majority of citizens in Lansington.

Jared Johnson

Save Our Neighborhood

As a resident of Center Square, I want to address the issue of parking permits. Opponents of the plan claim that we are seeking special privileges, but this is not the case. We are simply asking the city council to help with a situation that has become unbearable.

Though downtown merchants claim that anyone should be able to park in our neighborhood, the area is zoned for residential buildings only. In other words, this area was never meant to be part of the business district. We do not deny that downtown parking is a problem; we simply maintain that parking in our residential neighborhood is not the solution.

We have conducted a survey of people in Center Square. Thirty-seven percent are retired people who are elderly and need to be able to park close to their homes. If they leave in the morning on an errand, they often have to drive around the block several times before they find a parking space nearby. Or worse, they have to park several blocks away and then walk all the way home. City officials should be equally concerned about the 21 percent of residents who have infants. Presently, they must plan a trip to the grocery store at a time when parking spaces in the neighborhood are more likely to be available. Otherwise, they have to carry their young children and their groceries for several blocks. The residents of Center Square simply want a basic privilege enjoyed by most homeowners — a place to park next to their houses so they can come and go at will.

Outsiders who park here have a propensity to show disrespect toward the residents in the area. Many times I find trash along the curbs. I often cannot sleep because of the noise created by these cars and their radios. This neighborhood is our home, and we deserve the same courtesy that residents in other neighborhoods are given.

I hope the council will vote responsibly on this matter.

Anne Minor

GEORGIA

by Judy Loest

Even without all these strong women
In the house, a mother and two grandmothers
Who had traveled to Wisconsin in oxcarts,
You would never have stayed
On that dairy farm, sweeping pinecones
Off of the front porch, painting still lifes
Of turnips and aged cheddar. As a young girl,
You stood at the window and saw a great desert
Beyond the corn fields, flowers in the night sky
Instead of stars, the velvet fire of poppies
In the goldfish's scales. The fixed notions
Of astronomy and arithmetic, the history
Of England and the New World, even
The economics of the Bell Telephone Company
Flew out of your head like prairie sand.

I saw you once in Central Park, or a young woman
Who could have been you back in 1908,
Before Stieglitz, before Ghost Ranch—
Though this was in 1985. Who knows?
You were wearing black, your thin body
Bent in the shape of a microscope,
Reproducing in pastels the back of your hand
Which emerged on the page as a bone-white
Trumpet flower, yellow flames curling
From its center. Sure, it wasn't you,
But looking at that trumpet flower later
In the museum, I knew why you never wore colors,
Why someone with such a fire inside her
Might keep turning up someplace else.

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Read the poems "Woman with Flower" and "Offspring" before answering Numbers 1 through 7.



**Naomi Long Madgett,
1923—**

Naomi Long Madgett, a native of Norfolk, Virginia, born July 5, 1923, earned a B.A. from Virginia State University (1945), an M.Ed. from Wayne State University (1955), and a Ph.D. from the Institute for Advanced Studies (1980). She was raised in New Jersey, Missouri, and New York, and since 1946 has lived in Detroit, where she worked in the forties and fifties as a reporter and later as a teacher in the public schools. A poet and publisher (Lotus Press), she is the author of the poetry collection *Remembrance of Spring* (1993) and nine other books.

Woman with Flower

I wouldn't coax the plant if I were you.
Such watchful nurturing may do it harm.
Let the soil rest from so much digging
And wait until it's dry before you water it.
The leaf's inclined to find its own direction;
Give it a chance to seek the sunlight for itself.

Much growth is stunted by too careful prodding,
Too eager tenderness.
The things we love we have to learn to leave alone.

Offspring

I tried to tell her:

This way the twig is bent,
Born of my trunk and strengthened by my roots,
You must stretch newgrown branches
Closer to the sun
Than I can reach.

I wanted to say:

Extend my self to that far atmosphere
Only my dreams allow.

But the twig broke,
And yesterday I saw her
Walking down an unfamiliar street,
Feet confident,
Face slanted upward toward a threatening sky,
And
She was smiling
And she was
Her very free,
Her very individual,
Unpliable
Own.

Naomi Long Madgett: "Woman with Flower" from *Star by Star*. Copyright © 1965, 1970. "Offspring" from *Pink Ladies in the Afternoon*. Copyright © 1972. 1990. Reprinted by permission.

Unit 8 Reading Formative Assessment

Fifteen

by William Strafford

South of the Bridge on Seventeenth
I found back of the willows one summer
day a motorcycle with engine running
as it lay on its side, ticking over
slowly in the high grass. I was fifteen.

I admired all that pulsing gleam, the
shiny flanks, the demure headlights
fringed where it lay; I led it gently
to the road and stood with that
companion, ready and friendly. I was fifteen.

We could find the end of a road, meet
the sky on out Seventeenth. I thought about
hills, and patting the handle got back a
confident opinion. On the bridge we indulged
a forward feeling, a tremble. I was fifteen.

Thinking, back farther in the grass I found
the owner, just coming to, where he had flipped
over the rail. He had blood on his hand, was pale—
I helped him walk to his machine. He ran his hand
over it, called me good man, roared away.

I stood there, fifteen.

Le 8 Reading Formative Assessment

Eldorado

by Edgar Allan Poe

Gaily bedight,¹
A gallant knight,
In sunshine and in shadow,
Had journeyed long,
Singing a song,
In search of Eldorado.

But he grew old -
This knight so bold -
And o'er his heart a shadow
Fell as he found
No spot of ground
That looked like Eldorado.

And, as his strength
Failed him at length,
He met a pilgrim² shadow -
"Shadow," said he,
"Where can it be -
This land of Eldorado?"

"Over the mountains
Of the Moon,
Down the Valley of the Shadow,
Ride, boldly ride,"
The shade replied -
"If you seek for Eldorado!"

1 equipped

2 a traveler to a sacred place

Reading Comprehension

Selections: 2 poems, 2 content selections (science and social studies), 2 fictional selections, 1 non-fiction, 1 consumer selection (map, recipe, table, graph), 1 drama (play)

of MC Questions: 56

Time: 115 minutes

Question Stem Categories: Connections, Critical Stance, Cognition, & Interpretation

Thinking Skills: Knowing, Organizing, Applying, Analyzing, Generating, Integrating, Evaluating

Note: Thinking skills are identified below based on a general classification and is subjective.

Exceptions can be applied with valid explanations.

Connections: 5% of assessment questions

Go beyond the text. Apply knowledge of links and connections from text to text or from the text to the world.

- **Knowing** questions focus on clarifying, recalling, naming, and listing
 - Which resources would be most likely to give you more information about...?
- **Organizing** questions focus on arranging information, comparing similarities/differences, classifying, and sequencing
 - Which experience is most similar to... 's experience in the selection?
 - In what way are these selections the same?
 - Which experience is most similar to the author's?
 - What modern symbol can be used to compare... to...?
 - How are... and... similar?
- **Applying** questions focus on prior knowledge to solve a problem
 - A theme of both selections might be....
 - What other things cause...?
- **Analyzing** questions focus on examining parts, identifying attributes/relationships/patterns, and main idea
 - Which experience most likely helped the author write this...?
 - How do you think... felt after...?
 - What are some effects that people experience because of this...?
 - People who ... would most likely have which characteristics?
 - Who would most likely need...?
- **Generating** questions focus on producing new information, inferring, predicting, and elaborating with details
 - How would this experience help... the next time s/he...?
 - How do you think this experience will change in the future?
 - Which is an example of an activity that would result in...?
 - Which would most people who share this author's opinion believe?
 - What are some other ways... could have...?
- **Integrating** questions focus on connecting/combining/summarizing information, and restructuring existing information to incorporate new information
 - Which relationship is most similar to the relationship below? X:Y (based on personal knowledge, initial relationships from text, others from outside experience)

- ...'s relationship to... is most like....
- **Evaluating** questions focus on reasonableness and quality of ideas, criteria for making judgments, and confirming accuracy of claims
 - What is the most likely reason... instead of...?
 - What part of this selection could be true in real life?

Critical Stance: 25% of assessment questions

Evaluate the author's craft. Analyze by determining the impact of literary elements/word choice/purpose/decisions, comparing and contrasting, and evaluating the accuracy of information and ideas.

- **Knowing** questions focus on clarifying, recalling, naming, and listing
 - Which words used in the selection were designed to arouse emotion? Which emotion?
- **Organizing** questions focus on arranging information, comparing similarities/differences, classifying, and sequencing
 - How is... different from...?
 - What do... and... have in common?
 - Which word would have been a better word choice in this sentence?
- **Applying** questions focus on prior knowledge to solve a problem
 - What are some specific elements of this author's style?
 - What technique does the author use to create an effect? (a dramatic beginning, short quick sentences, long sentences, repetition)
 - This is an example of...? (technical language, dialect, informal speech, formal speech)
 - What supporting evidence does... give for her/his argument?
 - What is the impact of the organization of the selection?
 - Why does the author use flashbacks?
 - What generalization does the author probably want you to make about...?
 - In the statement..., why is the word... in (quotation marks, italics, bold, etc.)?
- **Analyzing** questions focus on examining parts, identifying attributes/relationships/patterns, and main idea
 - How does... change from the beginning to the end of the selection? (Also considered an interpretation)
 - What is the effect of beginning the selection with... (simile)?
 - Based on the information in the selection, which relationship is most similar to the relationship below? X:Y (based on the selection and all relationships found in the text)
 - The way that this character is described suggests that s/he is
 - What technique does the author use to make his selection colorful? (precise details, short sentences, dialect, figurative language)
 - The author alludes to....
 - ... is a symbol of what?
 - What is the message of this ironic selection?
 - What is ...'s attitude to...?
 - What is the most likely reason the... is included in the selection?
 - What is the impact of the author's word choice?
 - What is the impact of the use of a propaganda technique?
 - Which statement is the main idea of paragraph...?
 - What evidence reflects the author's biases?

- Why does the author compare... to...?
- Why did the author choose this title?
- Why does the author use... as a symbol for...?
- What could the author have added that would make his/her position stronger?
- How is the selection organized?
- Why did the author choose to use dialect in this selection?
- What effect does... have on the selection?
- What is the purpose of comparing... to...?
- In what way does the author of this selection best help the reader to understand...?

Generating questions focus on producing new information, inferring, predicting, and elaborating with details

- How does... justify his/her position?
- What impact does the author's use of foreshadowing have on the selection?
- In what way could the author make... more believable?
- Why does the author most likely (include...?) (begin/end the selection by saying...?) (mention...?)
- **Integrating** questions focus on connecting/combining/summarizing information, and restructuring existing information to incorporate new information
 - How are ...'s and ...'s feelings at the end of this selection similar?
 - What are some things the author does to make sure this selection... (entertains, informs, persuades, etc.)?
 - Which details offer support of the author's suggested solution?
 - What are some details the author uses to help you visualize the images in the selection?
- **Evaluating** questions focus on reasonableness and quality of ideas, criteria for making judgments, and confirming accuracy of claims
 - Which ... does the author believe is the most important reason for...?
 - Which details are most relevant to the author's point of view?
 - What could the author have added to make her/his opinion more valid?
 - Which detail is irrelevant to the author's judgment?
 - With which statement would the author most likely agree?

Cognition: 30% of assessment questions

Develop an initial understanding. Identify purpose, main ideas, supporting details, vocabulary in context, parts of books.

- **Knowing** questions focus on clarifying, recalling, naming, and listing
 - Based on the context of paragraph ..., what does... mean? (vocabulary in context)
 - Which best describes...? (clearly stated in the selection)
 - What metaphor does the author use to compare... to...?
 - Which word would best be substituted for the word... in paragraph/line...?
 - When and where did this event occur?
 - What is the selection supposed to help you do?
 - What does the word... mean in paragraph...?
 - Which clue helped you determine the meaning of the word... as it is used in this selection?

- What is the purpose of guidewords?
- How is the text organized?
- When the author uses the word..., which meaning does s/he want you to associate with it?
- What is the plot of this selection?
- How would you describe...?
- What is another meaning for the word...?
- What is the purpose of the stage directions?
- What kind of source would you use to find information about...?
- What is the rhyme scheme?
- Who is the speaker in this selection?
- **Organizing** questions focus on arranging information, comparing similarities/differences, classifying, and sequencing
 - Which detail best completes the graphic organizer?
 - The author compares... to...?
 - What are some words the author uses that are clues to his/her feelings?
 - What is the difference between a primary source and a secondary source?
 - What are the characteristics of this specific genre that make it different from others?
- **Applying** questions focus on prior knowledge to solve a problem
 - What is the purpose of the ... subheading in the selection?
 - Which is an example of figurative language?
 - Which details support her/his opinion?
 - What is the extended metaphor the author uses?
 - What did the author want you to consider as you read this selection?
- **Analyzing** questions focus on examining parts, identifying attributes/relationships/patterns, and main idea
 - Why does the selection include illustrations/a list of materials, etc.?
 - What is the main idea of the selection? (purpose, summary)
 - What piece of information is missing from the selection?
 - What is the author's purpose?
 - Which are the most important reasons for...?
 - What is the author's message?
 - Which is the best statement of the theme of this selection?
 - What significance does the title have?
 - What is the main problem or conflict in the selection?
 - What does... symbolize in this selection?
 - If this skit was performed, what costumes would the characters wear?
- **Generating** questions focus on producing new information, inferring, predicting, and elaborating with details
 - What can you tell from the dialogue about...?
 - Why did the author write this selection?
- **Integrating** questions focus on connecting/combining/summarizing information, and restructuring existing information to incorporate new information
 - Why did the author write this selection?
 - Based on the information in the selection, how would you describe...?
 - Which is the best summary for this selection?
 - What is the author's general attitude about...?
 - What are the multiple effects of...?
 - What does the author think about this topic?

- **Evaluating** questions focus on reasonableness and quality of ideas, criteria for making judgments, and confirming accuracy of claims
 - Which is the most important reason for...?

Interpretation: 40% of the assessment questions

Dig deeper. Clarify, explain by making inferences, drawing conclusions, making generalizations and predictions, determining meaning of figurative language.

- **Knowing** questions focus on clarifying, recalling, naming, and listing
 - During the selection, the mood changes from... to....
 - Which word means the same as...?
 - Based on the selection, which is the best definition of...?
 - Which words can the author use that has a more positive connotation?
 - How did the plot develop?
 - What does... think about...?
 - What is... (part of the selection) supposed to help you do?
 - How did... feel at the end of this selection?
 - Why did...?
- **Organizing** questions focus on arranging information, comparing similarities/differences, classifying, and sequencing
 - How is... different from...?
 - Which detail belongs in the empty circle?
 - People who... are most likely to have which characteristics?
 - How are... (e.g., a modern fable) and... (e.g., an ancient fable) different?
- **Applying** questions focus on prior knowledge to solve a problem
 - What is the tone/mood of this selection?
 - How did... solve the problem?
 - What will be the result of this step in the directions?
 - In what ways are these ideas important to the topic/theme?
 - How does the setting impact the mood or tone?
 - Why does the author compare this problem to...?
 - How does the author's use of... (irony, humor, personification) contribute to...?
 - Which... is an example of...?
 - How is informational text organized differently from narrative text?
 - What are strategies for reading...?
 - What is the result of...?
 - In which part of the selection does the author give information about what happened before the selection began?
- **Analyzing** questions focus on examining parts, identifying attributes/relationships/patterns, and main idea
 - What is the significance of ...'s decision to...?
 - What was the significance of ...?
 - Which statement about... is supported by the selection?
 - Which best describes...? (not clearly stated in the selection)
 - Which quotation from the selection tells the most about...?
 - This character could be described as...?
 - What is the main problem?
 - What caused this event/problem?

- Which detail explains the significance of...?
- What is the significance of the author's statement that...?
- Which particular group is the author targeting?
- What caused... to...? Use information from the selection to support your answer.
- Which... does the author offer as evidence of the effect of...?
- What has been the effect of ...'s decision, actions, etc.?
- What mood does the author create? How?
- What is most likely true about...?
- In which situation would you use this ...?
- What is most likely the reason...?
- Which is the most important information about... given in the selection?
- What lesson should... have learned from his/her experience with...?
- What is the lesson that the reader can learn from this selection?
- According to the selection, how does ... affect...?
- What is the main message of this selection?
- What is the main reason...?
- Which characteristics are given to...?
- Why was... important to...?

• **Generating** questions focus on producing new information, inferring, predicting, and elaborating with details

- What conclusion about ... can be made from...?
- What might be inferred from the fact that...?
- Where might the author have gotten the idea for this selection?
- What is another viable solution to this problem?
- What might be another cause that is suggested but not clearly stated?
- What will most likely happen? ...next? if...?
- What could you infer about the author from this information?
- With which opinion would the author probably agree?
- If..., what else would be true?
- What was most likely the situation at the beginning of the selection?
- What is the selection meant to explain?
- What does the final paragraph/stanza suggest about...?
- Which... best expresses ...'s attitude toward ... as shown in the beginning of the selection?

• **Integrating** questions focus on connecting/combining/summarizing information, and restructuring existing information to incorporate new information

- How would the mood change if the setting were...?
- How would ...'s actions be different if the setting were...?
- Which group of people might this problem impact most?
- Why is this information significant to this topic?
- What can a reader tell about... from...?

• **Evaluating** questions focus on reasonableness and quality of ideas, criteria for making judgments, and confirming accuracy of claims

- What could the author add to this selection to help you understand it better?
- Which theme best fits the story?
- Which facts and details that support the author's view are relevant?
- Which statement is true?
- Which... is most important in this selection?