Common Core Edition

Ready New York CCLS Practice 5

English Language Arts

Addresses latest NYS Test updates from 11/20/12
Replaces Practice Test 3
To the Student

*Ready New York CCLS Practice* is a review program for the Common Core Learning Standards for English Language Arts. In this practice test, you will answer 73 ELA questions (63 multiple choice, 8 short response, and 2 extended response).

Your teacher will explain how you will do the practice test and record your answers. Be sure to follow the directions. As you complete the practice test, read the passages and answer the questions carefully. Use the Answer Form on page 53 to record your answers to the multiple-choice questions. Remember to fill in the answer bubbles completely. If you change an answer, you must erase your first answer fully. You will write out your answers to the short- and extended-response questions in the book.

While you work on the practice tests, use the Testing Tips below. Read these helpful tips carefully. They can make you a better test taker.

**Testing Tips for Answering Multiple-Choice Questions**

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Check that your answer makes sense.

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John Reynolds Gardiner, adapted from Stone Fox.

Adele Thane, excerpts from “Tom Sawyer, Pirate: Based on an Episode from Mark Twain's Popular Classic” from *Play Magazine*, April 2002.

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Contents

Practice Test

Book 1 ............................................. 1
Book 2 ............................................. 22
Book 3 ............................................. 33
Book 4 ............................................. 41
Answer Form ..................................... 53

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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
Read the passage. Then answer the questions that follow.

A Leap of Faith

by Caren Churchbuilder

1 Sam’s toes gripped the edge of the diving platform as he tried desperately to calm his nerves. Today was not the day to be nervous; it was the day to be perfect.

2 Taking a deep breath, he glanced down at the coach and realized too late that it was a bad idea. She was staring right at him, and she looked very serious. He closed his eyes and began to focus on his breathing when down below he heard someone shout, “Go, Sam!” It was Amy, his older cousin, and suddenly, the memory of the past summer flashed through his head.

3 “Come on!” Amy had teased him in front of the town swimming pool. “You’re not chicken, are you?”

4 “Stop that! I’m not scared,” Sam had replied in an unconvincing voice.

5 “All right, then, let me see you jump. It’s not that high.”

6 Amy was referring to the very big, very high diving platform at the end of the pool. Sam was a great swimmer and loved to dive off a diving board, but he had a huge fear of heights. Amy, on the other hand, loved to climb anything and everything, especially when it involved diving. She was on her school’s high dive team and had been trying to convince Sam to join the junior division so that they could go to competitions together.

7 At first, Sam had hated the idea, wondering who on earth would want to dive from something that high up. But he had to admit, Amy made the dive team sound pretty fun. By the middle of the summer, she had talked him into climbing to the top of the dive platform. As he looked down at the water below, Amy had shouted, “Go, Sam!” and with a sudden burst of courage, he had leaped over the edge.

8 After that day, Amy had helped Sam practice a simple platform dive. Together, they went to the town pool every day to make sure that Sam was ready, and now here he stood, at the top of the platform overlooking the team pool at tryouts.

9 All of Sam’s fears returned to him, and he fought the urge to run away and hide. But he heard Amy’s voice again, calling his name, and it helped him feel stronger. Opening his eyes, he repositioned himself at the edge of the platform, raised his arms, and stretched upward toward the sky. This was it!
With a giant leap, he was airborne, straightening his arms and legs and twisting at the same time. As he turned downward toward the water, he pushed hard to raise his legs up in line with the rest of his body. Suddenly, he was hitting the water, cutting through it like a knife.

When he came up to the surface, he wiped the water from his eyes and looked over at the coach. She turned to Amy and gave her a thumbs up, and he knew he had made the team. He could hardly believe it! It had been a huge leap of faith, but it had definitely been worth it.

1. Which sentence from the passage explains what Amy wants Sam to do?
   A. “It was Amy, his older cousin, and suddenly, the memory of the past summer flashed through his head.”
   B. “She was on her school’s high dive team and had been trying to convince Sam to join the junior division so that they could go to competitions together.”
   C. “After that day, Amy had helped Sam practice a simple platform dive.”
   D. “As he turned downward toward the water, he pushed hard to raise his legs up in line with the rest of his body.”

2. Which sentence from the passage supports the idea that Amy is important to Sam’s success?
   A. “Today was not the day to be nervous; it was the day to be perfect.”
   B. “‘Come on!’ Amy had teased him in front of the town swimming pool.”
   C. “Opening his eyes, he repositioned himself at the edge of the platform, raised his arms, and stretched upward toward the sky.”
   D. “As he looked down at the water below, Amy had shouted, ‘Go, Sam!’ and with a sudden burst of courage, he had leaped over the edge.”

3. How does Sam best demonstrate a theme of the passage?
   A. By trying and failing, he shows that winning is not everything.
   B. By going through with his dive, he shows that fears can be overcome.
   C. By listening to his cousin, he shows that people should always follow advice.
   D. By going to the coach for advice, he shows that you should ask for help when you need it.
4 Which sentence best shows the difference between Amy and Sam at the beginning of the story?
   A  Amy supports Sam; Sam likes to tease Amy.
   B  Amy is a strong swimmer; Sam is afraid of water.
   C  Amy is brave on the high dive; Sam is afraid of heights.
   D  Amy likes to try new things; Sam does not.

5 What is the main difference between the two settings in the story?
   A  Amy goes with Sam to the team pool but not to the town pool.
   B  Sam feels more pressure at the team pool than he does at the town pool.
   C  Amy and Sam compete at the town pool but not at the team pool.
   D  Sam learns to swim at the town pool, and he learns to dive at the team pool.

6 How do the paragraphs describing Sam’s memories of the past contribute to the reader’s understanding of the story?
   A  They show how Sam ended up where he is at the time the passage takes place.
   B  They suggest that Sam is now doing something he has always wanted to do.
   C  They indicate that Sam does not want to dive because he is upset with Amy.
   D  They describe the events that explain why Sam is afraid of his diving coach.
Read the passage. Then answer the questions that follow.

Star Clusters

by Adam Raglan

1  Our star, the Sun, is what astronomers call a field star. It is so far away from other stars that it doesn’t really interact with them. Based on our experience of the Sun, it’s easy to think all stars are field stars. However, scientists know this isn’t true. Stars actually have all kinds of relationships. One type of relationship is called a star cluster.

2  A star cluster is a group of stars in a small area. They are so close that their gravity keeps them from drifting away from each other. (Gravity is the invisible pulling force that all objects make. The Earth’s gravity holds you on the planet, and the Sun’s gravity keeps the solar system together.) As a star cluster moves, its stars move as a group. If you can imagine the stars being connected by invisible rods, then you’ve got the idea. Astronomers talk about two types of clusters: globular and open. Many globular clusters are as much as a few hundred light-years across. Open clusters can be about 50 light-years across. This makes them millions of times larger than our solar system. The two types of clusters do not have a lot in common.

3  Globular clusters are spherical (ball-shaped). They hold millions of stars. Most globular clusters are many billions of years old; some of them are nearly as old as the universe. Many of the stars are red giants, which are much larger, cooler, and older than our Sun. You can’t find a globular cluster with your own eyes; they are too distant and too dim. Even with a good telescope, most globular clusters look like tiny smudges. Only the most powerful telescopes can get a good look at one of them.

Globular Cluster M 80 contains more than two hundred thousand stars.

¹ light-year: the distance a beam of light in space can travel in one year. A light year is a measure of distance, not of time.
Open clusters can be any shape. They have hundreds or thousands of stars, not millions. Compared with globular clusters, open clusters are young—just hundreds of millions of years old, not billions. The brightest stars in open clusters are blue giants, which are much larger, hotter, and younger than our Sun. Finally, some open clusters are close enough to Earth that you can find them with a small telescope. You can even see one with your own eyes. The open cluster called the Pleiades appears in the sky between late fall and early spring.

Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe. One of the things they do have in common is that studying clusters has helped astronomers better understand the place of our own Sun—that lonely field star—in the vast universe.

7 Which detail from the text supports the idea that our Sun is not a part of a star cluster?
A “It is so far away from other stars that it doesn’t really interact with them.”
B “They are so close that their gravity keeps them from drifting away from each other.”
C “If you can imagine the stars being connected by invisible rods, then you’ve got the idea.”
D “Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe.”

8 What is the meaning of the word “astronomer” as it is used in the passage?
A a designer and maker of telescopes
B an astronaut who travels to distant solar systems
C a writer who creates descriptive names for stars and planets
D a scientist who studies stars and other objects in space

Go On
Two main ideas in the passage are that open clusters and globular clusters have little in common and that globular clusters are very old. Which sentence from the passage provides support for both ideas?

A. “Many globular clusters are as much as a few hundred light-years across.”
B. “You can’t find a globular cluster with your own eyes; they are too distant and too dim.”
C. “Compared with globular clusters, open clusters are young—just hundreds of millions of years old, not billions.”
D. “Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe.”

Read this sentence from the passage.

Only the most powerful telescopes can get a good look at one of them.

What idea from the passage does this sentence support?

A. Globular clusters are huge.
B. Globular clusters are distant.
C. Globular clusters are old.
D. Globular clusters are spheres.

Which of these describes one way in which open clusters and globular clusters are the same?

A. Both contain stars that are larger than our Sun.
B. Both are impossible to see without a telescope.
C. Both are formed through the same process.
D. Both contain stars connected by invisible rods.
12 Based on information in “Star Clusters,” which statement is most likely true?
A  Stars do occasionally escape from both kinds of star clusters.
B  Stars exist for a longer period of time if they are in open clusters.
C  People who are not scientists tend to think that all stars are field stars.
D  Globular and open clusters are similar in more ways than astronomers think they are.

13 Look at the photograph on page 4. Which detail about globular clusters does this photograph make clear?
A  Globular clusters are extremely old.
B  Globular clusters are made up of billions of stars.
C  Globular clusters are spherical in shape.
D  Globular clusters are impossible to see without a good telescope.

14 Which passage detail would be most important to include in a summary of the passage?
A  Earth’s gravity is what holds you on the planet.
B  Open clusters can be around 50 light-years across.
C  Even with a good telescope, most globular clusters just look like smudges.
D  Studying clusters helps scientists understand more about our own Sun.

15 Which sentence from paragraph 2 supports the idea that star clusters are held together by gravity?
A  “A star cluster is a group of stars in a small area.”
B  “As a star cluster moves, its stars move as a group.”
C  “Open clusters can be about 50 light-years across.”
D  “The two types of clusters do not have a lot in common.”
Read the play. Then answer the questions that follow.

Dear America: A Time for Courage

by Jonathan Blum, Scholastic Action

PROLOGUE

1 Narrator 1: It is 1917. World War I, the Great War, is raging in Europe. But the United States has not yet joined the fight.

2 Narrator 2: In Washington, D.C., the National Woman’s Party (NWP), is started by Alice Paul and Lucy Burns.

3 Narrator 1: The NWP wants a change in the law to allow all women to vote. At the moment, only men can vote in most states.

4 Narrator 2: Kathleen Bowen is in the eighth grade. Her mother, Eleanor, is a member of the NWP.

5 Narrator 1: They are fighting for women’s suffrage, or voting rights. Kathleen is known as Kat. She keeps a journal.

SCENE 1

6 Kat’s Diary 1: January 4—Something exciting has happened. Miss Alice Paul came to the house tonight for a meeting. As I served tea, I overheard the women talking.

7 Ann Martin: When President Wilson comes to the White House gate, we will make our demand for suffrage.

8 Mother (nervous): But what if he doesn’t listen to us?

9 Alice Paul (determined): We will march outside the White House gate until he listens to what we have to say.

10 Kat’s Diary 2: I don’t understand what is so scary to people about women voting.

SCENE 2

11 Kat’s Diary 1: January 9—Mother and the other women did not get a meeting with the President.

12 Mother (upset): This President says we may need to fight for democracy overseas. Yet half of America’s own citizens can’t take part in democracy!

13 Kat’s Diary 2: The women continue to march every day in the freezing cold.
Kat’s Diary 1: January 18—My best friend, Alma, and I went to the soda fountain after school. Alma made a list of words the newspapers use to describe the women who are picketing.

Alma: Listen to these: witches, freakish, weak, and silly. Do these writers realize how mean and wrong they are?

Kat’s Diary 2: Alma and I sewed banners for the protesters.

Kat’s Diary 1: February 1—Shocking news! The Germans have announced “unrestricted submarine warfare.” They can blow up any ship they want . . . Everyone is talking about the U.S. joining the war.

SCENE 3

Kat’s Diary 2: February 12—Listen to what Lucy Burns told us at party headquarters. She is always laughing and telling jokes.

Lucy Burns: Have you heard my valentine to President Wilson? “Roses are red, violets are pink, President Wilson thinks women’s rights stink.”

Kat’s Diary 1: February 15—It snowed today, but the picket line was triple the usual size. Today was Susan B. Anthony’s birthday. Thousands of people stopped to hear a reading of her words. They were written during the Civil War.

Ann Martin (reading in front of the crowd): “We press our demand for the ballot from purest patriotism for the highest good of every citizen, for the safety of the Republic.” These words written decades ago are just as important to us today.

Kat’s Diary 2: President Wilson’s first speech of his second term in office is coming up. The suffragettes plan to deliver several demands to him at the inauguration.

SCENE 4

Kat’s Diary 1: March 6—Yesterday was the inauguration. Mother is gloomy. I know why.

Kat’s Diary 2: The suffragettes marched up to the White House to deliver the demands to the President. Hundreds of police officers met them at the locked gates.

Ann Martin: Will you give the President the message that we are waiting for him?

Police Officer: I have orders to carry no messages.

Kat’s Diary 1: Later, President and Mrs. Wilson drove right by without looking at any of the women.

Go On
Read this sentence from the play.

Alma made a list of words the newspapers use to describe the women who are picketing.

Which of the following words has the same meaning as “picketing”?

A  joining
B  protesting
C  discussing
D  voting

What is a major difference between Mother and Lucy Burns?

A  Lucy thinks the President will support them, but Mother has her doubts.
B  Mother believes in women’s right to vote, but Lucy needs to be convinced.
C  The two women believe the same thing, but only one of them acts on her beliefs.
D  Lucy makes jokes about setbacks, but Mother gets upset about them.

An important contrast between the events of January 4th and March 5th is that

A  the characters feel determined after the first event and discouraged after the second
B  the setting of the events is the same both times, but different characters are involved
C  the first event takes place early in the morning, and the second takes place late at night
D  at the first event, the characters plan to meet the President, and at the second they actually meet him
19  Read the sentences from Scene 2.

Shocking news! The Germans have announced “unrestricted submarine warfare.” They can blow up any ship they want . . .

What is the meaning of the word “unrestricted” as it appears in the sentence above?

A  having no limits

B  above the surface

C controlled by rules

D  done secretly

20  Which of the following lines from the play shows why Mother is gloomy?

A  “When President Wilson comes to the White House gate, we will make our demand for suffrage.”

B  “Everyone is talking about the U.S. joining the war.”

C  “It snowed today, but the picket line was triple the usual size.”

D  “Later, President and Mrs. Wilson drove right by without looking at any of the women.”

21  Lucy Burns, Susan B. Anthony, and Ann Martin speak with words of

A  sorrow and wishes for peace

B  eager helpfulness

C passion and demands for equality

D  joyful celebration

Go On
Read the passage. Then answer the questions that follow.

What Is a Spacesuit?

_by David Hitt, NASA_

1 A spacesuit is much more than a set of clothes astronauts wear on spacewalks. A fully equipped spacesuit is really a one-person spacecraft. The formal name for the spacesuit used on the space shuttle and International Space Station is the Extravehicular Mobility Unit, or EMU. “Extravehicular” means outside of the vehicle or spacecraft. “Mobility” means that the astronaut can move around in the suit. The spacesuit protects the astronaut from the dangers of being outside in space.

Why Do Astronauts Need Spacesuits?

2 Spacesuits help astronauts in several ways. Spacewalking astronauts face a wide variety of temperatures. In Earth orbit, conditions can be as cold as minus 250 degrees Fahrenheit. In the sunlight, they can be as hot as 250 degrees. A spacesuit protects astronauts from those extreme temperatures.

3 Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect astronauts from being injured from impacts of small bits of space dust. Space dust may not sound very dangerous, but when even a tiny object is moving many times faster than a bullet, it can cause injury. Spacesuits also protect astronauts from radiation in space. The suits even have visors to protect astronauts’ eyes from the bright sunlight.

What Are the Parts of a Spacesuit?

4 The spacesuit consists of several pieces. The Hard Upper Torso covers the astronaut’s chest. The arm assembly covers the arms and connects to the gloves. The helmet and Extravehicular Visor Assembly are designed to protect the astronaut’s head while still allowing him or her to see as much as possible. The Lower Torso Assembly covers the astronaut’s legs and feet. The flexible parts of the suit are made from several layers of material. The layers perform different functions, from keeping oxygen within the spacesuit to protecting from space dust impacts.

5 Underneath the spacesuit, astronauts wear a Liquid Cooling and Ventilation Garment. Tubes are woven into this tight-fitting piece of clothing that covers the entire body except for the head, hands and feet. Water flows through these tubes to keep the astronaut cool during the spacewalk.

6 On the back of the spacesuit is a backpack called the Primary Life Support Subsystem. This backpack contains the oxygen that astronauts breathe during a spacewalk. It also removes carbon dioxide that astronauts exhale. The backpack also provides electricity for the suit. A fan moves the oxygen through the spacesuit and life support systems, and a water tank holds the cooling water that flows through the Liquid Cooling and Ventilation Garment.
Also attached to the back of the suit is a device called the Simplified Aid for Extravehicular Activity Rescue, or SAFER. SAFER has several small thruster jets. If an astronaut became separated from the space station, he or she could use SAFER to fly back.

**What Other Spacesuits Have Astronauts Worn?**

NASA’s first spacesuits were developed for the Mercury program. Mercury was the first time NASA astronauts flew into space. These simple suits were based on pressure suits worn by U.S. Navy pilots. Astronauts did not go on spacewalks then. The Mercury suits were worn only inside the spacecraft.

NASA’s first spacewalks took place during the Gemini program. The suits used for Gemini were more advanced than the Mercury suits. But the Gemini suits were simpler than today’s spacesuits. These suits did not contain their own life support. Instead, they connected to life support systems on the Gemini spacecraft with a cord called the umbilical.

Spacesuits designed for the Apollo program had to do things the first suits did not. These spacesuits had to protect astronauts walking on the moon. Unlike the other suits, the Apollo suits had boots made to walk on a rocky surface. The Apollo suits also contained a life support system, similar to the Portable Life Support Subsystem on the current suit. Having a life support system on the spacesuit allowed the astronauts to explore away from the lunar lander.

Spacesuits similar to the Apollo suits were used on the Skylab space station. Like the Gemini suits, the Skylab suits connected to life support systems on the spacecraft via an umbilical.

**What Spacesuits Are Worn Today?**

In addition to the EMU, NASA astronauts wear other suits today. The Advanced Crew Escape Suit is the orange suit that astronauts wear during launch and landing of the space shuttle. This suit cannot be worn during spacewalks. Sometimes, NASA astronauts will wear the Russian Orlan spacesuit. This suit is the Russian version of the EMU and is used for spacewalks. Another Russian suit is the Sokol. Like the Advanced Crew Escape Suit, the Sokol is designed only to be used inside a spacecraft. It is used on the Russian Soyuz spacecraft.

**Which detail from the passage tells how spacesuits helped astronauts leave their spacecraft to walk on the moon?**

A. “These simple suits were based on pressure suits worn by U.S. Navy pilots.”

B. “The Mercury suits were worn only inside the spacecraft.”

C. “The Apollo suits also contained a life support system, similar to the Portable Life Support Subsystem on the current suit.”

D. “The Advanced Crew Escape Suit is the orange suit that astronauts wear during launch and landing of the space shuttle.”

*Go On*
In paragraph 3, the words “the vacuum of space” tell about a place
A with no people
B with no heat
C with no dust
D with no air

Today’s astronauts primarily need spacesuits so they can
A look like U.S. Navy pilots
B safely move around in space
C stay connected to a spacecraft
D eat inside a spacecraft

In the passage, the word “radiation” refers to
A something that protects astronauts from the sun’s rays
B something that provides fuel for a spacecraft
C something that is harmful to human health
D something that is carried in the backpack of a spacesuit

Read the following phrase from paragraph 6 of the passage.
On the back of the spacesuit is a backpack . . .

According to the passage, one reason for this backpack is
A to provide electricity for the spacesuit
B to contain thruster jets for the spacesuit
C to store extra food for the astronaut
D to protect the astronaut from space dust

Astronauts are able to stay cool while spacewalking because
A a special subsystem removes the carbon dioxide from their spacesuit
B water flows through tubes in a garment worn under their spacesuit
C fans in a special device blow cool air on them
D several layers of material allows good air flow
The life of Paul Jennings began in slavery and ended in freedom. Along the way he lived in the White House and was part of the most famous art rescue in American history. He even wrote a book about his life.

Paul Jennings’s story begins in Virginia. He was born into slavery at Montpelier, the home of James Madison and his wife, Dolley. In 1809, Mr. Madison became president of the United States. Jennings was about 10 years old.

Madison chose Jennings to be a servant in the president’s mansion. They moved to Washington, D.C., together. Jennings found the national capital to be “a dreary place.” It was hot and boring. Men talked politics all the time. Dolley Madison threw parties, and Jennings worked long hours serving the city’s ladies.

Then, in 1814, everything changed. The United States was at war with Great Britain, and British soldiers were closing in on Washington, D.C. With President Madison gone to the front lines, Dolley prepared the White House for evacuation. She collected important papers and other valuables to take with her when she and the staff left the mansion.

One of the valuable items was a giant portrait of George Washington. Washington had been the first president. The capital was named for him. High on a wall in the White House hung a life-sized painting of him completed by the artist Gilbert Stuart.

Dolley grabbed all the silver she could and left the White House just ahead of the British soldiers. On her way out, she instructed Jennings and two other servants to save the painting of Washington.

They would need to act quickly. The painting was too high up to reach normally, so Jennings looked around and found a ladder. While Jennings held the ladder steady, another servant climbed up and carefully took the portrait from the wall. He cracked open the frame and removed the canvas.

George Washington was saved! Washington, D.C., however, soon swarmed with British soldiers. They were everywhere. In the end, the Americans won the war, and Dolley Madison became a hero for rescuing the famous painting. She later wrote, “I directed my servants in what manner to remove it from the wall, remaining with them until it was done.”

Paul Jennings knew the truth. Many years later, he wrote a book about his time in the White House. It was the first book written about life in the president’s house by someone who had lived there.

In his book, Jennings explained about the painting and how he served Mr. and Mrs. Madison after they left the White House. When Mr. Madison died in 1836, Jennings was still enslaved. This time Dolley owned him.
In 1847, Jennings was sold to an important politician named Daniel Webster. The two men had a deal: Jennings would work as Webster’s butler, and Webster would free him.

So much had already happened to Jennings. He had worked in the White House. He had lived through a war. But now his life started anew. Now he was free.

In 1848, Jennings played a quiet role in a bold plan. Seventy-seven black slaves in Washington, D.C., made a plan to escape. Jennings helped one young girl he had known at the Madisons’ join the group. Sadly, the plot was discovered, and we do not know what happened to the young girl. The police never knew about Jennings’s involvement.

Jennings married. He had three sons, all of whom joined the army during the Civil War. During the war, in 1863, a magazine asked Jennings to write about his time with James Madison in the White House.

Two years later, the article was published as a book. Historians studying James Madison and slavery still read it today.

Paul Jennings died on May 20, 1874. He had lived a long life and knew many important people. None of those people had traveled as far as Jennings, though—all the way from slavery to freedom.

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28 According to the article, Paul Jennings’s first owner was

- A   James Madison
- B   Dolley Madison
- C   George Washington
- D   Daniel Webster

29 When the author says in paragraph 3 that Washington, D.C., was a “dreary” place, he means that it was

- A   exciting
- B   crowded
- C   uninteresting
- D   dangerous
30 Which statement supports the idea that Jennings had an eventful life?
   A  “Paul Jennings’s story begins in Virginia.”
   B  “When Mr. Madison died in 1836, Jennings was still enslaved.”
   C  “In 1848, Jennings played a quiet role in a bold plan.”
   D  “None of those people had traveled as far as Jennings, though . . .”

31 Read this quotation by Dolley Madison from paragraph 8 of the article.
   “I directed my servants in what manner to remove it from the wall, remaining with them until it was done.”
   Why does the author include this information?
   A  to show that Dolley Madison may not have told the truth
   B  to explain how to take a picture down from the wall
   C  to show what kind of work Jennings did
   D  to share Dolley Madison’s writing style

32 Read this line from paragraph 9 of the article.
   Paul Jennings knew the truth.
   By “truth,” the author means
   A  the outcome of the Civil War
   B  the real story of saving the Washington portrait
   C  how James Madison performed as president
   D  how the British captured Washington, D.C.
Paul Jennings’s time in the White House was one of
A  war and freedom
B  writing and family
C  painting and freedom
D  hard work and war

According to the article, Jennings accomplished which of the following?
A  throwing many parties at Montpelier
B  painting a portrait of George Washington
C  writing a book about his own life
D  fighting in the Civil War

How did Daniel Webster change Paul Jennings’s life?
A  He asked Jennings to write a book.
B  He helped Jennings become free.
C  He helped Jennings save the portrait.
D  He discovered a plot to free 77 slaves.

Read this sentence from paragraph 13 of the article.
   In 1848, Jennings played a quiet role in a bold plan.
Which of the following statements supports the idea that Jennings’s role was “quiet”?
A  A large number of slaves planned to run away.
B  Jennings helped a young girl join the group.
C  The slaves were captured before they could get away.
D  The police never knew that Jennings was involved.
Read the poem. Then answer the questions that follow.

**My Prairies**

“My Prairies” by Hamlin Garland, from The School of Education Record of the University of North Dakota, Volumes 7–13 by University of North Dakota, School of Education, published 1921.

1. I love my prairies, they are mine
   From zenith\(^1\) to horizon line,
   Clipping a world of sky and sod
   Like the bended arm and wrist of God.

5. I love their grasses. The skies
   Are larger, and my restless eyes
   Fasten on more of earth and air
   Than seashore furnishes anywhere.

   I love the hazel thickets; and the breeze,

10. The never resting prairie winds. The trees
    That stand like spear points high
    Against the dark blue sky

    Are wonderful to me. I love the gold
    Of newly shaven stubble, rolled.

15. A royal carpet toward the sun, fit to be
    The pathway of a deity.\(^2\)

   I love the life of pasture lands; the songs of birds
   Are not more thrilling to me than the herd’s
   Mad bellowing or the shadow stride

20. Of mounted herdsmen at my side.

   I love my prairies, they are mine
   From high sun to horizon line.
   The mountains and the cold gray sea
   Are not for me, are not for me.

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1 *zenith*: the highest point in the sky
2 *deity*: a god or goddess, as in a *deity* of ancient Greece
37. Which of these best expresses the overall message in “My Prairies”?
A. There is much to love about prairies.
B. Prairies are home to many animals.
C. It is easy to get lost in vast, empty prairies.
D. Prairies have better views than seashores.

38. Read these lines from the poem.

The never resting prairie winds. The trees
That stand like spear points high
Against the dark blue sky

What idea is the speaker trying to express about the trees?
A. They wave their branches like soldiers with spears.
B. They can barely be seen against the dark blue sky.
C. They must fight to stand against the constant winds.
D. They rise tall and thin above the empty landscape.

39. Which line from the poem supports the idea that the speaker loves the look of the prairie after it has been mown?
A. “Clipping a world of sky and sod”
B. “I love their grasses. The skies”
C. “Fasten on more of earth and air”
D. “Of newly shaven stubble, rolled.”
40 How does the last stanza add to the poem as a whole?
A It tells the reader that when the speaker calls the prairie “mine” he means that he owns it.
B It reveals that the speaker actually lives by the mountains and the seashore but wishes he did not.
C It highlights the speaker’s love of prairies by expressing how little he cares for the mountains and the sea.
D It explains that all the speaker can see in his part of the world are prairies in every direction.

41 The first-person speaker of the poem helps the reader understand
A how the plants and animals on the prairie live
B what work the speaker does while on the prairie
C how other people feel about the prairie in general
D what the speaker feels when looking out at the prairie

42 Which words from the poem are best supported by the illustration?
A “. . . like the bended arm and wrist of God.”
B “I love their grasses. The skies are larger . . .”
C “. . . the songs of birds are not more thrilling to me . . .”
D “The mountains and the cold gray sea are not for me . . .”
Read the passage. Then answer the questions that follow.

The President Pitches!
A Baseball Tradition Begins

by Katherine L. House, Highlights

1 April 14, 1910, was more than just another spring day in Washington, D.C. It was Opening Day of the baseball season. That afternoon, the hometown Nationals would play the “lid lifter,” their first game of the year.

2 Plenty of people left work early for the 3:45 p.m. matchup at the ballpark. By game time, the temperature reached nearly 70 degrees. More than 13,000 fans, most of them men, jammed into wooden seats and bleachers. Few seemed to mind that the Nationals, often called the “Nats,” had finished last in the American League one year earlier. Instead, fans were looking forward to the promise of a new season.

3 Even President William Howard Taft decided to show his support. Like other fans, the 27th president was dressed in a suit and tie and wore a bowler hat. Taft, his wife, Helen, and their friends sat in chairs in a box in the first row. Patriotic bunting adorned the railing in front of them.

4 Taft could have sat in a box high up in the stadium reserved for presidents, but he preferred to watch the action with the rest of the crowd.

5 One newspaper predicted that the game would be a “pitchers’ battle.” After all, the Nationals’ right-handed pitcher Walter Johnson boasted one of the fastest pitches in baseball. For the Philadelphia Athletics, dependable lefty Eddie Plank would step on the mound. But it was another pitcher who would make headlines that day.

President Taft Plays Ball

6 Before the game started, the umpire walked over to the president in his first-row box and handed him a new baseball. The president took off his dress gloves, while Mrs. Taft held the ball. Taft, a six-foot right-hander, then stood up. With his hat firmly in place, he prepared to throw the ball. Washington catcher Gabby Street waited for the pitch at home plate. But Taft surprised everyone by hurling the ball all the way to the pitcher’s mound, where Walter Johnson caught it. Johnson, one of the best pitchers of his day, recalled that Taft’s aim was “very good.”

A Tradition Begins

7 Taft’s small act turned into a big deal. Fans expected a fire chief, mayor, or another politician to throw out the first ball on Opening Day. Never had anyone as important as a U.S. president handled the honors.
Sportswriters and fans saw Taft’s pitch as more than a simple throw. *The Washington Post* reported, “Of course, it goes without saying that after President Taft had done his part so nobly, the Nationals simply could not lose—and they didn’t.” Johnson pitched a one-hitter, and the Nationals shut out the Athletics, 3–0. Johnson and Taft were the stars of the day. *The Sporting News* declared Taft’s pitch a “momentous event in the history of the national game.” It boasted that Taft, by throwing out the first pitch, had endorsed the game as one “worthy of the patronage of every class of people in this broad land.”

Even Walter Johnson thought the president had done something special. The Nationals’ pitcher asked a friend to deliver the ball he caught to the White House with a note asking the president to sign it. Taft struggled to write on the small, round object, but he managed to scribble more than his name:

> For Walter Johnson, with the hope that he may continue to be as formidable as in yesterday’s game.

A messenger delivered the prized souvenir to the ballpark where Johnson proudly showed it off to his teammates.

Walter Johnson didn’t know how special the pitch would turn out to be. In fact, Taft’s throw that day started a famous tradition. Since 1910, every president except Jimmy Carter has tossed out the first ball at least once to celebrate Opening Day. President Franklin Delano Roosevelt did it eight times. He had more opportunities because he held the office longer than anyone else.

The custom benefited presidents—and the game of baseball. Pictures of the commander in chief at the ballpark helped him score points with the public. And the custom helped to turn baseball into the popular sport of the country—its national pastime.

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*The Sporting News* reported that baseball was now “worthy of the patronage of every class of people in this broad land.” What does the word “patronage” refer to?

A. the fans’ attendance  
B. the president’s pitch  
C. the players’ success  
D. the game’s popularity

**Go On**
According to the passage, how did President Taft surprise people?

A  He attended the game with Mrs. Taft.
B  He wore a suit and bowler hat to the game.
C  He threw the ball all the way to Walter Johnson.
D  He requested to throw the first pitch.

The author calls the ball Taft signed a “prized souvenir” because the ball was

A  an important reminder of a big event
B  worth a lot of money even before it was signed
C  given to the pitcher of the winning team
D  pitched by other presidents as well

How does the author’s description of other presidents contribute to the reader’s understanding of the passage?

A  It shows how the tradition of presidents throwing pitches has changed over time.
B  It proves that most presidents are fans of the “national pastime.”
C  It demonstrates how strong of an impact Taft’s first pitch had.
D  It supports the idea that Taft was better than average at pitching baseballs.
47 Which sentence from the passage best supports the idea that pitching may have helped President Taft gain political support?

A  “Johnson and Taft were the stars of the day.”
B  “Even Walter Johnson thought the president had done something special.”
C  “In fact, Taft’s throw that day started a famous tradition.”
D  “Pictures of the commander in chief at the ballpark helped him score points with the public.”

48 According to the passage, how did Taft’s pitch influence the game between the Nationals and the Athletics?

A  It helped Eddie Plank play better.
B  It inspired the Nationals to win.
C  It made Walter Johnson proud but nervous.
D  It inspired each team to have a one-hitter.

49 How did President Taft change the game of baseball?

A  He made it preferable for presidents to sit with the general public.
B  He inspired a practice of presidential pitching on Opening Day.
C  He began the tradition of presidents autographing baseballs.
D  He started a practice that fire chiefs and mayors later followed.
Read the poem. Then answer the questions that follow.

The Redwoods

by Joseph Strauss

Here, sown by the Creator’s hand.
In serried¹ ranks, the Redwoods stand:
No other clime is honored so,
No other lands their glory know.

The greatest of Earth’s living forms,
Tall conquerors that laugh at storms;
Their challenge still unanswered rings,
Through fifty centuries of kings.

The nations that with them were young,
Rich empires, with their forts far-flung,
Lie buried now—their splendor gone:
But these proud monarchs² still live on.

So shall they live, when ends our days,
When our crude citadels³ decay;
For brief the years allotted man,
But infinite perennials⁴ span.

This is their temple, vaulted high,
And here, we pause with reverent eye,
With silent tongue and awestruck soul;
For here we sense life’s proper goal:

To be like these, straight, true and fine,
To make our world like theirs, a shrine;
Sink down, Oh, traveler, on your knees,
God stands before you in these trees.

¹ serried: pressed together or compacted
² monarchs: people who rule over a kingdom
³ citadel: a fort that protects a city
⁴ perrennials: plants that live for many years
50. Which line from the poem best reflects the speaker’s overall feeling toward nature?
   A. “In serried ranks, the Redwoods stand.”
   B. “The nations that with them were young,”
   C. “For brief the years allotted man,”
   D. “God stands before you in these trees.”

51. Which line from the poem shows that the speaker feels pride for living where the redwoods grow?
   A. “No other lands their glory know.”
   B. “Tall conquerors that laugh at storms;”
   C. “So shall they live, when ends our days,”
   D. “With silent tongue and awestruck soul;”

52. Read these lines from the poem.
This is their temple, vaulted high,
   And here, we pause with reverent eye,

What is the author saying the forest is similar to?
   A. The forest is like a bank, holding nature’s rich treasures.
   B. The forest is like a holy place, which we should respect.
   C. The forest is like a person’s head, which guides the body.
   D. The forest is like a throne, where the redwood rules as king.

53. What does the fifth stanza of the poem (lines 17–20) add to the structure of the poem?
   A. It suggests to readers that their goal in life should be to protect the environment.
   B. It continues to develop the idea that humans live a much shorter time than trees.
   C. It changes the setting of the poem from outside in a forest to inside in a temple.
   D. It shifts the focus from a description of the trees to people’s experience of them.
The speaker’s point of view influences how the reader understands the redwoods because

A  as a poet, the speaker considers his poem a greater creation than any redwood in the forest
B  as a thinking person, the speaker sees himself and all people as superior to a forest of redwoods
C  as a human, the speaker marvels at the incredible size and long lives of the redwoods
D  as a concerned citizen, the speaker sees the redwoods as a threatened part of the environment

How does the picture support what the author says about the trees?

A  It shows how tall and grand the trees are.
B  It shows how the trees shelter smaller plants.
C  It shows that trees live longer than kings.
D  It shows why the trees can withstand most storms.
Read the passage. Then answer the questions that follow.

Jellyfish Blooms Threaten Our Oceans

by Wendy Deasee

1 When you think of jellyfish, you might imagine a single jellyfish, floating alone in the ocean. Or you might imagine a group of jellyfish, floating together. Chances are, though, you don’t imagine thousands of jellyfish covering the ocean. But in some areas, this is exactly what is happening. Huge numbers of jellyfish are called “blooms.” And they’re signs of the damage humans can do to the ocean.

2 Jellyfish blooms can cause all kinds of problems. They can keep people from diving or swimming in some places. Jellyfish have attacked and eaten cages full of fish at salmon farms. When jellyfish are caught in fishing nets, they can sting the fish. This makes the fish unfit for eating. Jellyfish have even clogged inlets, causing coastal power plants to shut down.

3 The size of the ocean makes it difficult to know exactly how many jellyfish there are. But some scientists say that jellyfish blooms are becoming more and more common. They say the ocean may contain many more jellyfish than it did just ten years ago. Some scientists even think that if these blooms continue, the ocean of the future could contain more jellyfish than fish.

4 There are several ideas about why jellyfish blooms might be happening. One idea is that overfishing is taking away the jellyfish’s predators. Jellyfish make tasty meals for more than one hundred different kinds of fish. These fish don’t just eat jellyfish. They also eat the same foods that jellyfish eat. But overfishing means these predators are caught in nets and removed from the ocean in large numbers. And that means jellyfish can eat all the food they want and are less likely to be eaten themselves. Could this be causing the jellyfish blooms that threaten to take over the ocean?

5 Another idea is that pollution in the ocean is making algae grow too quickly. Algae use up oxygen in the water. Too much algae can mean not enough oxygen for fish that need a lot of it to power their muscles for swimming. The fish either die or leave the area overrun with algae. But since jellyfish can float, they need less oxygen. Jellyfish can also eat the waste products of algae. This leaves the jellyfish without predators, floating in a sea of food. That’s a perfect recipe for a jellyfish bloom.

6 A third idea is that man-made piers and oil rigs give jellyfish a place to grow. Jellyfish begin their lives as tiny larvae. These larvae must attach to surfaces to live. Once the larvae attaches to a surface it is called a polyp. The polyp grows a bud called a medusa, which separates and forms a new jellyfish. Polyps can create new jellyfish every day. Man-made structures give these polyps more places to attach. More polyps lead to more jellyfish. And more jellyfish can lead to huge jellyfish blooms.

7 We’re not sure exactly what causes these jellyfish blooms. But whatever causes them probably has something to do with humans. So it’s our responsibility to stop these blooms from taking over the ocean. But what can we do?
A professor in Japan is trying to answer that question. Shin-ichi Uye came up with a system called “Stop Jelly.” His system uses computers to predict where blooms may occur. Then, the Japanese government places special nets there to catch the jellyfish. The nets full of jellyfish can be turned into food. Jellyfish are high in protein and low in fat.

Shin-ichi Uye’s ideas are helping keep jellyfish from taking over the ocean near Japan. But jellyfish blooms are not a Japanese problem. They’re not an American problem or a European problem, either. They’re an ocean-wide problem. So the world’s scientists need to come together to create an ocean-wide solution. And the solution can’t work if the rest of the world ignores the problem.

With all this information, it’s easy to think of jellyfish as pests. But the jellyfish may actually be a gift. Jellyfish blooms give us a clear warning that we are mistreating the ocean. We must stop polluting and overfishing. If we don’t, jellyfish blooms will not be our only problem. We should listen to the warning of the jellyfish. It’s time to stop harming, and begin healing the world’s oceans.

In paragraph 5, the word “overrun” most closely means

A moving very fast
B having too many
C moving over
D having plenty

Read the following statement from paragraph 9 of the passage.

And the solution can’t work if the rest of the world ignores the problem.

What is the main reason the author uses to support this claim?

A Jellyfish blooms are an ocean-wide problem, not limited to the coastlines of individual countries.
B A professor in Japan has solved the problem of jellyfish blooms by creating a warning system.
C The people of one country have already solved the problem of jellyfish blooms for the whole world.
D If people all over the world built fewer structures, the problem of jellyfish blooms would be solved.
58 According to the passage, how is a professor named Shin-ichi Uye helping to find a solution to the problem of jellyfish blooms?

A by devising a warning system that “uses computers to predict where jellyfish blooms may occur”

B by developing an educational program to teach people how to use “special nets” to “catch the jellyfish”

C by conducting experiments to prove that “jellyfish can be turned into food”

D by writing articles to prove that jellyfish blooms are “not a Japanese problem”

59 Which sentence from the passage best supports the idea that the threat from jellyfish blooms is a very serious one?

A “Huge numbers of jellyfish are called ‘blooms.’”

B “The size of the ocean makes it difficult to know exactly how many jellyfish there are.”

C “Some scientists even think that if these blooms continue, the ocean of the future could contain more jellyfish than fish.”

D “Too much algae can mean not enough oxygen for fish that need a lot of it to power their muscles for swimming.”

60 Which two ideas are best supported by the details in the passage?

A Jellyfish blooms are a problem mainly created by the construction of oil rigs. That construction should stop.

B Jellyfish do not present a long-term problem. Jellyfish can be used as food for people and for other fish.

C Jellyfish hunt many other kinds of fish. Jellyfish will eventually replace most fish in the sea.

D Jellyfish blooms are a problem created by people. The problem of jellyfish blooms should be solved by people.
Which best sums up how overfishing and pollution might be reasons for the huge number of jellyfish blooms?

A  Overfishing and pollution kill off jellyfish and other fish, but jellyfish can eat the waste products of pollution and grow back quickly.
B  Overfishing and pollution create a lot of open space in the ocean, giving jellyfish more room to grow.
C  Overfishing and pollution destroy many fish but not jellyfish, so jellyfish are left to thrive, with plenty of food to eat.
D  Overfishing and pollution mean that more algae grows, which is good for jellyfish but not good for other kinds of fish.

According to the passage, how does coastal or offshore construction contribute to the problem of jellyfish blooms?

A  The algae created by underwater construction makes it more difficult to remove the jellyfish with nets.
B  The construction of new underwater surfaces gives jellyfish more places to reproduce.
C  The pollution that results from new construction gives the jellyfish access to more food.
D  The fish that live nearby must move to near areas, leaving the jellyfish without predators.

According to the passage, how could jellyfish blooms affect the food supply?

A  Large numbers of jellyfish can eat the fish in fish farms. They can also sting the fish in nets, making the fish unfit to eat.
B  Jellyfish blooms can clog inlets. This can make it impossible for fishing boats to find their way to the open sea.
C  Masses of jellyfish can cover the ocean’s surface. This can keep sunlight from reaching the sea life below.
D  Jellyfish thrive in algae-rich waters. They can also eat the algae, making it impossible for people to harvest it for human use.
Read the passages. Then answer the questions that follow.

Title IX

by Karen Brinkmann

1 In 1920, women received the right to vote. It was a great moment in history! Both men and women celebrated as all people took a step toward equality. Men and women both had a say in the democratic process. Yet, 50 years later, things in America were not totally equal. Girls did not have the same opportunities as boys in school. Girls were taught differently in the classroom. Young women were not given the same opportunities as young men for college sports. Only 1 in 27 girls played high school sports.

2 In 1972, something happened to change this. President Nixon approved a law known as Title IX (pronounced “Title Nine”). This law stated that all people—boys, girls, men, and women—had the right to benefit from government-funded programs. That meant that if a program received money from the government to operate, both men and women should be able to benefit from it. Boys and girls should have equal rights. Since Title IX became a law, there have been changes in schools, sports, and jobs.

Schools

3 Title IX has helped both boys and girls in school. Even though it was created to help girls, Title IX actually resulted in lower dropout rates for both boys and girls in high school. Both boys and girls are taught the same subjects in school because of Title IX. Because of Title IX, more girls are studying math in college now than they did in 1972. More women are graduating from college than before the Title IX law. Title IX ensures that tests in the classroom are fair for both boys and girls.

Sports

4 Have you ever run in a race or played basketball or soccer? These sports are open to both boys and girls because of Title IX. Before Title IX, the most popular sports for girls were cheerleading and square dancing.

5 Title IX makes sure that schools spend the same amount of money on girls’ sports as they do on boys’ sports. Because of Title IX, more women compete on professional teams than they used to. More women compete in Olympic sports than they used to as well.

6 Sports programs in high school and college require equipment. Students need things like basketballs, soccer goals, and uniforms. They need locker rooms and playing fields. Title IX ensures that both boys and girls get the equipment, gear, and buildings they need, regardless of gender.
To get a good job, a student needs a good education. This education should prepare the student to be able to work well as an adult. Before Title IX, girls were encouraged to train for jobs such as medical assistant or hairstylist. Girls were not encouraged to train for jobs such as pilot, electrician, or engineer. Now both boys and girls are encouraged to work hard and choose any career they would like. Job training used to be different for boys and girls. Now it is the same.

Despite all the improvements that Title IX has made, some things still are not equal. Studies show that men and women working at the same job do not always receive the same pay. Other studies show that not all girls have benefited from the law. Though girls in general have been given more opportunities, there is still a difference between white and black students. Title IX has not solved all problems and made everything perfect. But it is considered a “living law,” which means it changes over time and continues to help new and different groups. It has made great changes and will continue to do so.
Women’s Suffrage

by Shirley Chino

1 Last week our school was used as a polling place for an election. Many people visited our school so that they could vote. Men and women, people who were young and people who were old, and people of different backgrounds cast their ballots. About one hundred years ago, however, polling places looked different. Back then, we would not have seen women lining up to cast their votes. Is it because women didn’t care? No, they cared a great deal. Instead, they were not there because they were not allowed to vote. Thankfully, the women’s suffrage movement changed that!

What is suffrage?

2 Suffrage means “the right to vote.” The founders of our country thought that the people should get to elect government representatives. That is why they created a democracy. They also thought it was important for people to vote on important decisions in the country. That is why elections began. However, each state had its own rules about elections. These rules included who could or could not vote. In most cases, the right to vote was given only to white men who owned property.

3 In the 1870s, an amendment to the U.S. Constitution changed the rules about who could vote. This amendment said that all men could vote, no matter what race or color they were. This was a great step in the right direction. However, women still did not have the right to vote in national elections.

How did women get the right to vote?

4 As the country grew and elections became even more important, women began to talk with each other about voting. Some women published articles explaining why women should have the right to vote. In 1848, a group of women including Elizabeth Cady Stanton organized a meeting in New York to discuss women’s rights. Stanton studied the Declaration of Independence and then created a list of changes that were necessary to make women recognized as being equal to men as citizens of the United States. One of those things was the right to vote.

5 The meeting went well, but women still did not get the right to vote. However, many people agreed it was a step in the right direction. After the meeting, some people who did not believe in women’s suffrage began to mock the efforts of the people at the meeting; they made fun of them in speeches and in newspapers. Yet, the organizers of the meeting were not angry. They believed any attention was good attention.

6 In the years that followed, more people became interested in women’s suffrage. One of these women was Susan B. Anthony. She spoke often about how important it was for all people to be treated equally. People, both men and women, listened to her and to others; many joined in fighting for her cause. Finally, in 1920, the 19th Amendment to the Constitution was ratified and went into effect. This amendment gave women the right to vote.
Why is the right to vote so important?

When a person gets to vote, he or she has a voice in a big decision. He or she gets to help make important choices. He or she is seen as a valuable person. But the right to vote means even more than that. The 19th Amendment shows that men and women are equal under the law; it gives them equal benefits and privileges.

The 19th Amendment wasn’t just the end of a long fight for rights. Rather, it opened the door to new opportunities. Women began to be more active in politics. Women began to work at jobs that had been reserved for men. New laws were passed, such as Title IX, which gave women more opportunities in education and sports. Life improved for both men and women because freedom and justice are good for a country.

The next time you see a polling place or a commercial on television for an election, you might think about the people and the process that made that possible for all.

The passage “Title IX” describes ways the law has already helped many groups of people. How can Title IX continue to be an important law for the future? Use two details from the text to support your answer.

Write your response in complete sentences.
65 How does the author of “Women’s Suffrage” support the point that the 19th Amendment helped to create new opportunities for women? Use two details from the text to support your answer.

Write your response in complete sentences.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

66 How do the authors of “Title IX” and “Women’s Suffrage” approach the topic of women’s rights similarly and differently? On the lines below, list one similarity and one difference between the ways these authors approach the topic.

Write your answer in complete sentences.

Similarity: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Difference: ____________________________

________________________________________________________________________

________________________________________________________________________

Go On
Planning Page

You may PLAN your writing for question 67 here if you wish, but do NOT write your final answer on this page. Write your final answer on pages 39 and 40.
The passage of the 19th Amendment and Title IX are both important events for women in the history of the United States. Using details from both passages, explain how women’s rights have changed over time.

In your response, be sure to:
- explain how the 19th Amendment changed women’s rights
- explain how Title IX changed women’s rights
- explain how women’s rights have changed over time
- use details from both passages

Write your response in complete sentences.
Read the passage. Then answer the questions that follow.

from Tom Sawyer, Pirate

by Adele Thane, Play Magazine
based on an episode from the novel by Mark Twain

CHARACTERS
TOM SAWYER, a 12-year-old boy
SID SAWYER, Tom’s brother
AUNT POLLY, Tom’s elderly guardian

SCENE 1

1 TIME: An afternoon in spring, 1847.
2 SETTING: Aunt Polly’s backyard. Rear of house is at left; it is enclosed by white fence with gate down left. Barrel and wooden stool are center. At right is Thatcher garden, enclosed by fence with gate down right. Below Thatcher gate is vine-covered arbor.
3 AT RISE: AUNT POLLY is on stool, paring potatoes. SID SAWYER enters up left, carrying schoolbooks in strap.
4 SID: Hello, Aunty.
5 AUNT POLLY (Looking up): Why, Sid! Is school out already?
6 SID: It’s after four o’clock.
7 AUNT POLLY (Rising and shaking out her apron): Land sakes! I’d better get these potatoes on to boil right away.
8 SID (With pride): I got one hundred in arithmetic today, Aunty.
9 AUNT POLLY (Impressed): My! You don’t say! (Changing tone) What did Tom get?
10 SID: He wasn’t there.
11 AUNT POLLY: He wasn’t? (SID shakes his head.) Where was he?
12 SID: I don’t know, Aunty. He wasn’t in school all afternoon.
13 AUNT POLLY: Humph! Playin’ hooky, like as not. Oh, that child! Wait till I lay my hands on him! (TOM is heard whistling offstage.)
14 SID (Gleefully): Here he comes now! (TOM enters jauntily. He is barefoot and wears buttoned jacket.)
TOM: Hello, Aunt Polly. (She looks at him severely, and he stops whistling, casting a suspicious glance at SID. Suddenly he reaches for pan of potato peelings.) I’ll throw away the peelings for you, Aunty.

AUNT POLLY (Checking him): Just a minute, Tom Sawyer. It was powerful warm in school, wasn’t it?

TOM (Warily): Yes’m.

AUNT POLLY: Didn’t you want to go swimmin’?

TOM (Uneasily): No’m . . . well, not very much.

AUNT POLLY (Feeling front of TOM’s coat): But you’re not too warm now.

TOM: Some of us pumped water on our heads. Mine’s damp yet. (Leaning toward AUNT POLLY) See?

AUNT POLLY: Tom, you didn’t have to undo your shirt collar where I sewed it, to pump water on your head, did you? Unbutton your jacket. (TOM calmly opens his jacket. His shirt collar is securely sewn.) Bother! I was sure you’d played hooky and been a-swimmin’.

SID (With feigned innocence): Well, now, Aunt, I thought you sewed his collar with white thread this mornin’. That thread is black.

AUNT POLLY: Why, I did sew it with white! (TOM runs off. AUNT POLLY calls after him.) Tom Sawyer! I never did see the like of that boy! Well, I’ll just have to put him to work sawin’ wood to punish him. He hates work more’n anythin’ else. (She gathers up pans of potatoes and peelings.) Come on, Siddy. You can get the fire started for me. (They exit through gate, into house. TOM comes back and crouches by barrel, looking after them.)

TOM (Muttering): She’d never have noticed if it hadn’t been for Sid. (He examines two large needles thrust into his jacket lining. One needle has white thread; the other, black.) Confound it! Sometimes she sews it with white and sometimes with black. I wish she’d stick to one or the other. I can’t keep track of ’em. . . .
What does Aunt Polly do when Tom continues to lie? What lesson might Aunt Polly be trying to teach Tom? Use two details from the text to support your answer.

Write your answer in complete sentences.

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In the passage, how does Aunt Polly treat Sid differently from Tom? Use two details from the text to support your answer.

Write your answer in complete sentences.

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Go On
Read the passages. Then answer the questions that follow.

Sara Sees Red
by Brendan Wolfe

1. As usual, Sara was lost inside her head, her boots crunching along the trail as she revisited a recent conversation with a classmate. She plotted the back-and-forth of what was said the way she might chart a graph problem in math class, or the way an author might draft a scene of dialogue: as if it were an equation to be solved, or a piece of art to be composed. Real life didn’t work that way, of course. It wasn’t algebra; it wasn’t an exciting novel. But for Sara that was the point. She must fix it so that it was.

2. When the clouds began to darken, the jays and finches winged across her path with unusual agitation. They had noticed a slight shift in the wind, the telltale drop in barometric pressure, and they shouted their warnings to whoever cared to listen. This didn’t include Sara. She undertook her weekly outing with the sole purpose of crawling deep inside herself, away from all the bleating sounds of city life and oh-so-many troubling conversations. Her obliviousness served as a kind of refuge. As she climbed the sometimes-bumpy trail, dodging stones and the occasional copperhead snake, she hoped to find a peaceful place to sit.

3. The woman appeared as Sara rounded a bend. Several years older than Sara and underdressed for this altitude, the woman lay sprawled across the path, her leg snapped like a twig in a storm. Sara gasped. The woman turned her head in Sara’s direction and their eyes met for a single, terrifying moment.

4. “Can you help me?” the woman said.

5. Sara could only stare at her. The woman wore a navy-blue T-shirt with the logo of an athletic company, and cargo shorts. Her legs were matted with sweat, dirt, and tiny flecks of red. Sara saw what might have been a cap some distance away, but no water bottle, no backpack.

6. “Please,” the woman said. She was out of breath, fatigued by the obvious pain. Her eyes briefly fluttered and then closed.

7. Assuming the tactic of a surprised snake, Sara didn’t move. She had not counted on anyone else hiking this particular trail. In fact, over the past weeks she had come to think of it as hers alone. When she reached the summit, nothing could separate her from the sun. The air itself, thin as it was, seemed to step aside so that all she knew were warmth and deep quiet. Who was this person to intrude upon that?

8. A clap of thunder startled Sara into a full gallop. Back down the path she raced, only stopping when her lungs reached their capacity. Hands on her knees, she gasped for breath, choking back tears.

9. “Please,” the woman had said.

1. agitation: a condition of being upset
2. obliviousness: a state of being unaware or forgetful of one’s surroundings
10 Sara rummaged through her pack until she pulled out a small black cell phone. No signal. Her legs felt rubbery, so she sat down in the dirt, idly watching the first drops of rain break through the tree cover.

11 Why had she said “please”? As Sara wondered about that single word, she found herself rewriting the scene in her head. She kept thinking, Shouldn’t she have been more dramatic, especially if she was really hurt that bad? She imagined a blood-curdling scream like she had read about in a pirate novel. Then she imagined herself to be the kind of person she knew she wasn’t. In her mind, when the woman attempted to pull herself to her feet to meet Sara, Sara shook her head to stop her. Then Sara gently braced the woman’s back against a tree. In Sara’s head, it was the woman who hesitated to speak, not Sara.

12 By now the skies had opened up, turning the trail slick with mud and dangerous. Feeling a chill, Sara ducked under a bush, away from a responsibility she hadn’t asked for and didn’t know how to meet. She waited there, hoping that courage would strike like lightning.
from Stone Fox
by John Reynolds Gardiner

1 Searchlight sprang forward with such force that little Willy couldn’t hang on. If it weren’t for a lucky grab, he would have fallen off the sled for sure.

2 In what seemed only seconds, little Willy and Searchlight had traveled down Main Street, turned onto North Road, and were gone. Far, far ahead of the others. They were winning. At least for the moment.

3 Stone Fox started off dead last. He went so slowly down Main Street that everyone was sure something must be wrong.

4 Swish! Little Willy’s sled flew by the schoolhouse on the outskirts of town, and then by the old deserted barn.

5 Swish! Swish! Swish! Other racers followed in hot pursuit.

6 “Go, Searchlight! Go!” little Willy sang out. The cold wind pressed against his face, causing his good eye to shut almost completely. The snow was well packed. It was going to be a fast race today. The fastest they had ever run.

7 The road was full of dangerous twists and turns, but little Willy did not have to slow down as the other racers did. With only one dog and a small sled, he was able to take the sharp turns at full speed without risk of sliding off the road or losing control.

8 Therefore, with each turn, little Willy pulled farther and farther ahead.

9 Swish! The sled rounded a corner, sending snow flying. Little Willy was smiling. This was fun!

10 About three miles out of town the road made a half circle around a frozen lake. Instead of following the turn, little Willy took a shortcut right across the lake. This was tricky going, but Searchlight had done it many times before.

11 Little Willy had asked Mayor Smiley if he was permitted to go across the lake, not wanting to be disqualified. “As long as you leave town heading north and come back on South Road,” the mayor had said, “anything goes!”

12 None of the other racers attempted to cross the lake. Not even Stone Fox. The risk of falling through the ice was just too great.

13 Little Willy’s lead increased.

14 Stone Fox was still running in last place. But he was picking up speed.

15 At the end of five miles, little Willy was so far out in front that he couldn’t see anybody behind him when he looked back.
He knew, however, that the return five miles going back into town would not be this easy. The trail along South Road was practically straight and very smooth, and Stone Fox was sure to close the gap. But by how much? Little Willy didn’t know.

Doc Smith’s house flew by on the right. The tall trees surrounding her cabin seemed like one solid wall.

Grandfather’s farm was coming up next.

When Searchlight saw the farmhouse, she started to pick up speed. “No, girl,” little Willy yelled. “Not yet.”

As they approached the farmhouse, little Willy thought he saw someone in Grandfather’s bedroom window. It was difficult to see with only one good eye. The someone was a man. With a full beard.

It couldn’t be. But it was! It was Grandfather!

Grandfather was sitting up in bed. He was looking out the window.

Little Willy was so excited he couldn’t think straight. He started to stop the sled, but Grandfather indicated no, waving him on. “Of course,” little Willy said to himself. “I must finish the race. I haven’t won yet.”

“Go, Searchlight!” little Willy shrieked. “Go, girl!”

Grandfather was better. Tears of joy rolled down little Willy’s smiling face. Everything was going to be all right.

And then Stone Fox made his move.

One by one he began to pass the other racers. He went from last place to eighth. Then from eighth place to seventh. Then from seventh to sixth. Sixth to fifth.

He passed the others as if they were standing still.

He went from fifth place to fourth. Then to third. Then to second.

Until only little Willy remained...
In “Sara Sees Red,” how does the mountain trail seem different to Sara when she sees the injured woman than it had seemed to her in the past? Use **two** details from the text to support your answer.

Write your answer in complete sentences.

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How would “Sara Sees Red” be different if the narrator were the injured woman rather than Sara? What different information might the reader have? Use **two** details from the text to support your answer.

Write your answer in complete sentences.

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In the excerpt from *Stone Fox*, why is little Willy confident about crossing the frozen lake when the others won’t attempt it? Use two details from the text to support your answer.

Write your answer in complete sentences.

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Planning Page

You may PLAN your writing for question 73 here if you wish, but do NOT write your final answer on this page. Write your final answer on pages 51 and 52.
“Sara Sees Red” and the excerpt from *Stone Fox* are both adventure stories. In both stories, the main character faces a major challenge. Compare and contrast how Sara and little Willie each react to these challenges.

In your response, be sure to:
- describe the challenge Sara faces in “Sara Sees Red”
- describe the challenge little Willy faces in the excerpt from *Stone Fox*
- compare and contrast how Sara and little Willy react to the challenges they face
- use details from both stories to support your answer

Write your answer in complete sentences.
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<th>Book 1</th>
<th>Book 2</th>
<th>Book 3</th>
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<tr>
<td>1. A  B  C  D</td>
<td>43. A  B  C  D</td>
<td>For numbers 64 through 67, write your answers in the book.</td>
<td>For numbers 68 through 73, write your answers in the book.</td>
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For numbers 64 through 67, write your answers in the book.

64. See page 36.

65. See page 37.

66. See page 37.

67. See page 39.

68. See page 43.

69. See page 43.

70. See page 48.

71. See page 48.

72. See page 49.

73. See page 51.