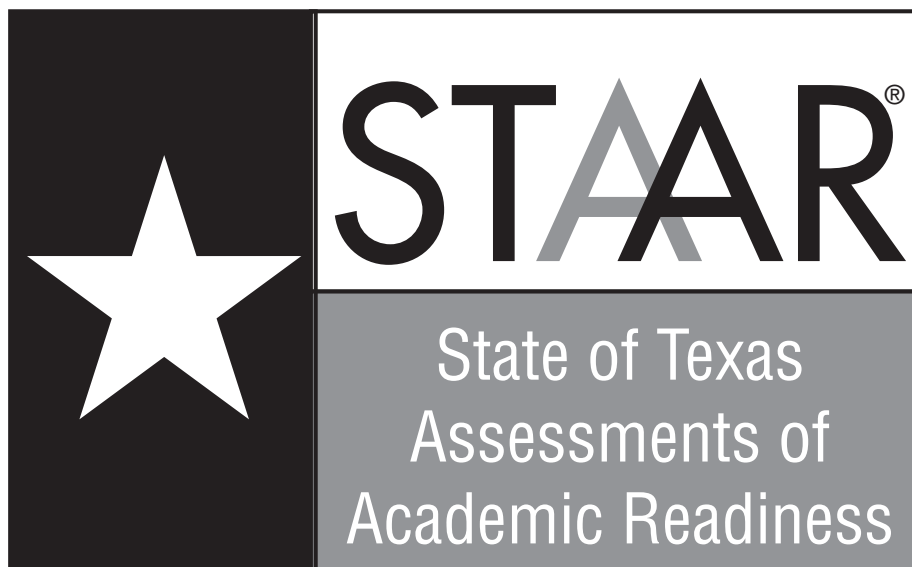


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English II

Administered March 2017

RELEASED

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Sofia's track coach told her about an athlete who displayed great sportsmanship during a competition. After some additional research, Sofia wrote the following paper. Read Sofia's paper and think about the revisions she needs to make. Then answer the questions that follow.



AP Photo/Piqua Daily Call, Mike Ullery

First a Champion and Then a Hero

(1) Meghan Vogel seemed destined to be a track star. (2) Her mother had been a track coach for more than 20 years and had taken Vogel to her first track meet when she was just four weeks old. (3) By the age of 17, Vogel was a standout on her high school track team. (4) A junior, Vogel had been identified as a favorite to win the 1,600-meter race at the 2012 state track meet in Ohio. (5) She not only won the race, but she also ran the distance faster than she had ever run it before. (6) Vogel was a state champion. (7) But interestingly, it was not her first-place finish in this race that caught the world's attention. (8) It was her last-place finish in the next race.

(9) Following her win, Vogel received a gold medal and celebrated with her family and teammates. (10) Then, less than an hour after the awards ceremony, it was time for her to line up for the 3,200-meter race, eight long laps around the

track. (11) For about four laps Vogel was able to keep up with the other runners, but then she started losing steam. (12) Realizing that she hadn't recovered from her previous race, her pace slowed to a jog. (13) As she came around the final turn, she was in last place.

(14) Arden McMath, a sophomore from another school, was also running in this race. (15) Like Vogel, McMath had started the race strong. (16) And also like Vogel, she had begun to fall behind. (17) She had been running at a faster pace than she was used to, and it was taking its toll on her. (18) But McMath refused to give up and pushed on with the goal of simply finishing. (19) Suddenly, however, her legs began to cramp, and she fell to the ground.

(20) Looking ahead, Vogel saw what happened. (21) She knew that if one of the race officials helped McMath get up, the girl would be disqualified from the race. (22) So without really thinking about it, Vogel sped up and helped McMath to her feet. (23) McMath then put her arm around Vogel's neck, and the two walked the final 30 meters to the finish line together. (24) But Vogel's gesture of kindness didn't stop there. (25) She made sure to push McMath across the line first. (26) Meanwhile, in the stands, the crowd cheered louder and louder. (27) Vogel had become an instant hero.

(28) Of course, the media hounded. (29) They spent hours being interviewed over the phone and even appeared together on national television to tell their story. (30) People were eager to read and hear about Vogel's selfless act of kindness. (31) Although she was a little embarrassed at first, McMath was happy to be part of such an inspiring story. (32) And while Vogel was initially surprised by all the attention the race was receiving, she soon realized that people just enjoy hearing a story that makes them smile.

(33) Meghan Vogel was honored at the National Sportsmanship Awards as an outstanding role model for youth.

- 1 Sofia would like to add the following detail to the first paragraph (sentences 1–8).

The team just happened to be one of the best in the area, and Vogel's mom was the coach.

Where should this sentence be inserted?

- A After sentence 1
 - B After sentence 3
 - C After sentence 5
 - D After sentence 6
-

- 2 What is the most effective revision to make in sentence 12?

- F Realizing that she hadn't recovered from her previous race, she slowed her pace to a jog.
 - G She realized that she hadn't recovered from her previous race, her pace slowed to a jog.
 - H Realizing that she hadn't recovered from her previous race, a jog was all she could slow her pace to.
 - J She realized that she hadn't recovered from the pace of her previous race, which slowed to a jog.
-

- 3 Sofia wants to add a quotation after sentence 25 to support the idea that she is trying to convey. Which of the following could best accomplish this goal?

- A "She was in front of me the whole race, so she deserved to finish in front of me no matter what it took," Vogel later commented.
- B "I remember moving to her position," Vogel recalled after the event. "[McMath] was doing the best she could to keep her body upright."
- C "We are a little bit of a minority being distance runners," Vogel shared sometime later. "I think we all have an instant connection."
- D Vogel quietly commented at a later time, "At the time, all I was thinking was that she fell so I probably should pick her up."

- 4 Which of the following could replace sentence 28 and provide a more effective transition between the fourth paragraph (sentences 20–27) and the fifth paragraph (sentences 28–32)?
- F Overall, the girls thought they would eventually have to talk to members of the media.
 - G In conclusion, the media wanted a story, and they were going to get it no matter what it took.
 - H In the days that followed, both girls were inundated with calls from the media.
 - J However, the girls were soon being interviewed over the phone and on national television.
-

- 5 Sofia would like to add a quotation to the end of her paper to help bring it to an effective conclusion. Which of the following would be the most effective for her to add?
- A Interestingly, Vogel has been reported to have once said to a reporter, “I was just worried about getting Arden across the finish line and not hurting her.”
 - B Looking back at the day that she both won a gold medal and came in last place, Vogel said, “I got more attention for helping Arden than for winning at state, but I don’t mind. Sportsmanship is a much bigger deal than winning a race.”
 - C “It definitely caught me off guard,” Vogel said of the attention after the race. “I was expecting the first week of my summer to be pretty relaxed. I was looking forward to getting away. All I could think was, ‘You’ve got to be kidding me.’”
 - D One day Vogel was heard to have said to a group of people who were listening, “When I hear words like that I think of Harriet Tubman and saving people’s lives. I don’t consider myself a hero.”

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Aisha wrote about a clever way to help penguins that have been affected by oil spills. Read Aisha's paper and look for any revisions she should make. Then answer the questions that follow.



Penguin Sweaters

(1) When oil spills from a ship at sea, it can have devastating consequences on wildlife in the area. (2) One animal that has been affected by oil spills off the shore of Australia is the little penguin, also known as the fairy penguin. (3) A group wanted to help these birds. (4) It made sweaters.

(5) Thousands of tiny fairy penguins nest in burrows along the shoreline of Australia. (6) Each day the penguins leave their burrows, and out to sea they head to spend the day swimming and feeding. (7) But in the late 1990s and early 2000s, a number of oil spills in the region threatened the very existence of these birds. (8) Experts tried to help, but they couldn't get to all the birds fast enough. (9) Some penguins would try to groom themselves. (10) They swallowed the toxic oil and died. (11) Knits for Nature formulated a unique plan. (12) They asked volunteers to knit sweaters for the penguins to wear. (13) The sweaters would not only protect the birds from the oil but would also keep them warm while they waited for their turn to be cleaned.

(14) The response to the call for sweaters was tremendous. (15) One great-grandmother in Australia knitted more than 1,000. (16) Other people from around the world also expressed interest in making sweaters for the little penguins. (17) The Penguin Foundation, the group now in charge of Knits for Nature, soon had 40,000 sweaters on hand. (18) Some of the sweaters were used for little penguins at the Wildlife Clinic at Phillip Island Nature Parks in Australia. (19) Others were distributed to nearby wildlife centers. (20) The foundation also sold some of the tiny sweaters to raise funds for fairy penguin research and conservation.

(21) Because there are now a large number of sweaters in storage, the Penguin Foundation has asked that no more be sent. (22) However, the group expressed its gratitude to all the knitters who contributed to the cause. (23) Park manager Peter Dann said, "It's humbling to think that the world's smallest penguin is receiving so much love from around the world."

- 6 Aisha would like to offer a more effective thesis statement for her paper. Which of the following could replace sentences 3 and 4 and help accomplish this goal?
- F There was a group in the area that would be called Knits for Nature. This particular group decided that it wanted to help the birds and made sweaters for them that would do this.
 - G A group of concerned conservationists in the area came together to help these birds. The group, which called itself Knits for Nature, began temporarily fitting the oil-soaked birds with handmade sweaters.
 - H While many people wanted to help the little birds, Knits for Nature acted quickly. After learning about the plight of Australia's fairy penguins, they knew that there was something they could contribute.
 - J These birds desperately needed some help, or they might all die. A group known as Knits for Nature came to the rescue for the birds with their sweaters.
-

- 7 What is the most effective way to revise sentence 6?
- A Each day the penguins that leave their burrows head out to sea for spending the day swimming and feeding.
 - B Each day the penguins head out to sea to spend the day swimming and feeding, leaving their burrows.
 - C Each day the penguins leave their burrows they head out to sea to spend the day swimming and feeding.
 - D Each day the penguins leave their burrows and head out to sea to spend the day swimming and feeding.

8 What is the most effective way to combine sentences 9 and 10?

- F Some penguins would try to groom themselves because they swallowed the toxic oil and died.
 - G Attempting to groom themselves were some penguins, who swallowed the toxic oil and died.
 - H While attempting to groom themselves, some penguins swallowed the toxic oil and died.
 - J Some penguins would try to groom themselves, they swallowed the toxic oil and died.
-

9 What is the most effective transition to add to the beginning of sentence 17?

- A However
- B For example
- C Furthermore
- D As a result

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Lily's teacher asked her to write about a time she learned a lesson from animals. Lily has written this paper, but before she submits her final copy, she would like you to proofread it. Read Lily's paper and think about the corrections she needs to make. Then answer the questions that follow.

The Seagull and the Crow

(1) My Literature teacher explained that a fable is a story that teaches a lesson or moral and often uses animals as characters. (2) Last summer I witnessed an honest-to-goodness fable unfold before my eyes.

(3) As an end-of-summer treat, my parents had booked accommodations at a small hotel near the beach. (4) The weather wasn't as sunny or warm as we had hoped, so we spent most of our time in the hotel room. (5) Luckily, we had a great view of the ocean. (6) I was happy to relax indoors and watch the hardier beach-goers, the sea birds, and the surf. (7) When my parents and sister decided to go into town to shop one afternoon, I opted to stay in the room. (8) I'm glad I did because that's when the "fable" played out.

(9) Our fourth-floor room had a sliding glass door that opened onto a small balcony. (10) The sides below the balcony railing was enclosed in plexiglass to make the area safer for pets and young children. (11) The balcony was just large enough to hold a little round table and two chairs. (12) As I gazed outside, two coastal inhabitants arrived. (13) First a seagull and then a crow swooped onto the balcony to finish off the remainders of our breakfast bagels. (14) There were plenty of crumbs, so the birds shared the meal peacefully. (15) After a while, the crow seemed satisfied, took off, and flew out of sight. (16) The seagull, who was the much larger of the two, had room for more and stayed a bit longer before preparing to leave. (17) The gull's departure, however, did not go well! (18) The transparent plexiglass obviously had the bird confused. (19) It attempted one shallow takeoff after another each time it banged itself against the glass. (20) The more the seagull failed, the harder it tried, finally knocking itself to the ground, which caused me to fear for its life! (21) I wasn't sure what to do, but I wasn't keen on the idea of sliding open the door and confronting a big, panicky gull.

(22) Then a black shape crossed the sky. (23) The crow had returned. (24) I didn't know if it was hungry again and had come back for more crumbs or if it had heard the distressed gull, but what happened next simply amazed me! (25) That crow landed on the floor of the deck and cawed as if to get the seagull's attention. (26) The dazed seagull took note. (27) The crow stared at the gull and then hopped from the floor onto a chair. (28) After just a second the seagull did the same. (29) The crow hopped onto the tabletop and then onto one of two lanterns sitting on the table. (30) The seagull followed suit. (31) Finally the crow took another hop, leading the gull to the balcony rail. (32) The birds perched on the rail together for just a moment and then flew away toward the sea.



The Seagull and the Crow, Still Together Later That Day

(33) This is an absolutely true story and without a doubt one of the coolest things I've ever seen. (34) I just sat there for a while with my mouth hanging open. (35) There was no missing the message in what I had witnessed. (36) The moral of "The Seagull and the Crow" was clearly this no matter how dissimilar two creatures might be, they will have opportunities to help and support each other. (37) The image of that crow returning to rescue the floundering seagull is etched in my mind as a reminder of my responsibility to always lend a helping hand to others.

10 What change needs to be made in sentence 1?

F Change **Literature** to **literature**

G Insert a comma after **story**

H Change **uses** to **use**

J Change **animals** to **animal's**

11 What change should be made in sentence 10?

A Change **was enclosed** to **were enclosed**

B Change **to make** to **this was supposed to make**

C Change **safer** to **more safer**

D No change should be made.

12 What is the correct way to write sentence 19?

- F Attempting one shallow takeoff after another and each time banging itself against the glass.
 - G It attempted one shallow takeoff after another. Each time banging itself against the glass.
 - H Attempting one shallow takeoff after another. Each time it banged itself against the glass.
 - J It attempted one shallow takeoff after another, each time banging itself against the glass.
-

13 How should sentence 36 be changed?

- A Insert a colon after **this**
- B Change **dissimilar** to dissimular
- C Delete the comma
- D Change **they** to you

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Grace wrote the following paper to encourage her peers to begin voting as soon as they turn 18. Read Grace's paper and think about the corrections she needs to make. Then answer the questions that follow.



Vote!

(1) In 1971 the Twenty-Sixth Amendment to the United States Constitution lowered the voting age from 21 to 18. (2) Young adults, some still in high school, were finally allowed to help select our nation's leaders. (3) Initially, young people were excited to have this right, but today many do not bother to vote. (4) In fact, in the 2012 presidential election, fewer than 40 percent of U.S. citizens between the ages of 18 and 24 voted. (5) Young people should appreciate their right to vote and register as soon as they're eligible.

(6) We are fortunate to live in a democracy in the United States. (7) One of the cornerstone's of a democracy is the right people have to vote for those who represent them in government. (8) However, certain populations, including women, African Americans, and most recently, those under 21, have had to fight for this right in the United States. (9) In some countries there are citizens still fighting for this right. (10) When we exercise our right to vote, we honor those who have worked hard to make sure that we have this opportunity.

(11) Voting also provides young adults with a voice in government. (12) The decisions that local, state, and federal officials make can directly affect young people. (13) Politicians can decide, for example, how much federal aid will be

offered for college tuition and how much minimum wage will be. (14) They also decide how much people will pay in taxes and how that money will be spent. (15) Will it be used to build more roads and parks, or should it be spent on medical research and law enforcement? (16) Since many of these issues are important to you and your future, you should participate in the voting process. (17) Those who do not take the time to vote do not have the right to complain about the decisions made by their elected officials.

(18) In addition to electing leaders. (19) Voters get to say yes or no to questions related to their local communities. (20) For example, residents in Cleveland, Ohio, recently voted to remove traffic enforcement cameras from the city. (21) And the citizens of San Francisco, California, voted in favor of an initiative that limits the height of new buildings in the waterfront area of the city. (22) Should your community raise its sales tax, impose a tax on sugary drinks, or help pay for a sports arena. (23) Each of these questions has appeared on a local ballot, and some have won or been defeated by narrow margins. (24) Your vote at age 18 counts just as much as the vote of an older citizen. (25) It is important that you take the opportunity to stand up for the things that concern you.

(26) As a sophomore in high school, you are probably a couple years away from turning 18, but you can and should start thinking about voting now. (27) It's your privilege as a U.S. citizen, and it will definitely have an impact on your future.

14 What change, if any, should be made in sentence 4?

- F Change **presidential** to **Presidential**
 - G Change the comma after **election** to a semicolon
 - H Change **then** to **than**
 - J No change should be made in sentence 4.
-

15 What change, if any, should be made in sentence 7?

- A Change **cornerstone's** to **cornerstones**
 - B Change **is** to **are**
 - C Change **them** to **you**
 - D No change should be made in this sentence.
-

16 What is the correct way to write sentences 18 and 19?

- F In addition to electing leaders, voters get to say yes or no to questions. That are related to their local communities.
- G In addition to electing leaders, voters get to say yes or no to questions, they are related to their local communities.
- H In addition to electing leaders, voters get to say yes or no to questions related to their local communities.
- J Sentences 18 and 19 are written correctly in the paper.

17 What change should be made in sentence 22?

- A Change ***its*** to **it's**
 - B Change ***sugary*** to **sugery**
 - C Change ***help pay*** to **helped pay**
 - D Change the period to a question mark
-

18 What change, if any, needs to be made in sentence 27?

- F Change ***privilage*** to **privilege**
- G Delete the comma
- H Change ***it*** to **they**
- J No change needs to be made.

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

WRITTEN COMPOSITION: Persuasive

Read the following quotation.

Think of all the beauty that's still left in and around you and be happy.

—*from The Diary of Anne Frank by Anne Frank*

Even in difficult circumstances, some people focus on the positive aspects of life. Think carefully about this statement.

Write an essay stating your opinion on whether a person can choose to be happy.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Read the next two selections and answer the questions that follow.

Voyageurs

by Scott Russell Sanders

- 1 In morning mist on a northern river, a slab of stone tumbled from a boulder into the water, where it came to life and floated, turning into a sleek black head that swam in circles dragging a V of ripples behind it. A beaver, I thought, as I watched from shore. But no sooner had I named it than the creature bobbed up and then dove, exposing a long neck and humped back and pointed tail. Not a beaver, I realized, but an otter. I was pleased to find a label for this animate scrap, as though by pinning the right word on the shape-shifter I could hold it still.
- 2 Presently a second otter, then a third and fourth broke free of the boulder and slithered down into the mercury sheen of the river. They dove without a splash, their tails flipping up to gleam like wands in the early sunlight, and they surfaced so buoyantly that their forepaws and narrow shoulders lifted well out of the water. Then one after another they clambered back onto the rock and dove again, over and over, like tireless children taking turns on a playground slide.
- 3 My daughter Eva came to stand beside me, the hood of her parka drawn up against the cool of this July morning here in the north woods, on the boundary between Minnesota and Ontario. We passed her binoculars back and forth, marveling at these sleek, exuberant animals.
- 4 "Wouldn't you love to swim with them?" she whispered.
- 5 "I'd love to sit on that boulder and let them do the swimming," I answered.
- 6 "If only they'd let us!"
- 7 Always quick to notice the flicker of life, Eva had spent the past two summers studying birds with a research team, and now, halfway through college, she had become a disciplined as well as a passionate observer. Science had complicated her vision without lessening her delight in other creatures.
- 8 "What do you suppose they're doing?" I asked.
- 9 "The technical term for it," she said, "is goofing around."
- 10 "I suppose you've got some data to back that up."
- 11 "I'll show you the graphs when we get home."
- 12 Drawn by our whispers and watchfulness, the others from our camp soon joined us on the granite bluff, some bearing mugs of coffee, some with plates of steaming blueberry pancakes. We had been canoeing in the Boundary Waters Wilderness for several days, long enough for the men's faces to stubble with beards, for the women's faces to burnish from wind and sun. When all ten of us were gathered there beside the river, intently watching, suddenly the otters quit

diving, swiveled their snouts in our direction, then ducked into hiding beneath some lily pads. After a couple of minutes, as though having mulled over what to do about this intrusion, they sallied out again and resumed their romping, chasing one another, bobbing and plunging, but farther and farther away, until they disappeared around the next bend.

- 13 If our scent or voices had not spooked them, then our upright silhouettes, breaking the glacier-smoothed outline of the shore, must have signaled danger to the otters. There was no way of knowing what else, if anything, we meant to them. What did the otters mean to us? What held us there while our pancakes cooled, while acres of mist rode the current past our feet, while the sun rose above a jagged fringe of trees and poured creamy light onto the river? What did we want from these elegant swimmers?
- 14 Or, to put the question in the only form I can hope to answer, what did I want? Not their hides, as the native people of this territory, the Ojibwa, or the old French voyageurs might have wanted; not their souls or meat. I did not even want their photograph, although I found them surpassingly beautiful. I wanted their company. I desired their instruction—as if, by watching them, I might learn to belong somewhere as they so thoroughly belonged here. I yearned to slip out of my skin and into theirs, to feel the world for a spell through their senses, to think otter thoughts, and then to slide back into myself, a bit wiser for the journey.
- 15 In tales of shamans the world over, men and women make just such leaps, into hawks or snakes or bears, and then back into human shape, their vision enlarged, their sympathy deepened. I am a poor sort of shaman. My shape never changes, except, year by year, to wrinkle and sag. I did not become an otter, even for an instant. But the yearning to leap across the distance, the reaching out in imagination to a fellow creature, seems to me a worthy impulse, perhaps the most encouraging and distinctive one we have. It is the same impulse that moves us to reach out to one another across differences of race or gender, age or class. What I desired from the otters was also what I most wanted from my daughter and from the friends with whom we were canoeing, and it is what I have always desired from neighbors and strangers. I wanted their blessing. I wanted to dwell alongside them with understanding and grace. I wanted them to go about their lives in my presence as though I were kin to them, no matter how much I might differ from them outwardly.

From *Writing from the Center* (Indiana University Press, 1995) © 1995 by Scott Russell Sanders; reprinted by permission of the author.

from One Kingdom: Our Lives with Animals

by Deborah Noyes

- 1 Ideally a zoo visit is a mentorship—emotional, intellectual, spiritual—a way to interact with nature on a concentrated scale. It’s the wide, wild world in miniature, and its human architects are conscientious stewards. The zoo experience should be, first and foremost, meaningful. There’s too much at stake for it not to be.
- 2 But zoos are a paradox. Even as children, many of us feel there—together with our interest and curiosity—a muffled unease. People do have meaningful encounters in zoos, or they wouldn’t flock to them in record numbers. I’ve had my share, usually late in the day when the crowds have thinned or gone, when the heat of the sun has waned, when the evening’s meal is imminent and the animals know it, when I’m willing to sit alone—blank and patient and outside myself—and sit some more. But more often my experience has been representative.
- 3 If the animals are visible at all—not off exhibit or obscured by the very greenery installed to protect their privacy (and who would begrudge them?)—we watch through wire or glass, aching for a connection that rarely comes. Some children (adults, too) rap on the window or otherwise urge the animals on with funny faces and undignified attempts at cross-species communication. *Do something*, we think, and they do precisely what they will or won’t. Natural antics—monkeys grooming or swinging in play—delight us, but familiar zoo behaviors like pacing, swaying, or regurgitating food evoke a vague embarrassment, as of some unwelcome intimacy. We may half-heartedly read the sign stationed to inform us of the captive’s natural habitat and behaviors, but by now its unnatural fate may well have disheartened us. We seek solace in interaction, buttons to push and levers to pull, or we fix on some other distraction: tired toddlers wailing for ice cream, the heat, a blaring boombox.
- 4 In the end, novelty wins out over a tangle of emotions we can’t name; that, or the tug to move on to the next exhibit, to the gift shop, to the snack bar, before our legs give out. In this way we carry on . . . consumers at odds with our own motives.
- 5 Perhaps we’re uneasy because the animals withhold from us the one thing we would have: their consent. It would ease my spirit (prepare for some shameless anthropomorphism here), to be sure, if the wolf suddenly ceased its pacing, looked up, met my eye, and said, “Welcome, friend, and thanks for being here today. You see me, and it has changed you. I now see the worth of my sacrifice.” But he will not pause. He does not look. I am unforgiven.

- 6 These are my own feelings, not representative of anyone else's, I realize. But zoos do seem to leave many people uncomfortable, maybe because—despite our best intentions—it's a lopsided exchange. We consume a healthy sampling of the world's biodiversity in an afternoon, and we make it home for dinner. But what do humans give zoo animals in return? The benefits of captive breeding. Basic care and protection (survival is no picnic in the wild; animals certainly have it easier in captivity). But is survival enough, and why is it ours to give?
- 7 It's an old controversy, and a circular one. There are as many ways to justify captivity (the animals have nowhere else to go . . . they're safer and better nourished in zoos . . . they're educational ambassadors here on behalf of their kind) as there are arguments against it. I have, with difficulty, weighted the scale first one way and then the other, and in the end I'm no closer to knowing than I ever was. I fear someday we'll regret what could not be helped, but for now I continue to see the intrinsic worth of zoos.

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Use “Voyageurs” (pp. 24–25) to answer questions 19–25. Then fill in the answers on your answer document.

19 In paragraph 2, what does *clambered* mean?

- A Called back and forth to one another
 - B Climbed awkwardly on all fours
 - C Clawed in search of something
 - D Completed a complicated action
-

20 The description of the otters in paragraphs 1 and 2 suggests they are —

- F loving
 - G hostile
 - H playful
 - J tense
-

21 In paragraph 7, the author includes the information about his daughter’s studies primarily to —

- A provide background information about their trip to the north woods
- B explain the details of her scientific research studies of wild animals
- C indicate that delight in nature need not disappear with scientific knowledge
- D show that scientific knowledge has the ability to transform our attitudes about all life

22 Which quotation best illustrates the author's yearning for connection with the world?

- F *Science had complicated her vision without lessening her delight in other creatures.*
 - G *We had been canoeing in the Boundary Waters Wilderness for several days, long enough for the men's faces to stubble with beards, for the women's faces to burnish from wind and sun.*
 - H *I am a poor sort of shaman. My shape never changes, except, year by year, to wrinkle and sag.*
 - J *I desired their instruction—as if, by watching them, I might learn to belong somewhere as they so thoroughly belonged here.*
-

23 In paragraph 2, the author uses the figurative language “their tails flipping up to gleam like wands in the early sunlight” to illustrate the —

- A magical beauty of the otters
- B mystical allure of the morning
- C cheerful nature of the otters
- D tranquility of the morning setting

- 24 Why does the author ask several questions in paragraphs 13 and 14?
- F To analyze his disagreements with others about how to protect nature
 - G To evaluate his reasons for worrying about the creatures before him
 - H To review the ways humankind has harmed nature
 - J To explore his motivations for continuing to stand by the river
-

- 25 Which quotation best supports the theme of the interrelatedness of living creatures?
- A *I was pleased to find a label for this animate scrap, as though by pinning the right word on the shape-shifter I could hold it still.*
 - B *"I'd love to sit on that boulder and let them do the swimming," I answered.*
 - C *Drawn by our whispers and watchfulness, the others from our camp soon joined us on the granite bluff, some bearing mugs of coffee, some with plates of steaming blueberry pancakes.*
 - D *I wanted them to go about their lives in my presence as though I were kin to them, no matter how much I might differ from them outwardly.*

Use *One Kingdom: Our Lives with Animals* (pp. 26–27) to answer questions 26–31. Then fill in the answers on your answer document.

26 Which statement best expresses the main idea of the essay?

- F As uncomfortable as zoos can make us feel, they are useful and appealing.
- G Zoos benefit everyone by helping animals and educating people.
- H When visiting zoos, people should respect the animals.
- J Zoos have initiated many improvements that benefit animals.

27 Read this quotation from paragraph 1.

It's the wide, wild world in miniature, and its human architects are conscientious stewards.

In this quotation, the author means that —

- A zoos should provide visitors with opportunities to feed and care for the animals
- B zoos need to be designed to accommodate most of the world's animal species
- C people are responsible for properly feeding the animals in zoos
- D people have built and control the unnatural world the animals in their care now inhabit

28 What evidence does the author primarily use to support her message?

- F** Facts about biodiversity
 - G** Expert opinions and interviews
 - H** Personal observation and reflection
 - J** Details about zoo practices
-

29 The author includes the ideas in paragraphs 3 and 4 primarily to —

- A** explain why visitors to zoos often experience troubling emotions
- B** describe the zoo habitats of the animals that children most like to visit
- C** advocate for zoo programs that will provide more-stimulating activities for the animals
- D** inform visitors to zoos how to behave when viewing the animals

30 Why does the author include an imaginary conversation with a wolf in paragraph 5?

- F** To contrast the experience of animals in a zoo with that of wild animals
 - G** To suggest that animals are worthy of moral consideration
 - H** To ridicule the behavior of zoo visitors who do not respect the animals
 - J** To present a subtle argument for the improved treatment of animals
-

31 Which of the following provides the best summary of the essay?

- A** Zoos exhibit the world's animals to millions of visitors every year. But since the animals' habitats do not provide the freedom and stimulation found in the wild, the animals often act in unnatural ways that are disturbing to the people observing them.
- B** Zoos provide meaningful opportunities for people to observe animals they might not otherwise see. However, seeing animals in captivity can be disheartening and can make people wonder whether the benefits of zoos outweigh the disadvantages.
- C** Zoos allow people the opportunity to observe wild animals at close range. Although these opportunities are beneficial to people, the animals in zoos live in unnatural habitats that restrict their movement and cause them permanent harm.
- D** Zoos give visitors a view of the world's animals in settings similar to their natural habitat. By providing care and food to these animals, zoos improve the survival chances for many species facing extinction in the wild.

Use “Voyageurs” and *One Kingdom: Our Lives with Animals* to answer questions 32–36. Then fill in the answers on your answer document.

32 Which question do the authors of **both** essays have about wildlife?

- F What measures should people take to protect wildlife?
 - G What is mankind’s ideal relationship with wild animals?
 - H Which wildlife species have benefited most from mankind’s influence?
 - J Which animal behaviors help humans understand their own behaviors?
-

33 What is one **difference** between the two essays?

- A “Voyageurs” describes the behavior of many observers, while the excerpt from *One Kingdom: Our Lives with Animals* reveals only the author’s actions.
 - B “Voyageurs” explains the findings of scientific studies, while the excerpt from *One Kingdom: Our Lives with Animals* includes only the author’s viewpoint.
 - C “Voyageurs” describes wild animals in their natural habitat, while the excerpt from *One Kingdom: Our Lives with Animals* describes animals in captivity.
 - D “Voyageurs” advocates for wildlife preservation, while the excerpt from *One Kingdom: Our Lives with Animals* argues that animals are safer in captivity.
-

34 While the author of *One Kingdom: Our Lives with Animals* sees zookeepers as the “conscientious stewards” of wild animals, the author of “Voyageurs” —

- F thinks it is inhumane to keep animals in captivity
- G wishes he could co-exist with all creatures
- H wants to escape civilization and live in nature
- J supports programs to provide safer habitats for wildlife

35 What is one **difference** between the endings of the two essays?

- A "Voyageurs" ends with an apologetic tone, while the excerpt from *One Kingdom: Our Lives with Animals* ends by proposing further study.
 - B "Voyageurs" ends with a call to action, while the excerpt from *One Kingdom: Our Lives with Animals* ends by redefining key terms.
 - C "Voyageurs" ends with a summary of key points, while the excerpt from *One Kingdom: Our Lives with Animals* ends with a rhetorical question.
 - D "Voyageurs" ends with a tentative assertion, while the excerpt from *One Kingdom: Our Lives with Animals* ends with a clarification of beliefs.
-

36 What is one **similarity** between the authors of the two essays?

- F They both wish to experience a connection with animals.
- G They both suggest that human intervention is harmful to wildlife.
- H They both think that wild animals are healthier when left in their natural habitat.
- J They both believe that animals behave most naturally when not being observed.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Using Maps vs. GPS

by Steven Kurutz

- 1 Call me a fossil, but when I take a road trip I like to get around by using printed maps. I've been licensed to drive for 20 years, and every car I've owned has contained a Rand McNally Road Atlas, with the maps of the Northeastern states dog-eared and loosened from their staples. Navigating by map carries over to foreign roads, too. In May my wife and I went to France, where we drove around Provence and dipped a wheel into Italy.
- 2 Before we left, I amassed the blanket topographical coverage I imagine the Allied generals had when they stormed the Continent. Collecting the maps was an interminable process. Bookstores have scaled back their selection in recent years. Or stopped selling maps altogether. Apparently, a good number of people think printed maps are pointless nowadays.
- 3 For instance, my wife. Her idea of an enjoyable drive doesn't involve messing with accordion folds and reading eye-chart type, while I yell out from behind the wheel: "We just passed a sign. Do you see Route 6 anywhere on there?" She prefers GPS. Likes the ease of it. Takes comfort in knowing we're on the best route. According to the navigation software, anyway.
- 4 There's admittedly something satisfying about watching the blue-dot version of yourself inch closer to its destination. And sure, for the rush-hour commuter it's very 21st century for your phone to alert you to an accident snarling traffic up ahead. But I would argue that a road trip, especially one taken with another person, is a lesser experience with GPS or navigation apps. I'm not even going to get into how, in choosing the single most efficient route to your desired destination, GPS excludes other routes and destinations you might not realize you desire to see, and removes serendipity—which as any undergrad with a Penguin Classics edition of *On the Road* knows, is the very oxygen that makes a road trip come alive.
- 5 Consider this, though: Using printed maps requires travelers to work together. You become a team. Driver and navigator. Your ability to get along and solve problems is tested in valuable, revealing ways. GPS removes that entire interpersonal dynamic. It encourages a passive form of journeying: sit back and drift, because the vaguely Australian-sounding computer lady will tell you to turn left in a quarter mile.
- 6 Driving by map, on the other hand, engages you actively with your surroundings. It makes you observe road signs, be in the moment. And that closer engagement, I've found, imprints the landscape more vividly and permanently on your mind. When I return home, I can unfold my maps and take myself back to a town or a stretch of highway.

- 7 Often I'll buy a map months before the trip, and by studying it try to pull the opposite trick—to transport myself into the place I intend to visit. It builds anticipation. Eric Riback, a map publisher in upstate New York who writes a blog called *Mapville*, described this to me poetically as the "seeking, dreaming part of travel that you can do with a map."
- 8 I used to seek and dream at the Hagstrom Map and Travel Center on West 43rd Street. I loved that store. It closed four years ago, leaving New York, like many cities, without a specialty map shop.
- 9 Mr. Riback believes we live in a golden age for maps. "More people are using more maps in more ways than they have in our lifetime," he said. But he estimated that printed map sales are less than half of what they once were. And filling stations no longer sell maps as a rule. People still like to frame printed maps as art; they just don't like using them as much when road tripping.
- 10 My wife wishes I fell into this camp. I know this because as we left the Europcar agency in Avignon, she turned to me and said, "My heart sank when you declined GPS." Later, in the car, as we regarded a local map provided by the agent—a much-photocopied and essentially unreadable document—she said, "Now my seven-day nightmare begins."
- 11 This was our honeymoon, incidentally.
- 12 Maybe she was having flashbacks to our trip to Rome two summers ago. We planned to drive up to Tuscany for a few days. I'd caved and agreed to GPS. But, as happens, there was a mix-up and our rental car came unequipped. She went pale and began breathing irregularly. Outwardly, I comforted. Inwardly, I rejoiced. I'd packed a map. I'd get to test my mettle in a foreign country. And on Italian roads, no less, where the center line is basically decorative.
- 13 Traveling in a strange place by map alone builds confidence that I can get around in the world. GPS may eliminate a big source of travel stress—getting lost—but it also removes some of the thrill and personal challenge. In Rome, without GPS, we found ourselves in a maddening maze of arbitrary-seeming and suddenly reversing one-way streets. Much smoother was our recent European road trip. I handled the driving, my wife semi-embraced the map-reader role and we kept up steady communication, pointing out road signs, noting landmark cues, growing gently hypnotized by the traffic circles.
- 14 There we were, the two of us, finding our way on foreign roads, satellite-unassisted. At one point, I asked my wife if she still wanted GPS, and though she replied yes, I'm sure I heard a pause before she answered.

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37 Read these sentence fragments from paragraph 3.

Takes comfort in knowing we're on the best route. According to the navigation software, anyway.

The author is implying that —

- A travelers may experience something from a drive that computers can't predict
 - B navigation software has become more reliable
 - C driving in unfamiliar places should make people uncomfortable
 - D uncertainty leads to navigational difficulties
-

38 The author's main purpose for writing this article is to —

- F describe the problems that occur when drivers ignore printed maps in favor of GPS
 - G argue that navigating with printed maps produces a better road-trip experience than using GPS
 - H show that GPS and printed maps complement each other
 - J explain why drivers have so willingly adopted GPS over printed maps
-

39 Why does the author include the quotation from Eric Riback in paragraph 7?

- A To support his own viewpoint that maps enhance travel
- B To show that map publishers are engaged in creative activities
- C To establish that a community of map enthusiasts still exists
- D To explain how maps can act as mementos

40 Read this quotation from paragraph 4.

*I'm not even going to get into how, in choosing the single most efficient route to your desired destination, GPS excludes other routes and destinations you might not realize you desire to see, and removes serendipity—which as any undergrad with a Penguin Classics edition of *On the Road* knows, is the very oxygen that makes a road trip come alive.*

In this statement, the author shows that he thinks —

- F planning a trip in exact detail takes too much time and effort
 - G young people are more adventurous than older, more experienced travelers
 - H it's worthwhile to risk wasting time during a trip in the hopes of being surprised
 - J less well-known tourist attractions can be as thrilling as the popular ones
-

41 In paragraph 12, the word *mettle* means —

- A resourcefulness
 - B mastery of language
 - C willingness to change
 - D tolerance
-

42 On the advantages of using paper maps, the author's wife is mostly —

- F curious
- G skeptical
- H neutral
- J flustered

43 Which detail about printed maps is most important to the author's argument?

- A They are available in fewer places today than they once were.
 - B They encourage a driver and a navigator to work together.
 - C They are sometimes difficult to read.
 - D They can be framed as art.
-

44 Why does the author begin the selection with the words "Call me a fossil"?

- F To indicate how people often address him
- G To acknowledge that he is older than most of his readers
- H To show he understands that his views are considered outdated
- J To establish that he is used to his beliefs being questioned

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

from **All the Light We Cannot See**

by Anthony Doerr

Eight-year-old Marie-Laure, who went blind at the age of six, lives with her father in Paris shortly before World War II. Marie-Laure's father has built a model of their neighborhood so that Marie-Laure can practice navigating the streets on her own. Each Tuesday on his day off work, her father takes her to a new area of the neighborhood and lets her guide them both home.

- 1 Tuesday after Tuesday she fails. She leads her father on six-block detours that leave her angry and frustrated and farther from home than when they started. But in the winter of her eighth year, to Marie-Laure's surprise, she begins to get it right. She runs her fingers over the model in their kitchen, counting miniature benches, trees, lampposts, doorways. Every day some new detail emerges—each storm drain, park bench, and hydrant in the model has its counterpart in the real world.
- 2 Marie-Laure brings her father closer to home before making a mistake. Four blocks three blocks two. And one snowy Tuesday in March, when he walks her to yet another new spot, very close to the banks of the Seine¹, spins her around three times, and says, "Take us home," she realizes that, for the first time since they began this exercise, dread has not come trundling up from her gut.
- 3 Instead she squats on her heels on the sidewalk.
- 4 The faintly metallic smell of the falling snow surrounds her. *Calm yourself. Listen.*
- 5 Cars splash along streets, and snowmelt drums through runnels; she can hear snowflakes tick and patter through the trees. She can smell the cedars in the Jardin des Plantes a quarter mile away. Here the Metro hurtles beneath the sidewalk: that's the Quai Saint-Bernard. Here the sky opens up, and she hears the clacking of branches: that's the narrow stripe of gardens behind the Gallery of Paleontology. This, she realizes, must be the corner of the quay and rue Cuvier.
- 6 Six blocks, forty buildings, ten tiny trees in a square. This street intersects this street intersects this street. One centimeter at a time.
- 7 Her father stirs the keys in his pockets. Ahead loom the tall, grand houses that flank the gardens, reflecting sound.
- 8 She says, "We go left."

¹The Seine is a river in Paris.

- 9 They start up the length of the rue Cuvier. A trio of airborne ducks threads toward them, flapping their wings in synchrony, making for the Seine, and as the birds rush overhead, she imagines she can feel the light settling over their wings, striking each individual feather.
- 10 Left on rue Geoffroy Saint-Hilaire. Right on rue Daubenton. Three storm drains four storm drains five. Approaching on the left will be the open ironwork fence of the Jardin des Plantes, its thin spars like the bars of a great birdcage.
- 11 Across from her now: the bakery, the butcher, the delicatessen.
- 12 "Safe to cross, Papa?"
- 13 "It is."
- 14 Right. Then straight. They walk up their street now, she is sure of it. One step behind her, her father tilts his head up and gives the sky a huge smile. Marie-Laure knows this even though her back is to him, even though he says nothing, even though she is blind—Papa's thick hair is wet from the snow and standing in a dozen angles off his head, and his scarf is draped asymmetrically over his shoulders, and he's beaming up at the falling snow.
- 15 They are halfway up the rue des Patriarches. They are outside their building. Marie-Laure finds the trunk of the chestnut tree that grows past her fourth-floor window, its bark beneath her fingers.
- 16 Old friend.
- 17 In another half second her father's hands are in her armpits, swinging her up, and Marie-Laure smiles, and he laughs a pure, contagious laugh, one she will try to remember all her life, father and daughter turning in circles on the sidewalk in front of their apartment house, laughing together while snow sifts through the branches above.

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45 In paragraph 14, the word *asymmetrically* means —

- A lopsidedly
 - B luxuriously
 - C stylishly
 - D conspicuously
-

46 The story explores a theme about the —

- F challenges of parent–child relationships
 - G need to face reality
 - H pleasure of becoming self-reliant
 - J struggle for recognition
-

47 The sentence fragments in paragraph 10 help convey Marie-Laure’s —

- A total disorientation
- B quiet resentment
- C giddy overexcitement
- D intense focus

48 The tone of the concluding paragraph can best be described as —

- F serious
 - G joyous
 - H sentimental
 - J condescending
-

49 After Marie-Laure’s father says “Take us home” in paragraph 2, the reader can infer from Marie-Laure’s reaction that —

- A her father says this whenever they go for a walk
 - B her father never explains the exercise
 - C she has gained self-confidence
 - D she fears being disappointed
-

50 For Marie-Laure, the chestnut tree in paragraphs 15 and 16 symbolizes —

- F success
- G forgiveness
- H solitude
- J hope

51 Which quotation shows that Marie-Laure is referring to the model in her kitchen as she finds her way home?

- A** *They start up the length of the rue Cuvier.*
 - B** *This street intersects this street intersects this street. One centimeter at a time.*
 - C** *She says, "We go left."*
 - D** *Instead she squats on her heels on the sidewalk.*
-

52 What does the description of the model in paragraph 1 reveal about the father's character?

- F** His expectations for his daughter are unrealistic.
- G** His love for Marie-Laure is limitless.
- H** He is meticulous and dedicated.
- J** He is concerned with irrelevant details.



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	5	Supporting	E.15(A)	B
2	5	Readiness	E.13(C)	F
3	5	Supporting	E.15(A)	A
4	5	Supporting	E.15(A)	H
5	5	Supporting	E.15(A)	B
6	5	Supporting	E.15(A)	G
7	5	Readiness	E.13(C)	D
8	5	Readiness	E.13(C)	H
9	5	Readiness	E.13(C)	D
10	6	Readiness	E.18(A)	F
11	6	Supporting	E.17(A)	A
12	6	Readiness	E.17(C)	J
13	6	Readiness	E.18(B)	A
14	6	Readiness	E.13(D)	H
15	6	Readiness	E.18(B)	A
16	6	Readiness	E.17(C)	H
17	6	Readiness	E.18(B)	D
18	6	Readiness	E.19(A)	F
Prompt	4	Readiness	E.16(A)	*
19	1	Readiness	E.1(B)	B
20	2	Supporting	E.6(A)	H
21	2	Supporting	E.6(A)	C
22	2	Supporting	E.2 Fig. 19(B)	J
23	2	Supporting	E.6(A)	A
24	2	Supporting	E.6(A)	J
25	2	Supporting	E.2 Fig. 19(B)	D
26	3	Readiness	E.8(A)	F
27	3	Readiness	E.9(C)	D
28	3	Supporting	E.9(B)	H
29	3	Readiness	E.9(C)	A
30	3	Readiness	E.9(C)	G
31	3	Readiness	E.9(A)	B
32	1	Readiness	Fig. 19(B)	G
33	1	Readiness	Fig. 19(B)	C
34	1	Readiness	Fig. 19(B)	G
35	1	Readiness	Fig. 19(B)	D
36	1	Readiness	Fig. 19(B)	F
37	3	Supporting	E.10 Fig. 19(B)	A
38	3	Readiness	E.8(A)	G
39	3	Supporting	E.10 Fig. 19(B)	A
40	3	Supporting	E.10 Fig. 19(B)	H
41	1	Readiness	E.1(B)	A
42	3	Supporting	E.10 Fig. 19(B)	G
43	3	Readiness	E.8(A)	B
44	3	Supporting	E.10 Fig. 19(B)	H
45	1	Readiness	E.1(B)	A
46	2	Readiness	E.2 Fig. 19(B)	H
47	2	Readiness	E.5 Fig. 19(B)	D
48	2	Readiness	E.5 Fig. 19(B)	G
49	2	Readiness	E.5 Fig. 19(B)	C
50	2	Supporting	E.7(A)	F
51	2	Readiness	E.5 Fig. 19(B)	B
52	2	Readiness	E.5 Fig. 19(B)	H

Note: The first character of the Content Student Expectation designates English I or English II.

*A scoring guide is used to determine the score for the written composition.