

# STAR Test Sample Questions

## 9th Grade English-Language Arts

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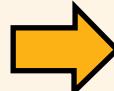
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# STAR Test Sample Questions

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# Standardized Testing and Reporting - STAR

## Grade 9: English-Language Arts

Literary Response and Analysis (Performance Level: Advanced) – Question 01

excerpt from “Breaking the Barrier”

by Caroline Patterson

1 We were sitting on the front porch one August morning, bored and penniless, trying to think of ways to make money. I polished shoes and my brother mowed the lawn but shoes dirtied and grass grew only so fast. That's when we hit on the idea of the fair. Cash prizes, no limit on entries: we entered everything we possibly could, and added up what we'd make for first in every category, the dazzling twenty-four dollars already weighting our pockets.

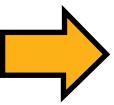


2 Fair week, our house was a whirlwind of activity, my mother's VW bus pulling in and out of the driveway for more tape or matting board, my brother and I snarling insults back and forth. “I'll leave you in the dust,” my brother would say, taping string on the back of a photograph. “You're dead meat,” I'd yell back over the hum of the mixer.

3 I was particularly proud of two of my entries: a colored pencil sketch and a dress I'd sewn. The sketch was the silhouette of a woman's head I'd copied from a booklet called “Drawing the Human Head,” and I thought I'd done an especially good job on the ear, which the booklet said was the hardest part to draw. “Nice ear!” I could imagine the judges whispering among themselves, “See how she managed the shine on canals!”

4 The dress, however, was my pièce de résistance. Its Empire-waist bodice (featuring my first darts) and long puffy sleeves had taken me most of August to sew. During the long, hot afternoons while my friends went swimming, I was at the sewing machine, ripping out mangled seams, crying, raging, then sewing them again.

5 Opening day, I went first to my silhouette. I looked at the entry tag. Nothing.

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Next to it, an elk sketch—a big, dumb elk that had been entered every year since the fair began—mocked me with its shiny blue ribbon. What was wrong with those judges, I steamed. Didn't they see my ear?

6 I still had my dress.

7 In Home Arts, ribboned entries jammed the walls: a grinning Raggedy Ann and Andy, a beaded chiffon mini, a pillow embroidered with a large McCarthy flower. The lowly, priceless entries were jammed onto racks and shelves.

8 I found my dress on a rack. The tag was bare, except for a comment from the judge, written in a measured, schoolteacher's hand: "Rickrack is such a decorative touch!"

9 My brother cleaned up. He got a first on chocolate chips he'd never made before the morning our entries were due, prizes on his photographs, a car model I didn't even know he'd entered . . . It went on and on.

10 My brother made twenty-one dollars. I got two.

11 But it wasn't the fact I didn't make money, or that life was unfair, that bothered me most. It was the comment of that judge, probably some poor Home Ec teacher who'd seen a thousand dresses as badly sewn as mine that day. It was her tone of polite dismissal, her cheery insincerity, which I still associate with the voices of women in my past—the Home Ec teachers and den mothers and club presidents I still try to escape from.

"Breaking the Barrier" by Caroline Patterson originally appeared in Vol. 77, No. 2 & 3 of the Southwest Review. Reprinted by permission of Southwest Review, Southern Methodist University, and Caroline Patterson.

### Which phrase from the story helps to create a mood of anticipation?

- A a whirlwind of activity
- B long, hot afternoons
- C snarling insults back and forth
- D jammed onto racks and shelves



# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Advanced) – Question 02

excerpt from “Breaking the Barrier”

by Caroline Patterson

1 We were sitting on the front porch one August morning, bored and penniless, trying to think of ways to make money. I polished shoes and my brother mowed the lawn but shoes dirtied and grass grew only so fast. That's when we hit on the idea of the fair. Cash prizes, no limit on entries: we entered everything we possibly could, and added up what we'd make for first in every category, the dazzling twenty-four dollars already weighting our pockets.



2 Fair week, our house was a whirlwind of activity, my mother's VW bus pulling in and out of the driveway for more tape or matting board, my brother and I snarling insults back and forth. “I'll leave you in the dust,” my brother would say, taping string on the back of a photograph. “You're dead meat,” I'd yell back over the hum of the mixer.

3 I was particularly proud of two of my entries: a colored pencil sketch and a dress I'd sewn. The sketch was the silhouette of a woman's head I'd copied from a booklet called “Drawing the Human Head,” and I thought I'd done an especially good job on the ear, which the booklet said was the hardest part to draw. “Nice ear!” I could imagine the judges whispering among themselves, “See how she managed the shine on canals!”

4 The dress, however, was my pièce de résistance. Its Empire-waist bodice (featuring my first darts) and long puffy sleeves had taken me most of August to sew. During the long, hot afternoons while my friends went swimming, I was at the sewing machine, ripping out mangled seams, crying, raging, then sewing them again.

5 Opening day, I went first to my silhouette. I looked at the entry tag. Nothing. Next to it, an elk sketch—a big, dumb elk that had been entered every year since the fair began—mocked me with its shiny blue ribbon. What was wrong with those judges, I steamed. Didn't they see my ear?

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**In paragraph 5, the narrator personifies the elk in the sketch in order to**

- A illustrate how disorganized the contest is.
- B emphasize how insulted she feels.
- C question the judges' authority.
- D show the superiority of the elk sketch.



# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Advanced) – Question 03

### excerpt from Trapped

A true story by Walt Morey

1 Have you ever asked yourself the questions, How brave am I? How much raw courage have I? How would I conduct myself in a life-and-death emergency?

2 Most of us are never given the chance to find answers to these questions. The opportunity was mine when some years ago I went with a friend to Alaska as a deep sea diver to inspect the underwater sections of the fish traps in Prince William Sound.

3 "You can do part of the diving," Virgil explained. "That way the cannery will pay your expenses."

4 "But I don't know a thing about diving."

5 "I'll teach you." Virgil was a professional with twenty years' experience diving in northern waters.

6 "We'll get there a couple of weeks early," Virgil explained to me now, "then go out in the boat and make some practice dives before the real work starts."

7 I agreed. I wanted to see the North.

8 The day before we left I had breakfast with an editor friend at the Benson Hotel in Portland.

9 "So you're really going to dive?" he asked me.

10 "I am, if I have enough courage," I answered.

Continue 

11 My friend looked at me a moment, then said, "During the Second World War, I was in OSS and I flew a lot of men behind enemy lines. Everyone knew that his chance of coming back alive was slim. But a lot of them came back because they refused to panic in an emergency. You'll be all right, I'm sure."

12 To one who'd never been beneath the sea, just the sight of the suit was a little frightening. The metal helmet and breastplate weighed seventy-five pounds, the lead shoes forty pounds, the lead belt around my middle ninety pounds. Slightly more than two hundred pounds of dead weight to take me to the bottom and hold me there.

13 "We don't use a lifeline," Virgil explained. "It's just extra gear to drag around at a hundred feet or more. To come up, let the air pressure build in the suit and you'll float to the surface." There was a mike in the helmet and one on deck so the diver and tender could talk back and forth. Air was supplied by a one-cylinder gas motor that ran the compressor.

14 My first two practice dives went off perfectly. Both dives were shallow, thirty and forty feet. In between dives, Virgil hammered diving knowledge and warnings into me. "Remember, if you get into trouble you've got to get yourself out. I can't come down. As far as we know this is the only diving suit in Alaska. Don't take chances. Keep me informed what's happening below."

15 After the third dive he said, "You went in like an old pro. You're doing fine."

16 The fourth dive took place opposite the native village of Tatitlik. A couple of hundred yards away on shore the white schoolteacher and his wife were hacking chunks of ice off a small iceberg that had drifted in. It was 11:00 P.M. The sun was still high.

17 "It's about sixty feet here," Virgil said, "a nice sandy bottom. We've got enough gas left for an hour's dive. Tomorrow we'll get more. You want to go down?"

18 My appetite was whetted by three successful dives. Of course I did.

19 "Remember," he warned as he locked on the helmet, "you've got the last of the gas. When I say 'Come up,' you'd better come!"



20 The bottom was just as he'd said. I could see about twenty-five feet. The shape of the boat had disappeared. I was alone in a watery world. A strong tide was running and the long coarse grass was lying almost flat, as if blown by a hard wind. I leaned forward about forty-five degrees, dug my lead toes into the sand, and began walking. A school of sea trout swirled around me, then dashed away. A big halibut flapped into view and disappeared back into the liquid distance. The long tough grass kept tangling around my feet. Once I fell.

21 I wandered around for some time getting used to the suit and the feel of pressure. Finally I started back following my air line toward where the boat should be. Virgil would soon be telling me to come up.

22 Then I fell. That darned grass again, I thought. I turned over and sat up. Shock rolled through me. I'd walked into a great coil of partially silt-buried, rusty inch-thick cable. Like all old, hard-used cable it was twisted into compact kinks and knots. Somehow I'd shoved one of my big lead shoes through one of those kinky loops and it had sprung tight on my foot. I bent forward, got hold of each side of the loop, and tried to pry it open. I couldn't even budge the cable. That coil weighed hundreds of pounds and I could see more snaking out across the bottom. I was held fast, as if caught in a bear trap.

23 That moment all Virgil's cautions took on terrible meaning. This was our only diving suit. I had to get out on my own. No one could come down to help me. The last gas was in the compressor. When the motor stopped I'd be out of air.

24 Suddenly panic was right in the helmet with me. I tore at the cable with my bare hands, trying to pry that closed loop open. The cable was covered with jagers, needle-sharp ends of broken strands. They slashed both my palms, and a thread of blood began drifting toward the surface. Oh, God! I thought. Sharks!

25 I've no idea how long the panic lasted. Twenty seconds, thirty, a minute. Sweat poured down my face into my eyes, nostrils, mouth. I was panting, using up precious oxygen.



26 Then, for a reason I've never been able to explain, I heard my editor friend's voice say, "You'll be all right, I'm sure." His voice was as clear as it had been that morning in the Benson Hotel dining room in Portland. I seemed to go through fear, like passing through an open door. I became perfectly calm.

27 I quit struggling and began to think. How much gas was left? Enough for ten minutes, fifteen? It's hard to judge time under water. But all the time in the world wouldn't help me. I, alone, had to get my foot out of the vice created by the twisted cable. I desperately needed another pair of hands. I thought of Virgil's forearms, almost as big around as my neck. He'd once been a professional wrestler. If I just had his arms down here.

28 "You found something?" Virgil's voice came in over the mike in my helmet. We had a rule that the do?"

30 Then I knew. "Send down a line."

31 A minute later a half-inch rope snaked down, with a wrench tied to the end to sink it to me. I tied the rope to one side of the loop. "When I say 'Pull,' " I said, "give it all you've got." I dug my free heel into the sandy bottom, got hold of the opposite side with both hands and said, "Pull, Virg. Pull!"

32 The line became taut as Virgil's 220 pounds strained on it. I did the same on my side. At first there was nothing. Then fine scales of rust broke away. Reluctantly the loop parted. I yanked my foot out, let go, and the loop snapped closed again.

33 I let air build in the suit and shot to the surface. Virgil twisted the helmet off, and I looked at the beautiful sky and the sun and the sea. Neither of us said a word. He was beginning to unbuckle the suit a minute later when the compressor motor sputtered and died.

34 Resting on the bunk later I realized I had found a partial answer to my third question. In an emergency at least I would act. To the other two questions I still have no satisfactory answer. "Trapped" by Walt Morey is reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's



## Identity

by Julio Noboa Polanco

5

Let them be as flowers,  
always watered, fed, guarded, admired,  
but harnessed to a pot of dirt.  
I'd rather be a tall, ugly weed,  
clinging on cliffs, like an eagle  
wind-wavering above high, jagged rocks.  
To have broken through the surface of stone  
to live, to feel exposed to the madness  
of the vast, eternal sky.

10

To be swayed by the breezes of an ancient sea,  
carrying my soul, my seed beyond the mountains of time  
or into the abyss of the bizarre.

15

I'd rather be unseen, and if,  
then shunned by everyone  
than to be a pleasant-smelling flower,  
growing in clusters in the fertile valley  
where they're praised, handled, and plucked  
by greedy human hands.

20

I'd rather smell of musty, green stench  
than of sweet, fragrant lilac.  
If I could stand alone, strong and free  
I'd rather be a tall, ugly weed.

"Identity" by Julio Noboa Polanco from The Rican, Journal of Contemporary Puerto Rican Thought,  
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**Both of these passages convey a sense of**

- A fear.
- B pride.
- C joy.
- D relief.

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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Advanced) – Question 04

### The Constitution Is Born

by Carol J. Brown

#### Characters

##### NARRATOR

**GEORGE WASHINGTON**, President of the Constitutional Convention, delegate from Virginia

**WILLIAM JACKSON**, secretary of Convention

**WILLIAM PATERSON**, delegate from New Jersey

**WILLIAM LIVINGSTON**, delegate from New Jersey

**ALEXANDER HAMILTON**, delegate from New York

**EDMUND RANDOLPH**, delegate from Virginia

**JAMES MADISON**, delegate from Virginia

**GEORGE MASON**, delegate from Virginia

**RUFUS KING**, delegate from Massachusetts

**ELDRIDGE GERRY**, delegate from Massachusetts

**GEORGE READ**, delegate from Delaware

**BENJAMIN FRANKLIN**, delegate from Pennsylvania

**JAMES WILSON**, delegate from Pennsylvania

**NARRATOR:** One of the most momentous periods in American history began on May 14, 1787, when fifty-five delegates, representing all of the thirteen colonies but Rhode Island, met in Independence Hall in Philadelphia as a Constitutional Convention. It was eleven years after the signing of the Declaration of Independence in 1776 and four years after the end of the American Revolutionary War in 1783. During that hot summer, this remarkable body of statesmen deliberated, debated, and finally compromised to produce the Constitution of the United States of America, which became the fundamental law of our land. (Pause) The mission of the Convention was, in Alexander Hamilton's words, "to render the Constitution of the Federal government adequate to the exigencies<sup>1</sup> of the union." The delegates also sought to protect the mutual interests of the states. George Washington, former Commander-in-Chief of the Continental Army and a delegate to the Constitutional Convention from Virginia, was chosen president of the Convention . . .

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Designed  
Courtesy of:

 Shoob Photography  
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**WASHINGTON:** Gentlemen, we are met for a grave purpose, that of framing a constitution for our United States. The Articles of Confederation and Perpetual Union, ratified by the states during the war, have proved inadequate to meet our nation's needs. It is your choice that I be chosen president of this convention, and I am honored to be able once again to serve you. No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there. (Pause) Let us have the secretary call the roll of the states.

**JACKSON:** New Hampshire (As each name is called, a delegate responds, "Here.") . . . Connecticut . . . New York . . . New Jersey . . . Pennsylvania . . . Massachusetts . . . Delaware . . . Maryland . . . Virginia . . . North Carolina . . . South Carolina . . . Georgia . . . Rhode Island. (There is no reply. Pauses) I call Rhode Island.

**WASHINGTON:** (Surprised) Is Rhode Island not here?

**PATERSON:** Mr. President.

**WASHINGTON:** Mr. Paterson of New Jersey.

**PATERSON:** Rhode Island is not here. Rhode Island prefers not to join the union at this time.

**WASHINGTON:** (Firmly) But that must not be! We must all work together. We all have the same needs, the same ideas about laws, freedom, religion, and self-government. We must come together and make some agreement.

**HAMILTON:** Mr. President.

**WASHINGTON:** Mr. Hamilton of New York.

**HAMILTON:** (With spirit) Mr. President, it is imperative that we have a strong central government.

**RANDOLPH:** But, Mr. President . . .



**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** (*Firmly*) There are many here opposed to Mr. Hamilton's proposal of strong federalism. The rights of the individual states must be preserved.

**HAMILTON:** (*Soothingly*) Mr. President, we are here for one purpose—to form a more perfect union. I am sure we shall work harmoniously to achieve this.

**WASHINGTON:** Then, gentlemen, let us proceed.

**NARRATOR:** Throughout the summer of 1787, the delegates to the Constitutional Convention met and worked and debated the articles of the New Constitution. Many divergent views had to be reconciled.

**GERRY:** Mr. President.

**WASHINGTON:** Mr. Gerry of Massachusetts.

**GERRY:** It is the fear of the smaller states that they will be overpowered by the larger states.

**READ:** Mr. President.

**WASHINGTON:** Mr. Read of Delaware.

**READ:** (*Indignantly*) We want equal representation! And Mr. Paterson of New Jersey and Mr. King of Massachusetts agree. We must protect the smaller states.

**PATERSON and KING:** (*Together*) Yes! Yes!

**RANDOLPH:** Mr. President.

**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** As delegate from Virginia, one of the larger states, I should like to present the Virginia Plan. It provides that Congress shall be comprised of two houses—an upper and a lower house to vote on all proposals affecting the nation.



**GERRY:** (Heatedly) I object!

**RANDOLPH:** (Continuing) Representation in these houses would be based, of course, on the population of the state.

**READ:** (Angrily) Never! My state of Delaware should send as many delegates as Virginia!

**PATERSON:** (Heatedly) And my state of New Jersey as many as New York!

**LIVINGSTON, KING, and GERRY:** (Shouting) Yes, yes!

**HAMILTON, MASON, and MADISON:** (Heatedly) No, no!

**WASHINGTON:** (Trying to restore order) Gentlemen, gentlemen. (Pause) Mr. Read, do you wish to address this Convention?

**READ:** (Forcefully) I do, indeed! Under Mr. Randolph's plan, the small states would cease to exist. The large states would control the Congress.

**RANDOLPH:** But the representation should be based on population.

**PATERSON:** New Jersey objects!

**LIVINGSTON:** Mr. President.

**WASHINGTON:** Mr. Livingston of New Jersey.

**LIVINGSTON:** My fellow delegate, Mr. Paterson, has a proposal to make.

**WASHINGTON:** Let us hear your proposal, Mr. Paterson.

**PATERSON:** Mr. President, I propose instead of the Virginia Plan submitted by Mr. Randolph that we have a Congress of one house, with equal representation from each state.

**MASON:** No, we want the Virginia Plan.



**READ:** No, the New Jersey Plan!

**WASHINGTON:** (*Trying to calm them*) Gentlemen, please let us remember that the fate of a nation is at stake. We meet to raise a standard of government. Let us raise a standard to which the wise and honest can repair.

**NARRATOR:** Days passed in sessions filled with bitter arguments: What would the form of representation be? The debates lasted for hours, with neither side agreeing to compromise. At last, Benjamin Franklin, a delegate from Pennsylvania and eighty-one years old, rose to his feet. He was quite frail and had not taken much part in the debates, but he was always in attendance at these heated and prolonged meetings.

**FRANKLIN:** Mr. President.

**WASHINGTON:** Dr. Benjamin Franklin of Pennsylvania.

**FRANKLIN:** (*Slowly and calmly*) I confess that there are several parts of this Constitution which I do not at present approve, but . . . the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others. I agree to this Constitution with all its faults, if they are such, because I think a general government necessary for us. I doubt too whether any other Convention we can obtain may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. (*Pauses*) Since we cannot agree on the Virginia Plan or the New Jersey Plan or any other of the plans proposed in the course of this Convention, let me propose a compromise. Let our Congress be composed of two houses: a Senate, or an upper house, with two representatives from each state; and a House of Representatives, or a lower house, with the number of members determined according to population.



**NARRATOR:** One by one, all but three of the thirty-nine delegates from the twelve states represented made their way to the front of the convention hall to sign the document—delegates from New Hampshire, Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. Again the frail Dr. Franklin rose and spoke a bit wearily but triumphantly.

**FRANKLIN:** Mr. President, after these long, hard months of debate, we have at last framed a Constitution for our nation.

**WASHINGTON:** We could not have accomplished this without you and the compromises you introduced. And when I am asked why the legislative branch of the government needs two houses, I shall point to our habit of pouring hot tea from a cup into a saucer to cool it. With two houses, one can check the other, as the hot tea is cooled by being turned from the cup to the saucer.

**FRANKLIN:** It is not, as I have said, a perfect document, but in years to come it can be and, I have no doubt, will be refined with amendments to make it better serve the needs of the people. At least we have a beginning.

**NARRATOR:** As the last of the delegates were putting their signatures to the Constitution, Dr. Franklin, observing from the side, spoke to a few of the delegates standing near him.

**FRANKLIN:** You see the picture of the sun painted at the back of General Washington's chair? Artists have always found it difficult to distinguish in their painting a rising from a setting sun. I confess that I have often in the course of the session looked at that sun behind the president without being able to tell whether it was rising or setting; but now at length I have the happiness to know that it is a rising and not a setting sun.

**THE END**

**1 exigencies:** urgent needs or requirements.



**Read this excerpt from the play.**

**NARRATOR:** Days passed in sessions filled with bitter arguments: What would the form of representation be? The debates lasted for hours, with neither side agreeing to compromise.

**How does this excerpt impact the play?**

- A It uses imagery to describe the details of the setting.
- B It uses allusion to create a sense of historical context.
- C It heightens the audience's suspense to mark the passage of time.
- D It explains the issues of both sides of the argument to enhance characterization.



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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Advanced) – Question 05

### The Constitution Is Born

by Carol J. Brown

#### Characters

##### NARRATOR

**GEORGE WASHINGTON**, President of the Constitutional Convention, delegate from Virginia

**WILLIAM JACKSON**, secretary of Convention

**WILLIAM PATERSON**, delegate from New Jersey

**WILLIAM LIVINGSTON**, delegate from New Jersey

**ALEXANDER HAMILTON**, delegate from New York

**EDMUND RANDOLPH**, delegate from Virginia

**JAMES MADISON**, delegate from Virginia

**GEORGE MASON**, delegate from Virginia

**RUFUS KING**, delegate from Massachusetts

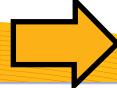
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**NARRATOR:** One of the most momentous periods in American history began on May 14, 1787, when fifty-five delegates, representing all of the thirteen colonies but Rhode Island, met in Independence Hall in Philadelphia as a Constitutional Convention. It was eleven years after the signing of the Declaration of Independence in 1776 and four years after the end of the American Revolutionary War in 1783. During that hot summer, this remarkable body of statesmen deliberated, debated, and finally compromised to produce the Constitution of the United States of America, which became the fundamental law of our land. (Pause) The mission of the Convention was, in Alexander Hamilton's words, "to render the Constitution of the Federal government adequate to the exigencies<sup>1</sup> of the union." The delegates also sought to protect the mutual interests of the states. George Washington, former Commander-in-Chief of the Continental Army and a delegate to the Constitutional Convention from Virginia, was chosen president of the Convention . . .

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**WASHINGTON:** Gentlemen, we are met for a grave purpose, that of framing a constitution for our United States. The Articles of Confederation and Perpetual Union, ratified by the states during the war, have proved inadequate to meet our nation's needs. It is your choice that I be chosen president of this convention, and I am honored to be able once again to serve you. No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there. (*Pause*) Let us have the secretary call the roll of the states.

**JACKSON:** New Hampshire (*As each name is called, a delegate responds, "Here."*) . . . Connecticut . . . New York . . . New Jersey . . . Pennsylvania . . . Massachusetts . . . Delaware . . . Maryland . . . Virginia . . . North Carolina . . . South Carolina . . . Georgia . . . Rhode Island. (*There is no reply. Pauses*) I call Rhode Island.

**WASHINGTON:** (*Surprised*) Is Rhode Island not here?

**PATERSON:** Mr. President.

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**PATERSON:** Rhode Island is not here. Rhode Island prefers not to join the union at this time.

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**WASHINGTON:** Mr. Hamilton of New York.

**HAMILTON:** (*With spirit*) Mr. President, it is imperative that we have a strong central government.

**RANDOLPH:** But, Mr. President . . .



**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** (*Firmly*) There are many here opposed to Mr. Hamilton's proposal of strong federalism. The rights of the individual states must be preserved.

**HAMILTON:** (*Soothingly*) Mr. President, we are here for one purpose—to form a more perfect union. I am sure we shall work harmoniously to achieve this.

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**GERRY:** Mr. President.

**WASHINGTON:** Mr. Gerry of Massachusetts.

**GERRY:** It is the fear of the smaller states that they will be overpowered by the larger states.

**READ:** Mr. President.

**WASHINGTON:** Mr. Read of Delaware.

**READ:** (*Indignantly*) We want equal representation! And Mr. Paterson of New Jersey and Mr. King of Massachusetts agree. We must protect the smaller states.

**PATERSON and KING:** (*Together*) Yes! Yes!

**RANDOLPH:** Mr. President.

**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** As delegate from Virginia, one of the larger states, I should like to present the Virginia Plan. It provides that Congress shall be comprised of two houses—an upper and a lower house to vote on all proposals affecting the nation.



**GERRY:** (Heatedly) I object!

**RANDOLPH:** (Continuing) Representation in these houses would be based, of course, on the population of the state.

**READ:** (Angrily) Never! My state of Delaware should send as many delegates as Virginia!

**PATERSON:** (Heatedly) And my state of New Jersey as many as New York!

**LIVINGSTON, KING, and GERRY:** (Shouting) Yes, yes!

**HAMILTON, MASON, and MADISON:** (Heatedly) No, no!

**WASHINGTON:** (Trying to restore order) Gentlemen, gentlemen. (Pause) Mr. Read, do you wish to address this Convention?

**READ:** (Forcefully) I do, indeed! Under Mr. Randolph's plan, the small states would cease to exist. The large states would control the Congress.

**RANDOLPH:** But the representation should be based on population.

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**NARRATOR:** One by one, all but three of the thirty-nine delegates from the twelve states represented made their way to the front of the convention hall to sign the document—delegates from New Hampshire, Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. Again the frail Dr. Franklin rose and spoke a bit wearily but triumphantly.

**FRANKLIN:** Mr. President, after these long, hard months of debate, we have at last framed a Constitution for our nation.

**WASHINGTON:** We could not have accomplished this without you and the compromises you introduced. And when I am asked why the legislative branch of the government needs two houses, I shall point to our habit of pouring hot tea from a cup into a saucer to cool it. With two houses, one can check the other, as the hot tea is cooled by being turned from the cup to the saucer.

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**THE END**

**1 exigencies:** urgent needs or requirements.



**Read this excerpt from the play.**

**WASHINGTON:** . . . No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there.

**What does this excerpt reveal about Washington's character?**

- A He considers himself to be the most qualified individual to single-handedly create a new Constitution.
- B His desire for a new Constitution is founded on firsthand experience of the failings of the old system.
- C He believes that the Constitution should require the government to follow a military-like structure.
- D He hopes that the new Constitution



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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Advanced) – Question 06

### The Constitution Is Born

by Carol J. Brown

#### Characters

##### NARRATOR

**GEORGE WASHINGTON**, President of the Constitutional Convention, delegate from Virginia

**WILLIAM JACKSON**, secretary of Convention

**WILLIAM PATERSON**, delegate from New Jersey

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**GEORGE MASON**, delegate from Virginia

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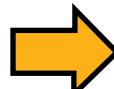
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Continue



**WASHINGTON:** Gentlemen, we are met for a grave purpose, that of framing a constitution for our United States. The Articles of Confederation and Perpetual Union, ratified by the states during the war, have proved inadequate to meet our nation's needs. It is your choice that I be chosen president of this convention, and I am honored to be able once again to serve you. No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there. (Pause) Let us have the secretary call the roll of the states.

**JACKSON:** New Hampshire (As each name is called, a delegate responds, "Here.") . . . Connecticut . . . New York . . . New Jersey . . . Pennsylvania . . . Massachusetts . . . Delaware . . . Maryland . . . Virginia . . . North Carolina . . . South Carolina . . . Georgia . . . Rhode Island. (There is no reply. Pauses) I call Rhode Island.

**WASHINGTON:** (Surprised) Is Rhode Island not here?

**PATERSON:** Mr. President.

**WASHINGTON:** Mr. Paterson of New Jersey.

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**Read Franklin's last statement in the play.**

**Why does Benjamin Franklin make the statement?**

- A to describe his response to the details of the painting
- B to contrast his own point of view with those of the delegates
- C to express his feelings on the achievements made at the session
- D to suggest that the painting influenced the outcome of the session



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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Advanced) – Question 07

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by Carol J. Brown

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**In this play, Benjamin Franklin functions as**

- A a character foil for George Washington.
- B a mediator between arguing parties.
- C a means of comic relief to ease tension.
- D a way to promote one side of the debate.

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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 01

### A Visit with the Folks

by Russell Baker

1 Periodically I go back to a churchyard cemetery on the side of an Appalachian hill in northern Virginia to call on family elders. It slows the juices down something marvelous.

2 They are all situated right behind an imposing brick church with a tall square brick bell-tower best described as honest but not flossy. Some of the family elders did construction repair work on that church and some of them, the real old timers, may even have helped build it, but I couldn't swear to that because it's been there a long, long time.

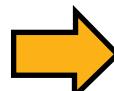
3 The view, especially in early summer, is so pleasing that it's a pity they can't enjoy it. Wild roses blooming on fieldstone fences, fields white with daisies, that soft languorous air turning the mountains pastel blue out toward the West.

4 The tombstones are not much to look at. Tombstones never are in my book, but they do help in keeping track of the family and, unlike a family, they have the virtue of never chafing at you.

5 This is not to say they don't talk after a fashion. Every time I pass Uncle Lewis's I can hear it say, "Come around to the barber shop, boy, and I'll cut that hair." Uncle Lewis was a barber. He left up here for a while and went to the city. Baltimore. But he came back after the end. Almost all of them came back finally, those that left, but most stayed right here all along.

6 Well, not right here in the churchyard, but out there over the fields, two, three, four miles away. Grandmother was born just over that rolling field out there near the woods the year the Civil War ended, lived most of her life about three miles out the other way there near the mountain, and has been right here near this old shade tree for the past 50 years.

Continue



7 We weren't people who went very far. Uncle Harry, her second child, is right beside her. A carpenter. He lived 87 years in these parts without ever complaining about not seeing Paris. To get Uncle Harry to say anything, you have to ask for directions.

8 "Which way is the schoolhouse?" I ask, though not aloud of course.

9 "Up the road that way a right good piece," he replies, still the master of indefinite navigation whom I remember from my boyhood.

10 It's good to call on Uncle Lewis, grandmother and Uncle Harry like this. It improves your perspective to commune with people who are not alarmed about the condition of NATO or whining about the flabbiness of the dollar.

11 The elders take the long view. Of course, you don't want to indulge too extensively in that long a view, but it's useful to absorb it in short doses. It corrects the blood pressure and puts things in a more sensible light.

12 After a healthy dose of it, you realize that having your shins kicked in the subway is not the gravest insult to dignity ever suffered by common humanity.

13 Somewhere in the vicinity is my great-grandfather who used to live back there against the mountain and make guns, but I could never find him. He was born out that way in 1817—James Monroe was President then—and I'd like to find him to commune a bit with somebody of blood kin who was around when Andrew Jackson was in his heyday.

14 After Jackson and Abraham Lincoln and the Civil War, he would probably not be very impressed about much that goes on nowadays, and I would like to get a few resonances off his tombstone, a cool *frisson* of contempt maybe for a great-grandchild who had missed all the really perilous times.

15 Unfortunately, I am never able to find him, but there is Uncle Irvey, grandmother's oldest boy. An unabashed Hoover Republican. "Eat all those string beans, boy," I hear as I nod at his tombstone.



16 And here is a surprise: Uncle Edgar. He has been here for years, but I have never bumped into him before. I don't dare disturb him, for he is an important man, the manager of the baseball team, and his two pitchers, my Uncle Harold and my Cousin-in-law Howard, have both been shelled on the mound and Uncle Edgar has to decide whether to ask the shortstop if he knows anything about pitching.

17 My great-grandfather who made guns is again not to be found, but on the way out I pass the tombstone of another great-grandfather whose distinction was that he left an estate of \$3.87. It is the first time I have passed this way since I learned of this, and I smile his way, but something says, "In the long run, boy, we all end up as rich as Rockefeller," and I get into the car and drive out onto the main road, gliding through fields white with daisies, past fences perfumed with roses, and am rather more content with the world.

"A Visit with the Folks" by Russell Baker. Copyright © 2000 by the New York Times Co. Reprinted by permission.

**This selection could effectively be adapted for presentation as a dramatic monologue because it consists of**

- A several suspenseful scenes.
- B tales of misfortune.
- C vivid descriptions by a narrator.
- D exaggeration of people's actions.



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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 02

### A Visit with the Folks

by Russell Baker

1 Periodically I go back to a churchyard cemetery on the side of an Appalachian hill in northern Virginia to call on family elders. It slows the juices down something marvelous.

2 They are all situated right behind an imposing brick church with a tall square brick bell-tower best described as honest but not flossy. Some of the family elders did construction repair work on that church and some of them, the real old timers, may even have helped build it, but I couldn't swear to that because it's been there a long, long time.

3 The view, especially in early summer, is so pleasing that it's a pity they can't enjoy it. Wild roses blooming on fieldstone fences, fields white with daisies, that soft languorous air turning the mountains pastel blue out toward the West.

4 The tombstones are not much to look at. Tombstones never are in my book, but they do help in keeping track of the family and, unlike a family, they have the virtue of never chafing at you.

5 This is not to say they don't talk after a fashion. Every time I pass Uncle Lewis's I can hear it say, "Come around to the barber shop, boy, and I'll cut that hair." Uncle Lewis was a barber. He left up here for a while and went to the city. Baltimore. But he came back after the end. Almost all of them came back finally, those that left, but most stayed right here all along.

6 Well, not right here in the churchyard, but out there over the fields, two, three, four miles away. Grandmother was born just over that rolling field out there near the woods the year the Civil War ended, lived most of her life about three miles out the other way there near the mountain, and has been right here near this old shade tree for the past 50 years.

Continue 

7 We weren't people who went very far. Uncle Harry, her second child, is right beside her. A carpenter. He lived 87 years in these parts without ever complaining about not seeing Paris. To get Uncle Harry to say anything, you have to ask for directions.

8 "Which way is the schoolhouse?" I ask, though not aloud of course.

9 "Up the road that way a right good piece," he replies, still the master of indefinite navigation whom I remember from my boyhood.

10 It's good to call on Uncle Lewis, grandmother and Uncle Harry like this. It improves your perspective to commune with people who are not alarmed about the condition of NATO or whining about the flabbiness of the dollar.

11 The elders take the long view. Of course, you don't want to indulge too extensively in that long a view, but it's useful to absorb it in short doses. It corrects the blood pressure and puts things in a more sensible light.

12 After a healthy dose of it, you realize that having your shins kicked in the subway is not the gravest insult to dignity ever suffered by common humanity.

13 Somewhere in the vicinity is my great-grandfather who used to live back there against the mountain and make guns, but I could never find him. He was born out that way in 1817—James Monroe was President then—and I'd like to find him to commune a bit with somebody of blood kin who was around when Andrew Jackson was in his heyday.

14 After Jackson and Abraham Lincoln and the Civil War, he would probably not be very impressed about much that goes on nowadays, and I would like to get a few resonances off his tombstone, a cool *frisson* of contempt maybe for a great-grandchild who had missed all the really perilous times.

15 Unfortunately, I am never able to find him, but there is Uncle Irvey, grandmother's oldest boy. An unabashed Hoover Republican. "Eat all those string beans, boy," I hear as I nod at his tombstone.



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**When the narrator says, "It slows the juices down. . ." he means**

- A the trip makes him tired and hungry.
- B the visit makes him feel depressed.
- C the trip gives him something to do.
- D the visit changes his pace of life.



# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 03

### A Visit with the Folks

by Russell Baker

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**In paragraph 14, what does the narrator use to make a point?**

- A a contrast between the past and present
- B an allusion to an event
- C a flashback to his youth
- D a foreshadowing of the future



**Back**

# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 04

### excerpt from “Breaking the Barrier”

by Caroline Patterson

1 We were sitting on the front porch one August morning, bored and penniless, trying to think of ways to make money. I polished shoes and my brother mowed the lawn but shoes dirtied and grass grew only so fast. That's when we hit on the idea of the fair. Cash prizes, no limit on entries: we entered everything we possibly could, and added up what we'd make for first in every category, the dazzling twenty-four dollars already weighting our pockets.



2 Fair week, our house was a whirlwind of activity, my mother's VW bus pulling in and out of the driveway for more tape or matting board, my brother and I snarling insults back and forth. "I'll leave you in the dust," my brother would say, taping string on the back of a photograph. "You're dead meat," I'd yell back over the hum of the mixer.

3 I was particularly proud of two of my entries: a colored pencil sketch and a dress I'd sewn. The sketch was the silhouette of a woman's head I'd copied from a booklet called "Drawing the Human Head," and I thought I'd done an especially good job on the ear, which the booklet said was the hardest part to draw. "Nice ear!" I could imagine the judges whispering among themselves, "See how she managed the shine on canals!"

4 The dress, however, was my pièce de résistance. Its Empire-waist bodice (featuring my first darts) and long puffy sleeves had taken me most of August to sew. During the long, hot afternoons while my friends went swimming, I was at the sewing machine, ripping out mangled seams, crying, raging, then sewing them again.

5 Opening day, I went first to my silhouette. I looked at the entry tag. Nothing. Next to it, an elk sketch—a big, dumb elk that had been entered every year since the fair began—mocked me with its shiny blue ribbon. What was wrong with those judges, I steamed. Didn't they see my ear?

Continue

6 I still had my dress.

7 In Home Arts, ribboned entries jammed the walls: a grinning Raggedy Ann and Andy, a beaded chiffon mini, a pillow embroidered with a large McCarthy flower. The lowly, prizeless entries were jammed onto racks and shelves.

8 I found my dress on a rack. The tag was bare, except for a comment from the judge, written in a measured, schoolteacher's hand: "Rickrack is such a decorative touch!"

9 My brother cleaned up. He got a first on chocolate chips he'd never made before the morning our entries were due, prizes on his photographs, a car model I didn't even know he'd entered . . . It went on and on.

10 My brother made twenty-one dollars. I got two.

11 But it wasn't the fact I didn't make money, or that life was unfair, that bothered me most. It was the comment of that judge, probably some poor Home Ec teacher who'd seen a thousand dresses as badly sewn as mine that day. It was her tone of polite dismissal, her cheery insincerity, which I still associate with the voices of women in my past—the Home Ec teachers and den mothers and club presidents I still try to escape from.

"Breaking the Barrier" by Caroline Patterson originally appeared in Vol. 77, No. 2 & 3 of the Southwest Review. Reprinted by permission of Southwest Review, Southern Methodist University, and Caroline Patterson.

**The discrepancy between what the narrator imagines the judges will say and what they actually do say represents the**

- A conflict between the new and the old.
- B narrator's self-deception.
- C brother's apparent talent.
- D nature of sibling rivalry.



# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 05

**excerpt from “Breaking the Barrier”**

by Caroline Patterson

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**Continue**

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**The conflict at the end of this passage can best be described as**

- A internal—the narrator's feelings about her brother winning.
- B external—interactions between the narrator and the judges.
- C external—interactions between the narrator and her brother.
- D internal—the narrator's feelings toward people like the judge.



# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 06

### The Constitution Is Born

by Carol J. Brown

#### Characters

##### NARRATOR

**GEORGE WASHINGTON**, President of the Constitutional Convention, delegate from Virginia

**WILLIAM JACKSON**, secretary of Convention

**WILLIAM PATERSON**, delegate from New Jersey

**WILLIAM LIVINGSTON**, delegate from New Jersey

**ALEXANDER HAMILTON**, delegate from New York

**EDMUND RANDOLPH**, delegate from Virginia

**JAMES MADISON**, delegate from Virginia

**GEORGE MASON**, delegate from Virginia

**RUFUS KING**, delegate from Massachusetts

**ELDRIDGE GERRY**, delegate from Massachusetts

**GEORGE READ**, delegate from Delaware

**BENJAMIN FRANKLIN**, delegate from Pennsylvania

**JAMES WILSON**, delegate from Pennsylvania

**NARRATOR:** One of the most momentous periods in American history began on May 14, 1787, when fifty-five delegates, representing all of the thirteen colonies but Rhode Island, met in Independence Hall in Philadelphia as a Constitutional Convention. It was eleven years after the signing of the Declaration of Independence in 1776 and four years after the end of the American Revolutionary War in 1783. During that hot summer, this remarkable body of statesmen deliberated, debated, and finally compromised to produce the Constitution of the United States of America, which became the fundamental law of our land. (Pause) The mission of the Convention was, in Alexander Hamilton's words, "to render the Constitution of the Federal government adequate to the exigencies<sup>1</sup> of the union." The delegates also sought to protect the mutual interests of the states. George Washington, former Commander-in-Chief of the Continental Army and a delegate to the Constitutional Convention from Virginia, was chosen president of the Convention . . .

Continue 

**WASHINGTON:** Gentlemen, we are met for a grave purpose, that of framing a constitution for our United States. The Articles of Confederation and Perpetual Union, ratified by the states during the war, have proved inadequate to meet our nation's needs. It is your choice that I be chosen president of this convention, and I am honored to be able once again to serve you. No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there. (*Pause*) Let us have the secretary call the roll of the states.

**JACKSON:** New Hampshire (*As each name is called, a delegate responds, "Here."*) . . . Connecticut . . . New York . . . New Jersey . . . Pennsylvania . . . Massachusetts . . . Delaware . . . Maryland . . . Virginia . . . North Carolina . . . South Carolina . . . Georgia . . . Rhode Island. (*There is no reply. Pauses*) I call Rhode Island.

**WASHINGTON:** (*Surprised*) Is Rhode Island not here?

**PATERSON:** Mr. President.

**WASHINGTON:** Mr. Paterson of New Jersey.

**PATERSON:** Rhode Island is not here. Rhode Island prefers not to join the union at this time.

**WASHINGTON:** (*Firmly*) But that must not be! We must all work together. We all have the same needs, the same ideas about laws, freedom, religion, and self-government. We must come together and make some agreement.

**HAMILTON:** Mr. President.

**WASHINGTON:** Mr. Hamilton of New York.

**HAMILTON:** (*With spirit*) Mr. President, it is imperative that we have a strong central government.

**RANDOLPH:** But, Mr. President . . .



**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** (*Firmly*) There are many here opposed to Mr. Hamilton's proposal of strong federalism. The rights of the individual states must be preserved.

**HAMILTON:** (*Soothingly*) Mr. President, we are here for one purpose—to form a more perfect union. I am sure we shall work harmoniously to achieve this.

**WASHINGTON:** Then, gentlemen, let us proceed.

**NARRATOR:** Throughout the summer of 1787, the delegates to the Constitutional Convention met and worked and debated the articles of the New Constitution. Many divergent views had to be reconciled.

**GERRY:** Mr. President.

**WASHINGTON:** Mr. Gerry of Massachusetts.

**GERRY:** It is the fear of the smaller states that they will be overpowered by the larger states.

**READ:** Mr. President.

**WASHINGTON:** Mr. Read of Delaware.

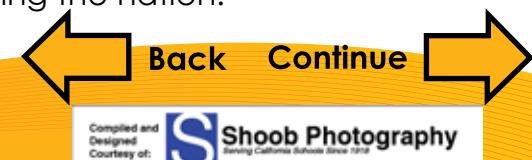
**READ:** (*Indignantly*) We want equal representation! And Mr. Paterson of New Jersey and Mr. King of Massachusetts agree. We must protect the smaller states.

**PATERSON and KING:** (*Together*) Yes! Yes!

**RANDOLPH:** Mr. President.

**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** As delegate from Virginia, one of the larger states, I should like to present the Virginia Plan. It provides that Congress shall be comprised of two houses—an upper and a lower house to vote on all proposals affecting the nation.



**GERRY:** (Heatedly) I object!

**RANDOLPH:** (Continuing) Representation in these houses would be based, of course, on the population of the state.

**READ:** (Angrily) Never! My state of Delaware should send as many delegates as Virginia!

**PATERSON:** (Heatedly) And my state of New Jersey as many as New York!

**LIVINGSTON, KING, and GERRY:** (Shouting) Yes, yes!

**HAMILTON, MASON, and MADISON:** (Heatedly) No, no!

**WASHINGTON:** (Trying to restore order) Gentlemen, gentlemen. (Pause) Mr. Read, do you wish to address this Convention?

**READ:** (Forcefully) I do, indeed! Under Mr. Randolph's plan, the small states would cease to exist. The large states would control the Congress.

**RANDOLPH:** But the representation should be based on population.

**PATERSON:** New Jersey objects!

**LIVINGSTON:** Mr. President.

**WASHINGTON:** Mr. Livingston of New Jersey.

**LIVINGSTON:** My fellow delegate, Mr. Paterson, has a proposal to make.

**WASHINGTON:** Let us hear your proposal, Mr. Paterson.

**PATERSON:** Mr. President, I propose instead of the Virginia Plan submitted by Mr. Randolph that we have a Congress of one house, with equal representation from each state.

**MASON:** No, we want the Virginia Plan.



**READ:** No, the New Jersey Plan!

**WASHINGTON:** (*Trying to calm them*) Gentlemen, please let us remember that the fate of a nation is at stake. We meet to raise a standard of government. Let us raise a standard to which the wise and honest can repair.

**NARRATOR:** Days passed in sessions filled with bitter arguments: What would the form of representation be? The debates lasted for hours, with neither side agreeing to compromise. At last, Benjamin Franklin, a delegate from Pennsylvania and eighty-one years old, rose to his feet. He was quite frail and had not taken much part in the debates, but he was always in attendance at these heated and prolonged meetings.

**FRANKLIN:** Mr. President.

**WASHINGTON:** Dr. Benjamin Franklin of Pennsylvania.

**FRANKLIN:** (*Slowly and calmly*) I confess that there are several parts of this Constitution which I do not at present approve, but . . . the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others. I agree to this Constitution with all its faults, if they are such, because I think a general government necessary for us. I doubt too whether any other Convention we can obtain may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. (*Pauses*) Since we cannot agree on the Virginia Plan or the New Jersey Plan or any other of the plans proposed in the course of this Convention, let me propose a compromise. Let our Congress be composed of two houses: a Senate, or an upper house, with two representatives from each state; and a House of Representatives, or a lower house, with the number of members determined according to population.



**NARRATOR:** One by one, all but three of the thirty-nine delegates from the twelve states represented made their way to the front of the convention hall to sign the document—delegates from New Hampshire, Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. Again the frail Dr. Franklin rose and spoke a bit wearily but triumphantly.

**FRANKLIN:** Mr. President, after these long, hard months of debate, we have at last framed a Constitution for our nation.

**WASHINGTON:** We could not have accomplished this without you and the compromises you introduced. And when I am asked why the legislative branch of the government needs two houses, I shall point to our habit of pouring hot tea from a cup into a saucer to cool it. With two houses, one can check the other, as the hot tea is cooled by being turned from the cup to the saucer.

**FRANKLIN:** It is not, as I have said, a perfect document, but in years to come it can be and, I have no doubt, will be refined with amendments to make it better serve the needs of the people. At least we have a beginning.

**NARRATOR:** As the last of the delegates were putting their signatures to the Constitution, Dr. Franklin, observing from the side, spoke to a few of the delegates standing near him.

**FRANKLIN:** You see the picture of the sun painted at the back of General Washington's chair? Artists have always found it difficult to distinguish in their painting a rising from a setting sun. I confess that I have often in the course of the session looked at that sun behind the president without being able to tell whether it was rising or setting; but now at length I have the happiness to know that it is a rising and not a setting sun.

**THE END**

**1 exigencies:** urgent needs or requirements.



## Why do some delegates object to Mr. Randolph's Virginia Plan?

- A They are opposed to a strong central government.
- B They are already committed to a Congress composed of two houses.
- C They feel that smaller states should control Congress.
- D They fear that representation by population will put some states at a disadvantage.



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# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Proficient) – Question 07

### The Constitution Is Born

by Carol J. Brown

### Characters

#### NARRATOR

**GEORGE WASHINGTON**, President of the Constitutional Convention, delegate from Virginia

**WILLIAM JACKSON**, secretary of Convention

**WILLIAM PATERSON**, delegate from New Jersey

**WILLIAM LIVINGSTON**, delegate from New Jersey

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**JACKSON:** New Hampshire (As each name is called, a delegate responds, "Here.") . . . Connecticut . . . New York . . . New Jersey . . . Pennsylvania . . . Massachusetts . . . Delaware . . . Maryland . . . Virginia . . . North Carolina . . . South Carolina . . . Georgia . . . Rhode Island. (There is no reply. Pauses) I call Rhode Island.

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**HAMILTON:** (*Soothingly*) Mr. President, we are here for one purpose—to form a more perfect union. I am sure we shall work harmoniously to achieve this.

**WASHINGTON:** Then, gentlemen, let us proceed.

**NARRATOR:** Throughout the summer of 1787, the delegates to the Constitutional Convention met and worked and debated the articles of the New Constitution. Many divergent views had to be reconciled.

**GERRY:** Mr. President.

**WASHINGTON:** Mr. Gerry of Massachusetts.

**GERRY:** It is the fear of the smaller states that they will be overpowered by the larger states.

**READ:** Mr. President.

**WASHINGTON:** Mr. Read of Delaware.

**READ:** (*Indignantly*) We want equal representation! And Mr. Paterson of New Jersey and Mr. King of Massachusetts agree. We must protect the smaller states.

**PATERSON and KING:** (*Together*) Yes! Yes!

**RANDOLPH:** Mr. President.

**WASHINGTON:** Mr. Randolph of Virginia.

**RANDOLPH:** As delegate from Virginia, one of the larger states, I should like to present the Virginia Plan. It provides that Congress shall be comprised of two houses—an upper and a lower house to vote on all proposals affecting the nation.



**GERRY:** (Heatedly) I object!

**RANDOLPH:** (Continuing) Representation in these houses would be based, of course, on the population of the state.

**READ:** (Angrily) Never! My state of Delaware should send as many delegates as Virginia!

**PATERSON:** (Heatedly) And my state of New Jersey as many as New York!

**LIVINGSTON, KING, and GERRY:** (Shouting) Yes, yes!

**HAMILTON, MASON, and MADISON:** (Heatedly) No, no!

**WASHINGTON:** (Trying to restore order) Gentlemen, gentlemen. (Pause) Mr. Read, do you wish to address this Convention?

**READ:** (Forcefully) I do, indeed! Under Mr. Randolph's plan, the small states would cease to exist. The large states would control the Congress.

**RANDOLPH:** But the representation should be based on population.

**PATERSON:** New Jersey objects!

**LIVINGSTON:** Mr. President.

**WASHINGTON:** Mr. Livingston of New Jersey.

**LIVINGSTON:** My fellow delegate, Mr. Paterson, has a proposal to make.

**WASHINGTON:** Let us hear your proposal, Mr. Paterson.

**PATERSON:** Mr. President, I propose instead of the Virginia Plan submitted by Mr. Randolph that we have a Congress of one house, with equal representation from each state.

**MASON:** No, we want the Virginia Plan.



**READ:** No, the New Jersey Plan!

**WASHINGTON:** (*Trying to calm them*) Gentlemen, please let us remember that the fate of a nation is at stake. We meet to raise a standard of government. Let us raise a standard to which the wise and honest can repair.

**NARRATOR:** Days passed in sessions filled with bitter arguments: What would the form of representation be? The debates lasted for hours, with neither side agreeing to compromise. At last, Benjamin Franklin, a delegate from Pennsylvania and eighty-one years old, rose to his feet. He was quite frail and had not taken much part in the debates, but he was always in attendance at these heated and prolonged meetings.

**FRANKLIN:** Mr. President.

**WASHINGTON:** Dr. Benjamin Franklin of Pennsylvania.

**FRANKLIN:** (*Slowly and calmly*) I confess that there are several parts of this Constitution which I do not at present approve, but . . . the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others. I agree to this Constitution with all its faults, if they are such, because I think a general government necessary for us. I doubt too whether any other Convention we can obtain may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. (*Pauses*) Since we cannot agree on the Virginia Plan or the New Jersey Plan or any other of the plans proposed in the course of this Convention, let me propose a compromise. Let our Congress be composed of two houses: a Senate, or an upper house, with two representatives from each state; and a House of Representatives, or a lower house, with the number of members determined according to population.



**NARRATOR:** One by one, all but three of the thirty-nine delegates from the twelve states represented made their way to the front of the convention hall to sign the document—delegates from New Hampshire, Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. Again the frail Dr. Franklin rose and spoke a bit wearily but triumphantly.

**FRANKLIN:** Mr. President, after these long, hard months of debate, we have at last framed a Constitution for our nation.

**WASHINGTON:** We could not have accomplished this without you and the compromises you introduced. And when I am asked why the legislative branch of the government needs two houses, I shall point to our habit of pouring hot tea from a cup into a saucer to cool it. With two houses, one can check the other, as the hot tea is cooled by being turned from the cup to the saucer.

**FRANKLIN:** It is not, as I have said, a perfect document, but in years to come it can be and, I have no doubt, will be refined with amendments to make it better serve the needs of the people. At least we have a beginning.

**NARRATOR:** As the last of the delegates were putting their signatures to the Constitution, Dr. Franklin, observing from the side, spoke to a few of the delegates standing near him.

**FRANKLIN:** You see the picture of the sun painted at the back of General Washington's chair? Artists have always found it difficult to distinguish in their painting a rising from a setting sun. I confess that I have often in the course of the session looked at that sun behind the president without being able to tell whether it was rising or setting; but now at length I have the happiness to know that it is a rising and not a setting sun.

THE END

**1 exigencies:** urgent needs or requirements.



## **How are the characteristics of this scene related to its genre?**

- A The telling of amusing anecdotes classifies the scene as a comedy.
- B The realistic portrayal of serious events classifies the scene as a drama.
- C An unfavorable outcome classifies the scene as a tragedy.
- D An abundance of soliloquies by a main character classifies the scene as a monologue.

 **Back**

# Grade 9: English-Language Arts

## Literary Response and Analysis (Performance Level: Basic) – Question 01

### excerpt from Trapped

A true story by Walt Morey

1 Have you ever asked yourself the questions, How brave am I? How much raw courage have I? How would I conduct myself in a life-and-death emergency?

2 Most of us are never given the chance to find answers to these questions. The opportunity was mine when some years ago I went with a friend to Alaska as a deep sea diver to inspect the underwater sections of the fish traps in Prince William Sound.

3 "You can do part of the diving," Virgil explained. "That way the cannery will pay your expenses."

4 "But I don't know a thing about diving."

5 "I'll teach you." Virgil was a professional with twenty years' experience diving in northern waters.

6 "We'll get there a couple of weeks early," Virgil explained to me now, "then go out in the boat and make some practice dives before the real work starts."

7 I agreed. I wanted to see the North.

8 The day before we left I had breakfast with an editor friend at the Benson Hotel in Portland.

9 "So you're really going to dive?" he asked me.

10 "I am, if I have enough courage," I answered.

Continue 

11 My friend looked at me a moment, then said, "During the Second World War, I was in OSS and I flew a lot of men behind enemy lines. Everyone knew that his chance of coming back alive was slim. But a lot of them came back because they refused to panic in an emergency. You'll be all right, I'm sure."

12 To one who'd never been beneath the sea, just the sight of the suit was a little frightening. The metal helmet and breastplate weighed seventy-five pounds, the lead shoes forty pounds, the lead belt around my middle ninety pounds. Slightly more than two hundred pounds of dead weight to take me to the bottom and hold me there.

13 "We don't use a lifeline," Virgil explained. "It's just extra gear to drag around at a hundred feet or more. To come up, let the air pressure build in the suit and you'll float to the surface." There was a mike in the helmet and one on deck so the diver and tender could talk back and forth. Air was supplied by a one-cylinder gas motor that ran the compressor.

14 My first two practice dives went off perfectly. Both dives were shallow, thirty and forty feet. In between dives, Virgil hammered diving knowledge and warnings into me. "Remember, if you get into trouble you've got to get yourself out. I can't come down. As far as we know this is the only diving suit in Alaska. Don't take chances. Keep me informed what's happening below."

15 After the third dive he said, "You went in like an old pro. You're doing fine."

16 The fourth dive took place opposite the native village of Tatitlik. A couple of hundred yards away on shore the white schoolteacher and his wife were hacking chunks of ice off a small iceberg that had drifted in. It was 11:00 P.M. The sun was still high.

17 "It's about sixty feet here," Virgil said, "a nice sandy bottom. We've got enough gas left for an hour's dive. Tomorrow we'll get more. You want to go down?"

18 My appetite was whetted by three successful dives. Of course I did.

19 "Remember," he warned as he locked on the helmet, "you've got the last of the gas. When I say 'Come up,' you'd better come!"



20 The bottom was just as he'd said. I could see about twenty-five feet. The shape of the boat had disappeared. I was alone in a watery world. A strong tide was running and the long coarse grass was lying almost flat, as if blown by a hard wind. I leaned forward about forty-five degrees, dug my lead toes into the sand, and began walking. A school of sea trout swirled around me, then dashed away. A big halibut flapped into view and disappeared back into the liquid distance. The long tough grass kept tangling around my feet. Once I fell.

21 I wandered around for some time getting used to the suit and the feel of pressure. Finally I started back following my air line toward where the boat should be. Virgil would soon be telling me to come up.

22 Then I fell. That darned grass again, I thought. I turned over and sat up. Shock rolled through me. I'd walked into a great coil of partially silt-buried, rusty inch-thick cable. Like all old, hard-used cable it was twisted into compact kinks and knots. Somehow I'd shoved one of my big lead shoes through one of those kinky loops and it had sprung tight on my foot. I bent forward, got hold of each side of the loop, and tried to pry it open. I couldn't even budge the cable. That coil weighed hundreds of pounds and I could see more snaking out across the bottom. I was held fast, as if caught in a bear trap.

23 That moment all Virgil's cautions took on terrible meaning. This was our only diving suit. I had to get out on my own. No one could come down to help me. The last gas was in the compressor. When the motor stopped I'd be out of air.

24 Suddenly panic was right in the helmet with me. I tore at the cable with my bare hands, trying to pry that closed loop open. The cable was covered with jagers, needle-sharp ends of broken strands. They slashed both my palms, and a thread of blood began drifting toward the surface. Oh, God! I thought. Sharks!

25 I've no idea how long the panic lasted. Twenty seconds, thirty, a minute. Sweat poured down my face into my eyes, nostrils, mouth. I was panting, using up precious oxygen.



26 Then, for a reason I've never been able to explain, I heard my editor friend's voice say, "You'll be all right, I'm sure." His voice was as clear as it had been that morning in the Benson Hotel dining room in Portland. I seemed to go through fear, like passing through an open door. I became perfectly calm.

27 I quit struggling and began to think. How much gas was left? Enough for ten minutes, fifteen? It's hard to judge time under water. But all the time in the world wouldn't help me. I, alone, had to get my foot out of the vice created by the twisted cable. I desperately needed another pair of hands. I thought of Virgil's forearms, almost as big around as my neck. He'd once been a professional wrestler. If I just had his arms down here.

28 "You found something?" Virgil's voice came in over the mike in my helmet. We had a rule that the do?"

30 Then I knew. "Send down a line."

31 A minute later a half-inch rope snaked down, with a wrench tied to the end to sink it to me. I tied the rope to one side of the loop. "When I say 'Pull,' " I said, "give it all you've got." I dug my free heel into the sandy bottom, got hold of the opposite side with both hands and said, "Pull, Virg. Pull!"

32 The line became taut as Virgil's 220 pounds strained on it. I did the same on my side. At first there was nothing. Then fine scales of rust broke away. Reluctantly the loop parted. I yanked my foot out, let go, and the loop snapped closed again.

33 I let air build in the suit and shot to the surface. Virgil twisted the helmet off, and I looked at the beautiful sky and the sun and the sea. Neither of us said a word. He was beginning to unbuckle the suit a minute later when the compressor motor sputtered and died.

34 Resting on the bunk later I realized I had found a partial answer to my third question. In an emergency at least I would act. To the other two questions I still have no satisfactory answer. "Trapped" by Walt Morey is reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's



## Identity

by Julio Noboa Polanco

5

Let them be as flowers,  
always watered, fed, guarded, admired,  
but harnessed to a pot of dirt.  
I'd rather be a tall, ugly weed,  
clinging on cliffs, like an eagle  
wind-wavering above high, jagged rocks.  
To have broken through the surface of stone  
to live, to feel exposed to the madness  
of the vast, eternal sky.

10

To be swayed by the breezes of an ancient sea,  
carrying my soul, my seed beyond the mountains of time  
or into the abyss of the bizarre.

15

I'd rather be unseen, and if,  
then shunned by everyone  
than to be a pleasant-smelling flower,  
growing in clusters in the fertile valley  
where they're praised, handled, and plucked  
by greedy human hands.

20

I'd rather smell of musty, green stench  
than of sweet, fragrant lilac.  
If I could stand alone, strong and free  
I'd rather be a tall, ugly weed.

"Identity" by Julio Noboa Polanco from *The Rican, Journal of Contemporary Puerto Rican Thought*,  
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**What element of “Trapped” makes it suitable for adaptation as a drama?**

- A suspense
- B anger
- C misfortune
- D sorrow



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# Grade 9: English-Language Arts

## Reading Comprehension (Focus on Informational Materials) (Performance Level: Advanced) – Question 01

**Read these three documents.**

### Document A

#### **Escape from Treasure Mountain II**

By Kate Klein

In 1998, the new computer game manufacturer Madcap Studios produced a terrific game called Escape from Treasure Mountain. Since then, fans of the game have waited for the sequel, Escape from Treasure Mountain II. Finally, that sequel is available in stores. However, while ETM II has its good points, I found it rather disappointing. Basically, it's nothing more than the first game in a slick new package.

As in ETM I, heroine Gigi Loyola and her friends must collect clues to solve puzzles to find a way out of the tunnels beneath Treasure Mountain. The puzzles grow increasingly harder as the game progresses. At the end, gamers face a tough challenge before getting away with the treasure.

A word of warning: although the game creators say it is possible to play the game with only a 4-speed (4X) CD-ROM, I would not recommend it. The graphics load so slowly, you'll only want to throw the game out the window.

On the plus side, the animation is great, right down to the expressions on the characters' faces. The backgrounds are incredibly real looking. Also, ETM II displays the same zany humor that made the first game so popular. However, anyone who has not played ETM I will probably not get many of the jokes.

Overall, I would give Escape from Treasure Mountain II two stars out of five. It's not a bad game; it's just not original.

**Continue** 

## Game Information

**Game developer:** Madcap Studios **Price:** \$30 **Release Date:** July 10, 2000

**Minimum requirements:** Pentium 200, 32 MB RAM, 4X CD-ROM, 100MB hard drive space, 3D card

**Recommended requirements:** Pentium II 266, 64 MB RAM, 8X CD-ROM, 1.2 GB hard drive space

## Bibliography

Arroyo, Irene. *How to Think Like a Computer Game Character*. New York: Three Onion Press, 1990.

"Madcap Studios Makes Its Move." *Up and Coming Business*, 3 Mar. 1997: 11.

Mooney, Cathy. "Escape from Treasure Mountain II." *New Games Reviewed*, August 2000: 22.

Ortiz, Danny. *The Best Games of 1998*. Chicago: Silver Wind Books, 1999.



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## Document B

### Escape from Treasure Mountain II

The wait is over. Escape from Treasure Mountain II is here!

Gigi Loyola escaped from Treasure Mountain once. Can she do it again?

- Three exciting levels of game play
- All of the trademark humor of the first game
- Stunning 3D graphics
- Challenging new puzzles

*"Escape from Treasure Mountain II is everything the first game was, and more."*

—Cathy Mooney, New Games Reviewed

*"Even better than the first one."*

—Dan Stephens, game player

**Brought to you by Madcap Studios, proud producer of Conquest, Ultimate Football, and Escape from Treasure Mountain I.**



## Document C

### Installing Escape from Treasure Mountain II on Your Hard Drive

- 1 Start your computer's operating system.
- 2 Insert the *Escape from Treasure Mountain II* CD into your CD-ROM drive (only a speed of 4X is required). The Auto Run menu should appear on your screen.  
*Note: If the Auto Run menu does not appear, click **Start>Run**. Type **d:launcher.exe** in the text box and click **OK**.*
- 3 Click on the words "Install Escape from Treasure Mountain II" to start the Setup program. The Welcome screen should appear.
- 4 Click **Next**. The Serial Number window should appear. Enter your serial number, which can be found on the back of your CD case, then click **OK**.
- 5 The Destination Location window should appear. This is the location to which the *Escape from Treasure Mountain II* files will be copied. To choose a custom location, click **Browse**, select the location, and then click **Next**. To use the default location, simply click **Next**.
- 6 Choose the folder in the **Start>Programs** menu from which you want to run *Escape from Treasure Mountain II* and click **Next**. Just click **Next** to accept the default folder. The game files will be copied onto your hard drive.
- 7 The Setup Complete screen You can start playing *Escape from Treasure Mountain II* by clicking **Launch**.



**Paragraph 3 of the review (Document A) challenges which of the following pieces of information that Madcap Studios provided about the game in the installation instructions (Document C)?**

- A the price
- B the release date
- C the minimum requirements
- D the recommended requirements

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# Grade 9: English-Language Arts

## Reading Comprehension (Focus on Informational Materials)

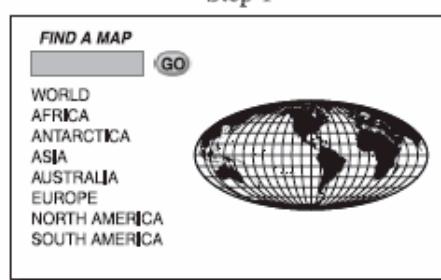
### (Performance Level: Advanced) – Question 02

#### MAP ARTIST TUTORIAL: HOW TO CREATE A CUSTOM MAP

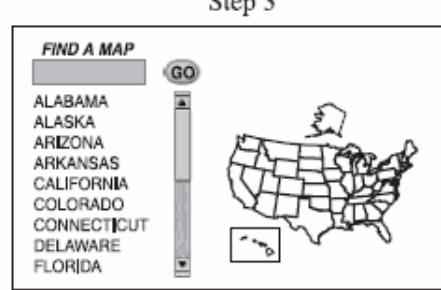
**Map Artist** is the perfect tool for creating customized maps to include in research projects and reports. **Map Artist** offers endless possibilities. **Map Artist** has a huge collection of map styles to choose from, and they can be customized to suit your special needs. In this tutorial, we will assume you have been asked to create a map for a social studies report.



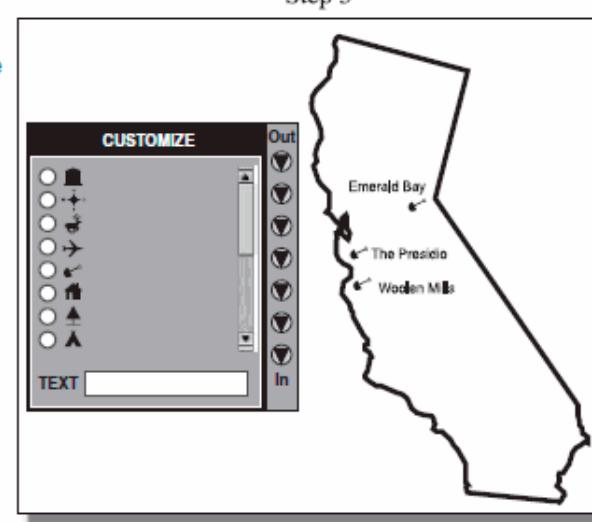
- When you open Map Artist, a world map will be displayed. Type "North America" in the dialogue box or choose NORTH AMERICA from the list provided. Click GO. A map of North America will be displayed.
- Type "United States" in the dialogue box or choose UNITED STATES from the drop-down menu to display a map of the 50 United States. Click GO. A map of the United States will be displayed.
- Type "California" in the dialogue box or choose CALIFORNIA from the drop-down menu. Click GO. A map of California will be displayed.
- Click on the drop-down menu next to the outline map of the state. Click on the type of map you need for your report. OUTLINE shows only the outline shape of the state with no highways or population centers indicated; HIGHWAY shows major cities, interstate highways, and major state highways. TOPOGRAPHIC indicates elevations as well as the location of major cities. SHADED RELIEF shows only natural landforms (mountains, valleys, rivers). POLITICAL shows major cities, interstates, and major highways, as well as national parks. HISTORICAL recalls the oldest maps on record. For the purposes of this tutorial, select OUTLINE. A map showing an outline of California will be displayed.
- Click CUSTOMIZE on the menu bar down the left side of the screen. CUSTOMIZE allows you to place custom data on the map you have selected. A tiny symbol will be placed on the map at the location you designate, and the text you type into the dialogue box at the bottom of the screen will appear next to it.
  - First, click on the button next to the appropriate symbol. For practice, click on the shovel, which symbolizes archaeology.
  - Next to the word TEXT, type "The Presidio," which is an archaeological site near San Francisco.
  - Now use your mouse to click on the spot on the map where you would like this data to be placed.
  - Continue by typing "Woolen Mills" and clicking on the map near San José.
  - Last, type "Emerald Bay" and click on the map near Lake Tahoe.
  - You can add as many sites as you wish. Each time you click your mouse on the map, it will place the symbol and text you have included to



Step 1



Step 3



Step 5

- Click SAVE if you would like to save the map to a file. Later, after opening the saved document, click on the map with your right mouse button and select COPY. Open the file in the word processing program that contains your report. Insert a box at the location where you want the map to appear. Put your cursor inside the box, right-click the mouse, and select PASTE. Putting your graphic in the box will allow you to stretch or shrink the box to wrap text around it.

Continue



## **NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

**Which sequence accurately presents the order of the steps suggested in the Map Artist tutorial?**

A

### **Order 1**

Specify text location  
Choose map location  
Choose symbol  
Add map text  
Choose map type  
Save

B

### **Order 2**

Choose map location  
Choose map type  
Add map text  
Choose symbol  
Specify text location  
Save

C

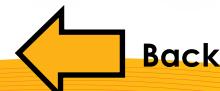
### **Order 3**

Choose map type  
Add map text  
Specify text location  
Choose map location  
Choose symbol  
Save

D

### **Order 4**

Choose map location  
Choose map type  
Choose symbol  
Add map text  
Specify text location  
Save



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# Grade 9: English-Language Arts

## Reading Comprehension (Focus on Informational Materials) (Performance Level: Proficient) – Question 01

**Read these three documents.**

### Document A

#### **Escape from Treasure Mountain II**

By Kate Klein

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As in ETM I, heroine Gigi Loyola and her friends must collect clues to solve puzzles to find a way out of the tunnels beneath Treasure Mountain. The puzzles grow increasingly harder as the game progresses. At the end, gamers face a tough challenge before getting away with the treasure.

A word of warning: although the game creators say it is possible to play the game with only a 4-speed (4X) CD-ROM, I would not recommend it. The graphics load so slowly, you'll only want to throw the game out the window.

On the plus side, the animation is great, right down to the expressions on the characters' faces. The backgrounds are incredibly real looking. Also, ETM II displays the same zany humor that made the first game so popular. However, anyone who has not played ETM I will probably not get many of the jokes.

Overall, I would give Escape from Treasure Mountain II two stars out of five. It's not a bad game; it's just not original.

**Continue**

## Document B

### Escape from Treasure Mountain II

The wait is over. Escape from Treasure Mountain II is here!

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## Document C

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- 7 The Setup Complete screen You can start playing *Escape from Treasure Mountain II* by clicking **Launch**.



**Steps 5 and 6 of the instructions (Document C) for installing Escape from Treasure Mountain II assume that the user**

- A has played Escape from Treasure Mountain I.
- B owns a computer with at least 1.2 GB hard drive space.
- C has some familiarity with basic computer terms.
- D will want to know about new games from Madcap Studios.

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# Grade 9: English-Language Arts

## Reading Comprehension (Focus on Informational Materials) (Performance Level: Proficient) – Question 02

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**Continue**

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## Document B

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## Document C

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- 4 Click **Next**. The Serial Number window should appear. Enter your serial number, which can be found on the back of your CD case, then click **OK**.
- 5 The Destination Location window should appear. This is the location to which the *Escape from Treasure Mountain II* files will be copied. To choose a custom location, click **Browse**, select the location, and then click **Next**. To use the default location, simply click **Next**.
- 6 Choose the folder in the **Start>Programs** menu from which you want to run *Escape from Treasure Mountain II* and click **Next**. Just click **Next** to accept the default folder. The game files will be copied onto your hard drive.
- 7 The Setup Complete screen You can start playing *Escape from Treasure Mountain II* by clicking **Launch**.



**What part of the advertisement (Document B) challenges the negative claims made in the review (Document A)?**

- A the picture of the game
- B the bulleted list
- C the quotes
- D the headline

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# Grade 9: English-Language Arts

## Reading Comprehension (Focus on Informational Materials)

### (Performance Level: Advanced) – Question 03

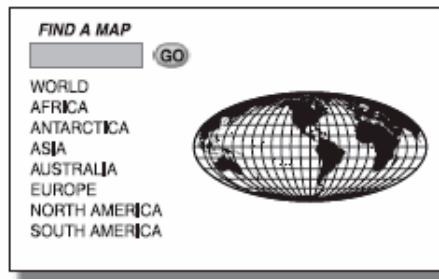
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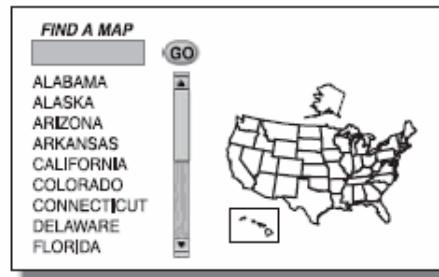
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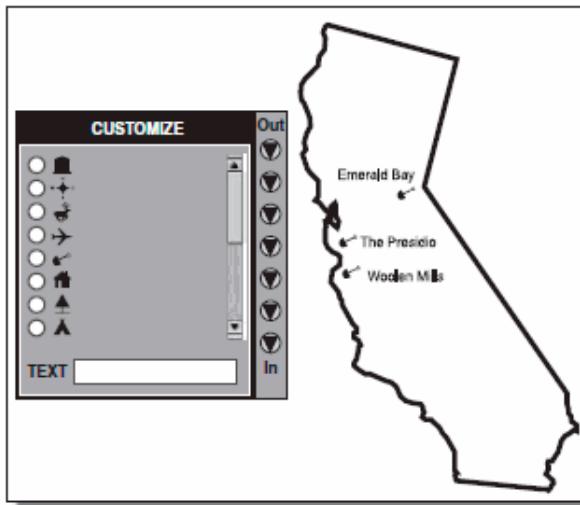
Step 1



Step 3



Step 5



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**NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

**What can a Map Artist user learn from the online screen for Step 5?**

- A which symbols are available for use
- B how to use a drop-down menu
- C which types of maps are available
- D how to save the map to a file



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# Grade 9: English-Language Arts

## Reading Comprehension (Focus on Informational Materials) (Performance Level: Basic) – Question 01

### Carrier Pigeons

1 People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal palaces of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way to send messages right up through World War II.

2 In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons. English troops were fighting Napoleon's forces in France, and the English were believed to be losing. A financial panic gripped London. Government bonds were offered at low prices. Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them. A few days later, London learned the truth; the Duke of Wellington had defeated Napoleon at the battle of Waterloo. The value of the bonds soared, and Rothschild became fabulously wealthy . . . all because his pigeons had brought him news of the victory before anyone else knew of it.

3 Most of the time, however, carrier pigeons were used to benefit an entire country, not just one individual. The United States, England, France, Germany, and Italy, in both World War I and World War II, used carrier pigeons. Not only were the birds often the fastest, most reliable way to send messages, they could also be used to reach soldiers far behind enemy lines, where radios and field telephone lines were useless. Since they could easily be released from airplanes or ships, every branch of the armed services used the birds. In World War II, more than 3,000 soldiers and 150 officers were needed to care for and train the tens of thousands of birds in the U.S. Pigeon Service.

4 Carrying messages could be a dangerous job. Some pigeons performed with such bravery that they became famous and were even awarded medals, such as England's Dicken Medal of Gallantry. In a few cases, pigeons even became prisoners of war.

Continue 

In 1918 American forces captured a pigeon named The Kaiser, which had been trained to fly special missions for Germany, during battle. He was taken to America, where he lived to the age of 32.

5 The most famous pigeon of all may have been Cher Ami. Stationed in France during World War I, he carried twelve important messages for American forces. On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers. For his extraordinary service, he was awarded the French "Croix de Guerre."

6 Carrier pigeons are a slightly different breed from the kind of pigeon you see on city streets. They are much thinner and taller, with longer legs. Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak; however, people who raise pigeons often enjoy this odd appearance and consider carriers the best of their breed.

7 Today, modern communication methods can carry information from one place to another hundreds of times faster than a pigeon could do it. However, few people would argue with the fact that carrier pigeons—especially those that served in the military—have earned their place in history. Stories about brave pigeons such as Cher Ami, President Wilson, and Colonel's Lady have the power to inspire us as no fax machine or high-speed Internet connection could ever do.

**The author provides specific dates throughout this passage in order to**

- A show that carrier pigeons are more important in modern times than they were in the past.
- B indicate the impact of carrier pigeons at significant points in history.
- C explain the causes and effects of world events.
- D avoid confusing the reader when switching back and forth between the past and present times.



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# **Grade 9: English-Language Arts**

## **Reading Comprehension (Focus on Informational Materials) (Performance Level: Basic) – Question 02**

### **Carrier Pigeons**

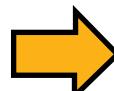
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**Continue**



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**Which of the following statements from the passage supports the author's conclusion that carrier pigeons sometimes had a dangerous job?**

- A In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons.
- B Since they could easily be released from airplanes or ships, every branch of the armed services used the birds.
- C On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers.
- D Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak.



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# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Advanced) – Question 01

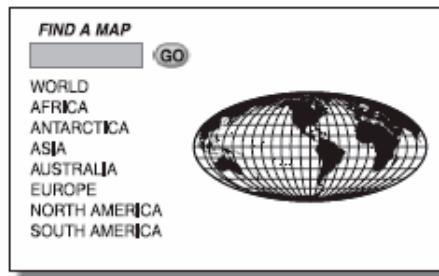
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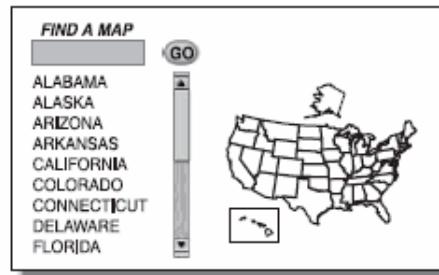
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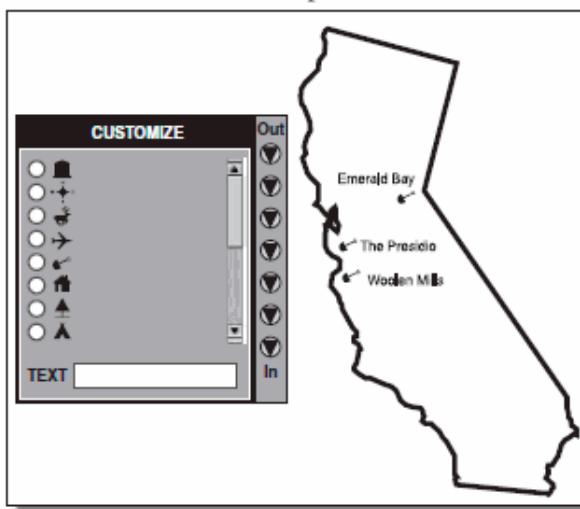
Step 1



Step 3



Step 5



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**NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

**When a specific location is placed on a customized map, which function is required?**

- A clicking on GO
- B cutting and pasting
- C inserting a box for the map
- D clicking on the map



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Compiled and  
Designed  
Courtesy of:

 Shoob Photography  
Serving California Schools Since 1962

# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Proficient) – Question 01

The following three documents are related to the manufacturing of blue jeans. You will need to refer to them in order to answer the questions that follow.

### DOCUMENT A



Forever Blue  
Since 1876

### DOCUMENT B

#### ENCYCLOPEDIA OF INDUSTRY BLUE JEANS

##### A Blue Jeans Chronology

- 1850s - Denim begins to be used to produce pants for miners.
- 1870s - Rivets are first used on blue jeans.
- 1930s - Women begin to wear blue jeans.
- 1950s - Music stars and teen idols, then teens themselves, adopt blue jeans as a cosmopolitan style.
- 1970s - Decorated, studded, and embroidered jeans become popular, and the designer jeans craze begins.
- 1980s - Acid-washed, ripped or torn jeans, along with bell-bottoms, begin their reign.
- 1990s - Baggy, oversized jeans dominate the market.

##### Bibliography

Alfonso, Patrick. *Denim: A Guide to Its Past and Present*. New York: Calicut, 1947.

"Just Jeans." *Manufacturers Weekly* 15 Oct. 1997: 3-4.

Kilmartin, Theresa. "Blue Jeans." *Dumont Complete Encyclopedia*. 1952 ed.

United States. Dept. of Work Indicators. *Dictionary of Vocational Titles*. 2nd ed. Washington: Administrative Publishing Office, 1969.

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# Forever Blue, Inc.

## NOTICE TO ALL DISPATCHERS

Forever Blue, Inc., has installed a computer for the exclusive use of dispatchers in routing their deliveries to stores. Please refer to the following instructions for using the computer.

### TRIP PLANNER 2.2

#### DELIVERY ROUTING:

1. Click on the **OPTIONS** menu and choose **FROM**. From the drop-down box select the driver's starting location. If the departure location is not listed, type the location name or zip code in the **OTHER** box.
2. Click on the **OPTIONS** menu and choose **TO**. From the drop-down box select the driver's ending location. If the destination location is not listed, type the location name or zip code in the **OTHER** box.
3. Click on the **OPTIONS** menu and choose **VIA**. A screen with numbered fill-in boxes will appear. List the locations where deliveries are scheduled in the order that they must be visited.
4. Click on **FORMAT**. Choose either **MAP** or **LOG**. If you choose **MAP**, you will receive a printed map with the driver's route highlighted. If you choose **LOG**, you will receive a step-by-step written route including each of the locations you specified.
5. Click on **FINISH** and select **GO**, and **TRIP PLANNER** will do the rest.

**NOTE:** *If the delivery will require an overnight stay, you may also ask TRIP PLANNER to include a list of motels in the area where the driver will need to plan a layover. To obtain this listing, choose ACCOMMODATIONS and type in the city or zip code. Mark the check box next to the price category that meets company guidelines. Click on FINISH and select GO.*



**When using “Trip Planner,” the same menu must be used in Steps**

- A 1 and 2 only.
- B 1, 2, and 3.
- C 2 and 3 only.
- D 1, 3, and 5.



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# Grade 9: English-Language Arts

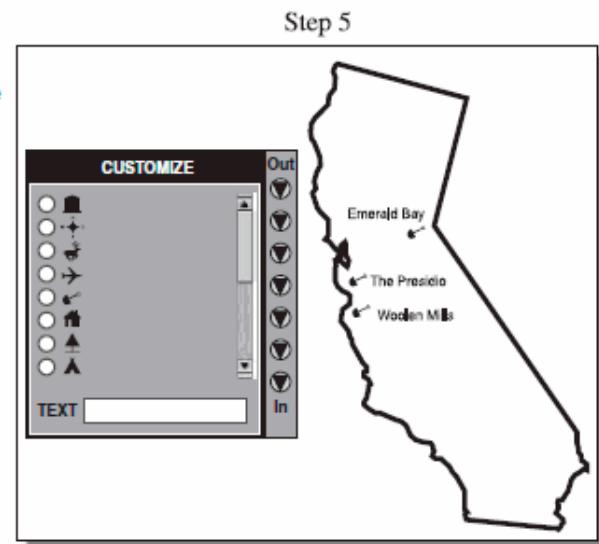
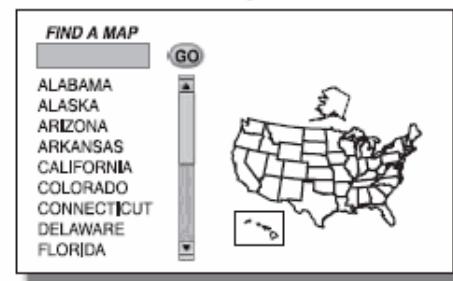
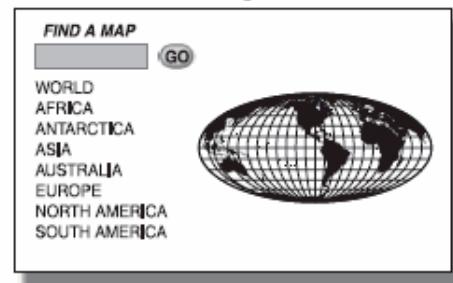
## Reading Comprehension (Performance Level: Proficient) – Question 02

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**NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

**When selecting a state to be mapped, the Map Artist user should**

- A click on that state on the United States map.
- B choose a map type suitable for that state.
- C choose that state from a drop-down menu.
- D customize a map for that state.



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# Grade 9: English-Language Arts

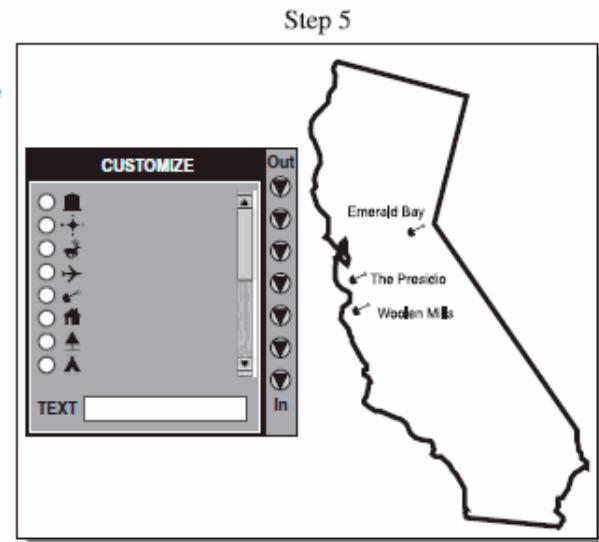
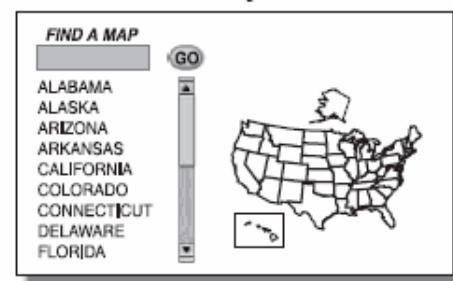
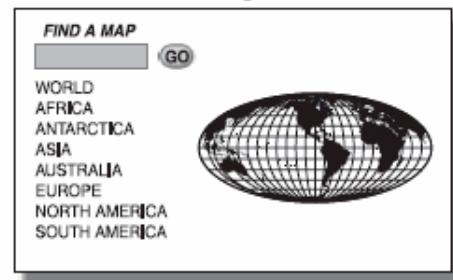
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**NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

**When the online screens shown in Step 1 and Step 3 are compared, what relationship is revealed?**

- A Each successive step is not dependent upon the previous step.
- B Each successive step further narrows the search topic.
- C Each successive step is more important than the previous step.
- D Each successive step offers fewer specific options.



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# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Proficient) – Question 04

The following two documents are related to using a stopwatch. You will need to refer to them to answer the questions that follow.

### DOCUMENT A

#### *Run for a Better Life*

**T**he sport of running offers many advantages. First, it is a great way to get in shape. It also helps relieve stress, gives you more energy, and makes you proud of what you are accomplishing.

Running is also convenient. It is one of a few sports that you can do alone. You need very little equipment. Most runners are happy with just these few items:

- ▶ A comfortable pair of running shoes that have good arch and ankle support and allow your feet to breathe properly
- ▶ A good quality stopwatch such as Penta, ATLAS, or LifeTime
- ▶ A water bottle

It is important for beginning runners to pace themselves, increasing their time and speed gradually. If you are a beginner, try following these steps:

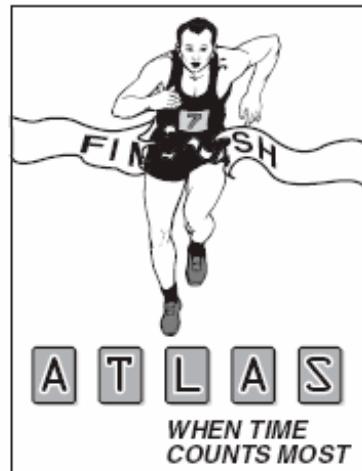
1. Walk slowly for 30 minutes.
2. Alternate slow walking with short periods of fast walking.
3. Add short running sessions into your 30-minute walk.
4. Try a 30-minute run when you feel ready, but never become so winded that you could not carry on a conversation.

You will soon discover benefits from running that you will not want to give up. You will feel more relaxed and focused. Your concentration will improve and you will find that, even though you are taking 30 minutes each day from your busy schedule, you will get more done. Try it! What do you have to lose?

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- O'Shea, Shaun. *Athlete's Guide to Quality Equipment*. Dallas: Scanlon-Van Horn Publishers, 1998.
- Shopmeyer, Ingrid. *Ingrid Shopmeyer's Running for Beginners*. Philadelphia: King Books, 1995.

### DOCUMENT B



Continue

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If this book were to be added to the bibliography in Document A, which of the following entries would be correct?

- A Dennis Martin. *Running for Your Health*. Miami: McDevonshire Books, 1997.
- B Dennis Martin. *Running for Your Health*. 1997. McDevonshire Books: Miami.
- C Martin, Dennis. McDevonshire Books. *Running for Your Health*. Miami: 1997.
- D Martin, Dennis. *Running for Your Health*. Miami: McDevonshire Books, 1997.



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# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Proficient) – Question 05

The following two documents are related to using a stopwatch. You will need to refer to them to answer the questions that follow.

DOCUMENT A

### *Run for a Better Life*

The sport of running offers many advantages. First, it is a great way to get in shape. It also helps relieve stress, gives you more energy, and makes you proud of what you are accomplishing.

Running is also convenient. It is one of a few sports that you can do alone. You need very little equipment. Most runners are happy with just these few items:

- ▶ A comfortable pair of running shoes that have good arch and ankle support and allow your feet to breathe properly
- ▶ A good quality stopwatch such as Penta, ATLAS, or LifeTime
- ▶ A water bottle

It is important for beginning runners to pace themselves, increasing their time and speed gradually. If you are a beginner, try following these steps:

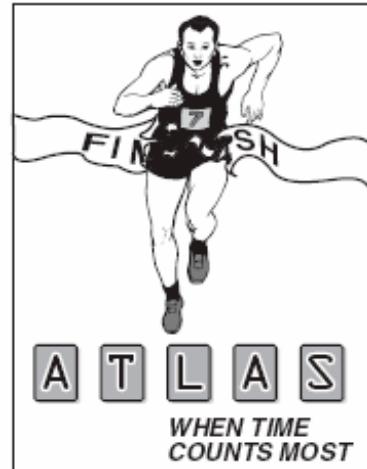
1. Walk slowly for 30 minutes.
2. Alternate slow walking with short periods of fast walking.
3. Add short running sessions into your 30-minute walk.
4. Try a 30-minute run when you feel ready, but never become so winded that you could not carry on a conversation.

You will soon discover benefits from running that you will not want to give up. You will feel more relaxed and focused. Your concentration will improve and you will find that, even though you are taking 30 minutes each day from your busy schedule, you will get more done. Try it! What do you have to lose?

#### BIBLIOGRAPHY

- Gleick, James. *Getting Started: Running*. New York: Pilot Press, 1979.
- Manning, Lynne. "Back to the Sport I Loved: Pacing Myself." *Runner's Magazine* 15 May 1999: 34–35.
- Mendez, Libby. *Medical Advantages of Exercise*. San Diego: Hanley House, 1966. vii–xii.
- O'Shea, Shaun. *Athlete's Guide to Quality Equipment*. Dallas: Scanlon-Van Horn Publishers, 1998.
- Shopmeyer, Ingrid. *Ingrid Shopmeyer's Running for Beginners*. Philadelphia: King Books, 1995.

DOCUMENT B



Continue

**The word *counts* as used in the advertisement (Document B) has what double meaning?**

- A importance and duration
- B consideration and computation
- C to rate and total
- D to calculate and evaluate



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# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Proficient) – Question 06

The following two documents are related to using a stopwatch. You will need to refer to them to answer the questions that follow.

### DOCUMENT A

#### *Run for a Better Life*

**T**he sport of running offers many advantages. First, it is a great way to get in shape. It also helps relieve stress, gives you more energy, and makes you proud of what you are accomplishing.

Running is also convenient. It is one of a few sports that you can do alone. You need very little equipment. Most runners are happy with just these few items:

- ▶ A comfortable pair of running shoes that have good arch and ankle support and allow your feet to breathe properly
- ▶ A good quality stopwatch such as Penta, ATLAS, or LifeTime
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It is important for beginning runners to pace themselves, increasing their time and speed gradually. If you are a beginner, try following these steps:

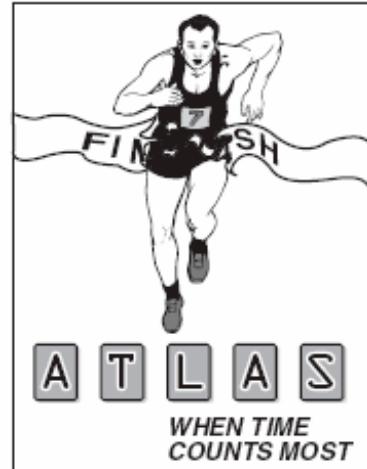
1. Walk slowly for 30 minutes.
2. Alternate slow walking with short periods of fast walking.
3. Add short running sessions into your 30-minute walk.
4. Try a 30-minute run when you feel ready, but never become so winded that you could not carry on a conversation.

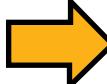
You will soon discover benefits from running that you will not want to give up. You will feel more relaxed and focused. Your concentration will improve and you will find that, even though you are taking 30 minutes each day from your busy schedule, you will get more done. Try it! What do you have to lose?

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- Gleick, James. *Getting Started: Running*. New York: Pilot Press, 1979.
- Manning, Lynne. "Back to the Sport I Loved: Pacing Myself." *Runner's Magazine* 15 May 1999: 34–35.
- Mendez, Libby. *Medical Advantages of Exercise*. San Diego: Hanley House, 1966. vii–xii.
- O'Shea, Shaun. *Athlete's Guide to Quality Equipment*. Dallas: Scanlon-Van Horn Publishers, 1998.
- Shopmeyer, Ingrid. *Ingrid Shopmeyer's Running for Beginners*. Philadelphia: King Books, 1995.

### DOCUMENT B



Continue 

**The author uses the runner in the advertisement (Document B) to give the impression that**

- A making a good stopwatch is a tiring task.
- B winners choose ATLAS stopwatches.
- C time is more important to runners than to other people.
- D running is time consuming.



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# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Basic) – Question 01

### Carrier Pigeons

1 People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal palaces of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way to send messages right up through World War II.

2 In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons. English troops were fighting Napoleon's forces in France, and the English were believed to be losing. A financial panic gripped London. Government bonds were offered at low prices. Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them. A few days later, London learned the truth; the Duke of Wellington had defeated Napoleon at the battle of Waterloo. The value of the bonds soared, and Rothschild became fabulously wealthy . . . all because his pigeons had brought him news of the victory before anyone else knew of it.

3 Most of the time, however, carrier pigeons were used to benefit an entire country, not just one individual. The United States, England, France, Germany, and Italy, in both World War I and World War II, used carrier pigeons. Not only were the birds often the fastest, most reliable way to send messages, they could also be used to reach soldiers far behind enemy lines, where radios and field telephone lines were useless. Since they could easily be released from airplanes or ships, every branch of the armed services used the birds. In World War II, more than 3,000 soldiers and 150 officers were needed to care for and train the tens of thousands of birds in the U.S. Pigeon Service.

4 Carrying messages could be a dangerous job. Some pigeons performed with such bravery that they became famous and were even awarded medals, such as England's Dicken Medal of Gallantry. In a few cases, pigeons even became prisoners of war.

Continue

In 1918 American forces captured a pigeon named The Kaiser, which had been trained to fly special missions for Germany, during battle. He was taken to America, where he lived to the age of 32.

5 The most famous pigeon of all may have been Cher Ami. Stationed in France during World War I, he carried twelve important messages for American forces. On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers. For his extraordinary service, he was awarded the French "Croix de Guerre."

6 Carrier pigeons are a slightly different breed from the kind of pigeon you see on city streets. They are much thinner and taller, with longer legs. Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak; however, people who raise pigeons often enjoy this odd appearance and consider carriers the best of their breed.

7 Today, modern communication methods can carry information from one place to another hundreds of times faster than a pigeon could do it. However, few people would argue with the fact that carrier pigeons—especially those that served in the military—have earned their place in history. Stories about brave pigeons such as Cher Ami, President Wilson, and Colonel's Lady have the power to inspire us as no fax machine or high-speed Internet connection could ever do.

**In order to understand the passage better, which topic should be researched?**

- A How are modern communication devices better than carrier pigeons?
- B How did the Duke of Wellington defeat Napoleon at Waterloo?
- C How were carrier pigeons trained for use during wartime?
- D What types of medals were awarded for bravery during World War I?



Back

# Grade 9: English-Language Arts

## Reading Comprehension (Performance Level: Below Basic) – Question 01

### Carrier Pigeons

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**To learn how to send messages via carrier pigeon, a student should research which of the following topics?**

- A capture
- B habitat
- C training
- D anatomy



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# Grade 9: English-Language Arts

**Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced)**

## Question 01

**Which sentence demonstrates the figurative meaning of the word parasite?**

- A Her dog had parasites, so she took him to a veterinarian to get some medicine.
- B A leech is a kind of freshwater parasite.
- C My friend says I'm a parasite because I always borrow money from him.
- D Certain plant parasites can cause permanent harm to trees if not removed.

## Question 02

**Which word is derived from the name of the nymph in Greek mythology who pined away for Narcissus until all that was left was her voice?**

- A vocal
- B echo
- C larynx
- D articulate

Continue 

## **Grade 9: English-Language Arts**

### **Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 01**

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

- A The man's remarks were harmful.
- B The man's remarks were mischievous.
- C The man's remarks were malicious.
- D The man's remarks were unpleasant.

# Grade 9: English-Language Arts

## Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 02

### Carrier Pigeons

1 People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal palaces of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way to send messages right up through World War II.

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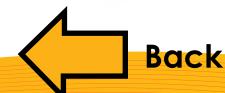
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**Read the sentence below from the passage.**

"Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them."

**In this sentence, snapping up means**

- A giving away.
- B destroying.
- C throwing out.
- D buying.



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# Grade 9: English-Language Arts

## Word Analysis, Fluency, and Systematic Vocabulary Development

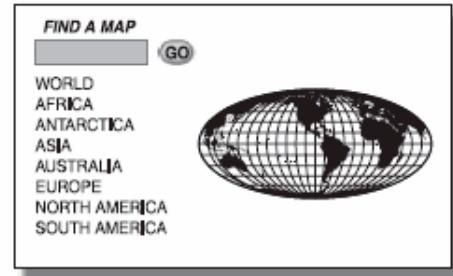
(Performance Level: Proficient) –Question 03

### MAP ARTIST TUTORIAL: HOW TO CREATE A CUSTOM MAP

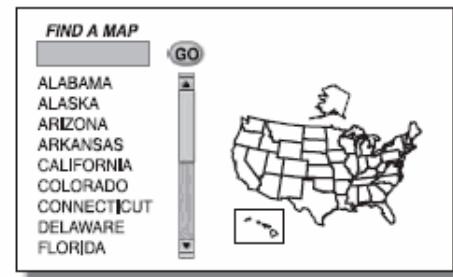
**Map Artist** is the perfect tool for creating customized maps to include in research projects and reports. **Map Artist** offers endless possibilities. **Map Artist** has a huge collection of map styles to choose from, and they can be customized to suit your special needs. In this tutorial, we will assume you have been asked to create a map for a social studies report.



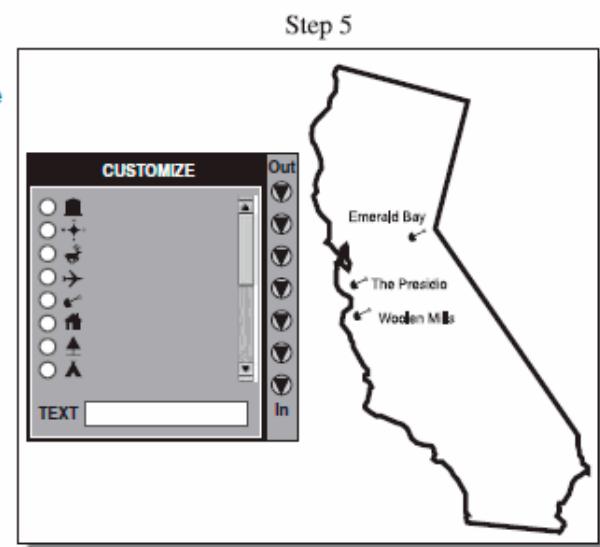
- When you open Map Artist, a world map will be displayed. Type "North America" in the dialogue box or choose NORTH AMERICA from the list provided. Click GO. A map of North America will be displayed.
- Type "United States" in the dialogue box or choose UNITED STATES from the drop-down menu to display a map of the 50 United States. Click GO. A map of the United States will be displayed.
- Type "California" in the dialogue box or choose CALIFORNIA from the drop-down menu. Click GO. A map of California will be displayed.
- Click on the drop-down menu next to the outline map of the state. Click on the type of map you need for your report. OUTLINE shows only the outline shape of the state with no highways or population centers indicated; HIGHWAY shows major cities, interstate highways, and major state highways. TOPOGRAPHIC indicates elevations as well as the location of major cities. SHADED RELIEF shows only natural landforms (mountains, valleys, rivers). POLITICAL shows major cities, interstates, and major highways, as well as national parks. HISTORICAL recalls the oldest maps on record. For the purposes of this tutorial, select OUTLINE. A map showing an outline of California will be displayed.
- Click CUSTOMIZE on the menu bar down the left side of the screen. CUSTOMIZE allows you to place custom data on the map you have selected. A tiny symbol will be placed on the map at the location you designate, and the text you type into the dialogue box at the bottom of the screen will appear next to it.
  - First, click on the button next to the appropriate symbol. For practice, click on the shovel, which symbolizes archaeology.
  - Next to the word TEXT, type "The Presidio," which is an archaeological site near San Francisco.
  - Now use your mouse to click on the spot on the map where you would like this data to be placed.
  - Continue by typing "Woolen Mills" and clicking on the map near San José.
  - Last, type "Emerald Bay" and click on the map near Lake Tahoe.
  - You can add as many sites as you wish. Each time you click your mouse on the map, it will place the symbol and text you have included to describe that location.



Step 1



Step 3



Step 5

- Click SAVE if you would like to save the map to a file. Later, after opening the saved document, click on the map with your right mouse button and select COPY. Open the file in the word processing program that contains your report. Insert a box at the location where you want the map to appear. Put your cursor inside the box, right-click the mouse, and select PASTE. Putting your graphic in the box will allow you to stretch or shrink the box to wrap text around it.

Continue

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**NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!**

Read this excerpt from the tutorial.

**Map Artist** is the perfect tool for creating customized maps to include in research projects and reports.

The word **perfect** is used mainly to suggest that **Map Artist** is

- A best.
- B exact.
- C most authentic.
- D most rational.



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# Grade 9: English-Language Arts

## Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic)

### Question 01

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

- A The runner was cocky about his ability to win the race.
- B The runner was confident about his ability to win the race.
- C The runner was certain about his ability to win the race.
- D The runner was sure about his ability to win the race.

### Question 02

The word *distracted* is derived from a Latin root meaning

- A to wish or hope.
- B to draw or pull away.
- C to look or see.
- D to say or tell.

# **Grade 9: English-Language Arts**

## **Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) – Question 03**

### **Carrier Pigeons**

1 People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal palaces of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way to send messages right up through World War II.

2 In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons. English troops were fighting Napoleon's forces in France, and the English were believed to be losing. A financial panic gripped London. Government bonds were offered at low prices. Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them. A few days later, London learned the truth; the Duke of Wellington had defeated Napoleon at the battle of Waterloo. The value of the bonds soared, and Rothschild became fabulously wealthy . . . all because his pigeons had brought him news of the victory before anyone else knew of it.

3 Most of the time, however, carrier pigeons were used to benefit an entire country, not just one individual. The United States, England, France, Germany, and Italy, in both World War I and World War II, used carrier pigeons. Not only were the birds often the fastest, most reliable way to send messages, they could also be used to reach soldiers far behind enemy lines, where radios and field telephone lines were useless. Since they could easily be released from airplanes or ships, every branch of the armed services used the birds. In World War II, more than 3,000 soldiers and 150 officers were needed to care for and train the tens of thousands of birds in the U.S. Pigeon Service.

4 Carrying messages could be a dangerous job. Some pigeons performed with such bravery that they became famous and were even awarded medals, such as England's Dicken Medal of Gallantry. In a few cases, pigeons even became prisoners of war.

**Continue** 

In 1918 American forces captured a pigeon named The Kaiser, which had been trained to fly special missions for Germany, during battle. He was taken to America, where he lived to the age of 32.

5 The most famous pigeon of all may have been Cher Ami. Stationed in France during World War I, he carried twelve important messages for American forces. On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers. For his extraordinary service, he was awarded the French "Croix de Guerre."

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**The word *victory* comes from the Latin root that means**

- A to survive.
- B to reward.
- C to conquer.
- D to suffer.



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# **Grade 9: English-Language Arts**

## **Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Basic) –Question 04**

### **excerpt from Trapped**

A true story by Walt Morey

1 Have you ever asked yourself the questions, How brave am I? How much raw courage have I? How would I conduct myself in a life-and-death emergency?

2 Most of us are never given the chance to find answers to these questions. The opportunity was mine when some years ago I went with a friend to Alaska as a deep sea diver to inspect the underwater sections of the fish traps in Prince William Sound.

3 "You can do part of the diving," Virgil explained. "That way the cannery will pay your expenses."

4 "But I don't know a thing about diving."

5 "I'll teach you." Virgil was a professional with twenty years' experience diving in northern waters.

6 "We'll get there a couple of weeks early," Virgil explained to me now, "then go out in the boat and make some practice dives before the real work starts."

7 I agreed. I wanted to see the North.

8 The day before we left I had breakfast with an editor friend at the Benson Hotel in Portland.

9 "So you're really going to dive?" he asked me.

10 "I am, if I have enough courage," I answered.

**Continue** 

11 My friend looked at me a moment, then said, "During the Second World War, I was in OSS and I flew a lot of men behind enemy lines. Everyone knew that his chance of coming back alive was slim. But a lot of them came back because they refused to panic in an emergency. You'll be all right, I'm sure."

12 To one who'd never been beneath the sea, just the sight of the suit was a little frightening. The metal helmet and breastplate weighed seventy-five pounds, the lead shoes forty pounds, the lead belt around my middle ninety pounds. Slightly more than two hundred pounds of dead weight to take me to the bottom and hold me there.

13 "We don't use a lifeline," Virgil explained. "It's just extra gear to drag around at a hundred feet or more. To come up, let the air pressure build in the suit and you'll float to the surface." There was a mike in the helmet and one on deck so the diver and tender could talk back and forth. Air was supplied by a one-cylinder gas motor that ran the compressor.

14 My first two practice dives went off perfectly. Both dives were shallow, thirty and forty feet. In between dives, Virgil hammered diving knowledge and warnings into me. "Remember, if you get into trouble you've got to get yourself out. I can't come down. As far as we know this is the only diving suit in Alaska. Don't take chances. Keep me informed what's happening below."

15 After the third dive he said, "You went in like an old pro. You're doing fine."

16 The fourth dive took place opposite the native village of Tatitlik. A couple of hundred yards away on shore the white schoolteacher and his wife were hacking chunks of ice off a small iceberg that had drifted in. It was 11:00 P.M. The sun was still high.

17 "It's about sixty feet here," Virgil said, "a nice sandy bottom. We've got enough gas left for an hour's dive. Tomorrow we'll get more. You want to go down?"

18 My appetite was whetted by three successful dives. Of course I did.

19 "Remember," he warned as he locked on the helmet, "you've got the last of the gas. When I say 'Come up,' you'd better come!"



20 The bottom was just as he'd said. I could see about twenty-five feet. The shape of the boat had disappeared. I was alone in a watery world. A strong tide was running and the long coarse grass was lying almost flat, as if blown by a hard wind. I leaned forward about forty-five degrees, dug my lead toes into the sand, and began walking. A school of sea trout swirled around me, then dashed away. A big halibut flapped into view and disappeared back into the liquid distance. The long tough grass kept tangling around my feet. Once I fell.

21 I wandered around for some time getting used to the suit and the feel of pressure. Finally I started back following my air line toward where the boat should be. Virgil would soon be telling me to come up.

22 Then I fell. That darned grass again, I thought. I turned over and sat up. Shock rolled through me. I'd walked into a great coil of partially silt-buried, rusty inch-thick cable. Like all old, hard-used cable it was twisted into compact kinks and knots. Somehow I'd shoved one of my big lead shoes through one of those kinky loops and it had sprung tight on my foot. I bent forward, got hold of each side of the loop, and tried to pry it open. I couldn't even budge the cable. That coil weighed hundreds of pounds and I could see more snaking out across the bottom. I was held fast, as if caught in a bear trap.

23 That moment all Virgil's cautions took on terrible meaning. This was our only diving suit. I had to get out on my own. No one could come down to help me. The last gas was in the compressor. When the motor stopped I'd be out of air.

24 Suddenly panic was right in the helmet with me. I tore at the cable with my bare hands, trying to pry that closed loop open. The cable was covered with jagers, needle-sharp ends of broken strands. They slashed both my palms, and a thread of blood began drifting toward the surface. Oh, God! I thought. Sharks!

25 I've no idea how long the panic lasted. Twenty seconds, thirty, a minute. Sweat poured down my face into my eyes, nostrils, mouth. I was panting, using up precious oxygen.



26 Then, for a reason I've never been able to explain, I heard my editor friend's voice say, "You'll be all right, I'm sure." His voice was as clear as it had been that morning in the Benson Hotel dining room in Portland. I seemed to go through fear, like passing through an open door. I became perfectly calm.

27 I quit struggling and began to think. How much gas was left? Enough for ten minutes, fifteen? It's hard to judge time under water. But all the time in the world wouldn't help me. I, alone, had to get my foot out of the vice created by the twisted cable. I desperately needed another pair of hands. I thought of Virgil's forearms, almost as big around as my neck. He'd once been a professional wrestler. If I just had his arms down here.

28 "You found something?" Virgil's voice came in over the mike in my helmet. We had a rule that the do?"

30 Then I knew. "Send down a line."

31 A minute later a half-inch rope snaked down, with a wrench tied to the end to sink it to me. I tied the rope to one side of the loop. "When I say 'Pull,' " I said, "give it all you've got." I dug my free heel into the sandy bottom, got hold of the opposite side with both hands and said, "Pull, Virg. Pull!"

32 The line became taut as Virgil's 220 pounds strained on it. I did the same on my side. At first there was nothing. Then fine scales of rust broke away. Reluctantly the loop parted. I yanked my foot out, let go, and the loop snapped closed again.

33 I let air build in the suit and shot to the surface. Virgil twisted the helmet off, and I looked at the beautiful sky and the sun and the sea. Neither of us said a word. He was beginning to unbuckle the suit a minute later when the compressor motor sputtered and died.

34 Resting on the bunk later I realized I had found a partial answer to my third question. In an emergency at least I would act. To the other two questions I still have no satisfactory answer. "Trapped" by Walt Morey is reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's



## Identity

by Julio Noboa Polanco

Let them be as flowers,  
always watered, fed, guarded, admired,  
but harnessed to a pot of dirt.  
I'd rather be a tall, ugly weed,  
clinging on cliffs, like an eagle  
wind-wavering above high, jagged rocks.  
To have broken through the surface of stone  
to live, to feel exposed to the madness  
of the vast, eternal sky.

To be swayed by the breezes of an ancient sea,  
carrying my soul, my seed beyond the mountains of time  
or into the abyss of the bizarre.  
I'd rather be unseen, and if,  
then shunned by everyone

than to be a pleasant-smelling flower,  
growing in clusters in the fertile valley  
where they're praised, handled, and plucked  
by greedy human hands.

I'd rather smell of musty, green stench  
than of sweet, fragrant lilac.

If I could stand alone, strong and free  
I'd rather be a tall, ugly weed.

"Identity" by Julio Noboa Polanco from *The Rican, Journal of Contemporary Puerto Rican Thought*,  
copyright © 1973. Reprinted by permission of the author.



**In paragraph 13 of “Trapped,” a *tender* is**

- A a piece of diving equipment.
- B a measure of air pressure.
- C a person helping the diver.
- D a kind of air compressor



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Advanced) – Question 01

Martin's teacher asked her students to write about someone who could inspire others. Below are Martin's rough draft and his Works Cited section. The rough draft may contain errors.

Helen Thayer, Athlete and Adventurer

1 When Helen Thayer was just nine years old, her parents made plans to climb Mount Egmont in New Zealand. Helen wanted to climb the mountain too, and asked her parents if she could go along (Thayer 27). They agreed, but only if Helen carried her own backpack. Helen went with her parents and carried her own backpack all the way to the top of the 8,258-foot mountain peak. It was just the beginning of a lifetime filled with adventures (Berryman 126).

2 Throughout her life Helen continued to climb mountains, but she began to excel in athletic competition as well. She became an international track and field star, and she went on to represent three countries, including the United States, at prestigious track and field meets. Then one day in 1972, Helen happened to watch a luge racing competition on television (Thayer 93). It was just the kind of activity that Helen enjoyed. She decided she wanted to race luges. Just three years later, Helen won the U.S. National Luge Championship. She began competing for the United States in international luge races (Berryman 141).

3 The thrill of conquering nature's rugged outdoors, however, continued to be Helen's first love. The earth's polar regions had always fascinated her. A fellow New Zealander, Sir Edmund Hillary, had reached the South Pole in 1958, and Helen vowed that she too would explore the poles (Creighton 211). In 1986 Helen decided her athletic background and mountain climbing experience had prepared her for her most important goal—to be the first woman to explore the magnetic North Pole alone.

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4 On March 30, 1988, Helen left Little Cornwallis Island. She pulled a sled loaded with a tent and other supplies behind her. She was alone except for her dog Charlie, a black husky. For the next 26 days, Helen walked, slid, and skied across 364 miles of ice. She and Charlie withstood Arctic storms, crossed rugged terrain, and held off dangerous polar bears (Martles 52). Twenty-seven days later they climbed on board a plane ready to go home. Helen was exhausted but happy. She had successfully explored the magnetic North Pole and at last fulfilled her “polar” dream.

### Works Cited

Berryman, William. *Call to the Poles*. Cincinnati: Johnson-Sutton, 1993.

Creighton, Phillip. *The Ice Warriors*. Atlanta: Pelman, 1996.

Martles, Robert. “On Top of the World.” *Modern Exploration*. May 1988: 45–64.

Thayer, Helen. *Polar Dream*. New York: Simon and Schuster, 1995.

### What information should Martin include in paragraph 2 of his report?

- A the location of the luge championships
- B a description of the luge
- C the date Thayer reached the South Pole
- D an explanation of Thayer's physical appearance



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Advanced) – Question 02

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

Ava Wilson

Health I

Mrs. Green

18 November 2002

### Popcorn

1 Just like a triumphant marching band entering the stadium before a game, popcorn is usually heard before it is seen. Kernels are bursting uncontrollably, clanging against the cover of the pot, and bouncing around randomly within the popper, all releasing the scent of a forthcoming treat. Popcorn is one of the most popular snacks, and we can enjoy large amounts of it every year. Where did this corn plant originate, and what causes it to pop?

2 The history of popcorn undoubtedly contains unique information that most people— even avid popcorn consumers—do not know. Popcorn, which grows on ears just like any other corn plant, was first raised and harvested by Cachise Indians in Mexico over three thousand years ago. By the time Europeans arrived in North America, many different tribes of Native Americans are enjoying popcorn. In fact, at the first Thanksgiving celebration in Plymouth, Massachusetts, one high-ranking Native American brought a gift of popped corn in a deerskin bag (Rich 22). Popcorn was not just for eating; it was also used in jewelry, such as headdresses and necklaces. One difference between popcorn then and now is the popping methods. Early Native Americans would pierce the cob with a sharp stick, coat the ear with oil, and lay it next to the fire. The kernels would pop while still attached to the ear (Murphy 40).

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3 Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. To understand it, you must understand the kernel itself. The kernel is simply a hard outer shell, which protects a soft, starchy interior. The starch contains a small amount of water, and when the kernel is heated to about 200 degrees Celsius, the pressure from the steam within causes the kernel to pop. When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside. The remaining kernels that do not pop by the end of the heating cycle do not have adequate water inside to build up necessary steam pressure.

4 Popcorn is essentially a good source of carbohydrates, fiber, and protein. It contains only 27 calories per 100 grams—that is, if you don't drench it in butter and toppings (Lucas 53)!

### Works Cited

Hall, Bernice. Science of Food. Atlanta: Smith Publishing, 2002.

Lucas, Edward. "Healthy Snacks." Health 16 July 2001:51-60.

Murphy, Chris. Popcorn: A Healthy Alternative. Chicago: Merrill 2000.

Rich, Carmine. "How Popcorn Evolved." Bell Snack Journal 20 Mar.2000: 20-23



**Read this sentence.**

Just like a triumphant marching band entering the stadium before a game, popcorn is usually heard before it is seen. How is this sentence best written using sensory details?

- A Just like a triumphant marching band, drums echoing loudly as it enters a stadium before a game, popcorn is usually heard before it is seen.
- B Just like a spectacular and triumphant marching band entering a stadium before a game, popcorn is usually heard before it is seen.
- C Just like a triumphant marching band rapidly enters a stadium before a game, popcorn is usually heard before it is seen.
- D Just like a triumphant marching band entering a stadium before a championship game, popcorn is usually heard before it is seen.



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 01

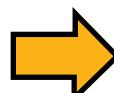
The following is the rough draft of Cara Johnson's business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

- 1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city's budget priority should be to repair the high school, city hall, and the airport. Don't you realize, however, what a loss the park will be?
- 2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy every day. I see the park on my way to school. It is absolutely essential to support Center Park. The recreation it provides is priceless.
- 3 The Lyndon High School Ice Skating Club knows how to fix this. We want to hold a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.

Continue



- 4 The club challenges other groups to do their parts by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

*Cara Johnson*

Cara Johnson  
President  
Lyndon High School Ice Skating Club

**In paragraph 2, sentence 5 begins with the word Kids. How should this be written?**

- A Small children, because it is more formal
- B Tikes, because it's friendlier
- C Kids, because that's how people talk
- D Little kids, because it's more descriptive



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 02

Martin's teacher asked her students to write about someone who could inspire others. Below are Martin's rough draft and his Works Cited section. The rough draft may contain errors.

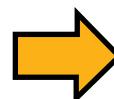
Helen Thayer, Athlete and Adventurer

1 When Helen Thayer was just nine years old, her parents made plans to climb Mount Egmont in New Zealand. Helen wanted to climb the mountain too, and asked her parents if she could go along (Thayer 27). They agreed, but only if Helen carried her own backpack. Helen went with her parents and carried her own backpack all the way to the top of the 8,258-foot mountain peak. It was just the beginning of a lifetime filled with adventures (Berryman 126).

2 Throughout her life Helen continued to climb mountains, but she began to excel in athletic competition as well. She became an international track and field star, and she went on to represent three countries, including the United States, at prestigious track and field meets. Then one day in 1972, Helen happened to watch a luge racing competition on television (Thayer 93). It was just the kind of activity that Helen enjoyed. She decided she wanted to race luges. Just three years later, Helen won the U.S. National Luge Championship. She began competing for the United States in international luge races (Berryman 141).

3 The thrill of conquering nature's rugged outdoors, however, continued to be Helen's first love. The earth's polar regions had always fascinated her. A fellow New Zealander, Sir Edmund Hillary, had reached the South Pole in 1958, and Helen vowed that she too would explore the poles (Creighton 211). In 1986 Helen decided her athletic background and mountain climbing experience had prepared her for her most important goal—to be the first woman to explore the magnetic North Pole alone.

Continue



4 On March 30, 1988, Helen left Little Cornwallis Island. She pulled a sled loaded with a tent and other supplies behind her. She was alone except for her dog Charlie, a black husky. For the next 26 days, Helen walked, slid, and skied across 364 miles of ice. She and Charlie withstood Arctic storms, crossed rugged terrain, and held off dangerous polar bears (Martles 52). Twenty-seven days later they climbed on board a plane ready to go home. Helen was exhausted but happy. She had successfully-explored the magnetic North Pole and at last fulfilled her “polar” dream.

### Works Cited

Berryman, William. *Call to the Poles*. Cincinnati: Johnson-Sutton, 1993.

Creighton, Phillip. *The Ice Warriors*. Atlanta: Pelman, 1996.

Martles, Robert. “On Top of the World.” *Modern Exploration*. May 1988: 45–64.

Thayer, Helen. *Polar Dream*. New York: Simon and Schuster, 1995.

**In the last sentence of paragraph 3, which word should Martin use to replace most important if he wants to make the statement more vivid?**

- A major
- B ultimate
- C biggest
- D eventual



# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 03

David recently read an editorial about the disadvantages of electronic books, or e-books, in his local newspaper. He wants to write a letter to the editor defending e-books. Here is a rough draft of David's letter, which may contain errors.

To Honesdale Times Editor Henry Slocum:

- 1 I read your May 10th column about electronic books, or e-books, with great interest. You made several good points about the disadvantages of e-books. You may have overlooked, however, some of the ways in which they are superior to traditional books. Yes, e-books are expensive, but they are also convenient and efficient. Furthermore, due to their environment-friendly nature, e-books have the potential to change our planet for the better.
- 2 E-books, for anyone who is unfamiliar with the term, are about the same size and shape as regular books. They have a large screen in the middle, however. This screen shows the reader a page of text that has been downloaded from a computer. Once the reader has finished reading the page on the e-book screen, he or she scrolls down to see a new page. The process continues until the entire book has been read.
- 3 As you pointed out, Mr. Slocum, it's great to lie on a warm, sandy beach with a book. You can do that just as easily with an e-book as you can with a traditional paper book. In fact, because e-books are so light, you can take them places you wouldn't want to take regular books. Say, for example, that you like to read on the bus. Which would you rather carry with you—a heavy 800-page novel or an e-book that weighs only a few ounces?

Continue 

- 4 Another important advantage is offered by e-books as well. They are more environment-friendly than traditional books. Currently, thousands of trees are cut down each year to meet the publishing industry's demand for paper. Books that don't sell are eventually returned to the publisher and destroyed. This appalling waste could be avoided if everyone used e-books, which require no paper.

Sincerely,

*David Eng*

David Eng

**Which paragraph would be the most appropriate place for David to explain some of the basic features of e-books, such as their interactive dictionary?**

- A paragraph 1
- B paragraph 2
- C paragraph 3
- D paragraph 4



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 04

David recently read an editorial about the disadvantages of electronic books, or e-books, in his local newspaper. He wants to write a letter to the editor defending e-books. Here is a rough draft of David's letter, which may contain errors.

To Honesdale Times Editor Henry Slocum:

- 1 I read your May 10th column about electronic books, or e-books, with great interest. You made several good points about the disadvantages of e-books. You may have overlooked, however, some of the ways in which they are superior to traditional books. Yes, e-books are expensive, but they are also convenient and efficient. Furthermore, due to their environment-friendly nature, e-books have the potential to change our planet for the better.
- 2 E-books, for anyone who is unfamiliar with the term, are about the same size and shape as regular books. They have a large screen in the middle, however. This screen shows the reader a page of text that has been downloaded from a computer. Once the reader has finished reading the page on the e-book screen, he or she scrolls down to see a new page. The process continues until the entire book has been read.
- 3 As you pointed out, Mr. Slocum, it's great to lie on a warm, sandy beach with a book. You can do that just as easily with an e-book as you can with a traditional paper book. In fact, because e-books are so light, you can take them places you wouldn't want to take regular books. Say, for example, that you like to read on the bus. Which would you rather carry with you—a heavy 800-page novel or an e-book that weighs only a few ounces?

Continue 

- 4 Another important advantage is offered by e-books as well. They are more environment-friendly than traditional books. Currently, thousands of trees are cut down each year to meet the publishing industry's demand for paper. Books that don't sell are eventually returned to the publisher and destroyed. This appalling waste could be avoided if everyone used e-books, which require no paper.

Sincerely,

*David Eng*

David Eng

**Which of the following does David use to help develop his ideas in paragraph 3?**

- A a scenario
- B a definition
- C a hypothesis
- D a quote



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 05

David recently read an editorial about the disadvantages of electronic books, or e-books, in his local newspaper. He wants to write a letter to the editor defending e-books. Here is a rough draft of David's letter, which may contain errors.

To Honesdale Times Editor Henry Slocum:

- 1 I read your May 10th column about electronic books, or e-books, with great interest. You made several good points about the disadvantages of e-books. You may have overlooked, however, some of the ways in which they are superior to traditional books. Yes, e-books are expensive, but they are also convenient and efficient. Furthermore, due to their environment-friendly nature, e-books have the potential to change our planet for the better.
- 2 E-books, for anyone who is unfamiliar with the term, are about the same size and shape as regular books. They have a large screen in the middle, however. This screen shows the reader a page of text that has been downloaded from a computer. Once the reader has finished reading the page on the e-book screen, he or she scrolls down to see a new page. The process continues until the entire book has been read.
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Continue 

- 4 Another important advantage is offered by e-books as well. They are more environment-friendly than traditional books. Currently, thousands of trees are cut down each year to meet the publishing industry's demand for paper. Books that don't sell are eventually returned to the publisher and destroyed. This appalling waste could be avoided if everyone used e-books, which require no paper.

Sincerely,

*David Eng*

David Eng

**David provides the definition of e-books in paragraph 2 for**

- A himself.
- B Mr. Slocum
- C the other editors at the newspaper.
- D other people who read the newspaper.



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 06

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

Ava Wilson

Health I

Mrs. Green

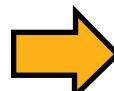
18 November 2002

### Popcorn

1 Just like a triumphant marching band entering the stadium before a game, popcorn is usually heard before it is seen. Kernels are bursting uncontrollably, clanging against the cover of the pot, and bouncing around randomly within the popper, all releasing the scent of a forthcoming treat. Popcorn is one of the most popular snacks, and we can enjoy large amounts of it every year. Where did this corn plant originate, and what causes it to pop?

2 The history of popcorn undoubtedly contains unique information that most people—even avid popcorn consumers—do not know. Popcorn, which grows on ears just like any other corn plant, was first raised and harvested by Cachise Indians in Mexico over three thousand years ago. By the time Europeans arrived in North America, many different tribes of Native Americans are enjoying popcorn. In fact, at the first Thanksgiving celebration in Plymouth, Massachusetts, one high-ranking Native American brought a gift of popped corn in a deerskin bag (Rich 22). Popcorn was not just for eating; it was also used in jewelry, such as headdresses and necklaces. One difference between popcorn then and now is the popping methods. Early Native Americans would pierce the cob with a sharp stick, coat the ear with oil, and lay it next to the fire. The kernels would pop while still attached to the ear (Murphy 40).

Continue



3 Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. To understand it, you must understand the kernel itself. The kernel is simply a hard outer shell, which protects a soft, starchy interior. The starch contains a small amount of water, and when the kernel is heated to about 200 degrees Celsius, the pressure from the steam within causes the kernel to pop. When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside. The remaining kernels that do not pop by the end of the heating cycle do not have adequate water inside to build up necessary steam pressure.

4 Popcorn is essentially a good source of carbohydrates, fiber, and protein. It contains only 27 calories per 100 grams—that is, if you don't drench it in butter and toppings (Lucas 53)!

### Works Cited

Hall, Bernice. Science of Food. Atlanta: Smith Publishing, 2002.

Lucas, Edward. "Healthy Snacks." Health 16 July 2001:51-60.

Murphy, Chris. Popcorn: A Healthy Alternative. Chicago: Merrill 2000.

Rich, Carmine. "How Popcorn Evolved." Bell Snack Journal 20 Mar. 2000: 20-23

### Which sentence best states the thesis of the report?

- A The history and science behind popcorn make it more than just a simple snack.
- B Many different ethnic groups use popcorn in their traditions and ceremonial rituals.
- C The popping process is much more complicated than one would first imagine.
- D Given its healthy composition, everyone should enjoy popcorn regularly.



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 07

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

Ava Wilson

Health I

Mrs. Green

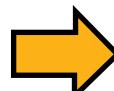
18 November 2002

### Popcorn

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Continue



3 Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. To understand it, you must understand the kernel itself. The kernel is simply a hard outer shell, which protects a soft, starchy interior. The starch contains a small amount of water, and when the kernel is heated to about 200 degrees Celsius, the pressure from the steam within causes the kernel to pop. When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside. The remaining kernels that do not pop by the end of the heating cycle do not have adequate water inside to build up necessary steam pressure.

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Lucas, Edward. "Healthy Snacks." Health 16 July 2001:51-60.

Murphy, Chris. Popcorn: A Healthy Alternative. Chicago: Merrill 2000.

Rich, Carmine. "How Popcorn Evolved." Bell Snack Journal 20 Mar. 2000: 20-23

**Which of the works in the Works Cited is most likely the source of information for the temperature at which popcorn kernels pop?**

- A "Healthy Snacks"
- B Popcorn: A Healthy Alternative
- C "How Popcorn Evolved"
- D Science of Food



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# Grade 9: English-Language Arts

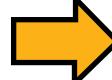
## Writing Strategies (Performance Level: Proficient) – Question 08

Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.

### School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will be come overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts.

Continue 

All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.

- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

**Read this sentence.**

Many homes and apartments in our neighborhood have a lot of landscaping.

**Which word would best replace the underlined words in the sentence and make it more precise?**

- A broad
- B extensive
- C sweeping
- D spacious



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 09

Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.

### School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will be come overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts.

Continue 

All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.

- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

**Which sentence is *not* consistent with the overall tone of the letter?**

- A We could host a plant swap this spring.
- B We will also be performing a service to our community.
- C Some members may not want to take certain shifts.
- D Please let me know when we can discuss this further.

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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Proficient) – Question 10

The following is a rough draft of a student's response. It contains errors.

Anabela Suarez

Science

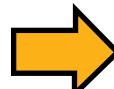
Mrs. Ikeda

20 November 2001

### Sea Otters

- 1 On an elementary school playground at recess, hundreds of children run and jump, smiling and laughing as they play. Watching sea otters frolicking in their own environment is like watching children at play. Sea otters, which are currently on the endangered species list, are a joy to watch and, fortunately, are experiencing a rebound in population.
- 2 Herds of sea otters live on the shores of the North Pacific Ocean, from California to Alaska and, in the East, from Japan to Siberia. They are seldom found far from land but spend almost their entire lives at sea. The otter moves swiftly through the water with strokes of its webbed hind feet and with undulations, or wavelike movements, of its powerful body. This sea mammal has been known to dive as deep as 180 feet and stay submerged as long as four minutes. Each day the sea otter eats as much as one-fifth of its body weight in fish or shellfish.
- 3 Not only are sea otters playful, they are also amazingly resourceful. Their favorite food, abalone, is protected by a thick shell sea otters are unable to break with their teeth and claws alone. Undeterred, they use stones from the ocean floor and break the abalone open on their bellies as they drift across the surface of the water on their backs, a behavior that makes them one of only a few animals on Earth, including human beings, to use tools! Their intelligence is also displayed while sleeping. So that they don't drift into unsafe waters, the otters actually wrap themselves in long strands of kelp, which anchor them in place before falling asleep. Often a sleeping otter will cover its eyes with a paw.

Continue



- 4 Because sea otters have a unique means of keeping insulated, they can maintain their body heat in their frigid environment. While other sea mammals, such as seals, have a layer of insulating blubber to warm them, otters do not. They have incredibly fine fur that traps tiny air bubbles, and when warmed by body heat, that keeps them comfortable. Don't think otters are snobby, however, because they are constantly grooming themselves; their fur loses this insulating quality if it becomes dirty and matted.
- 5 Sea otters have faced dangers from hunters in the past and from oil spills more recently. Fortunately, due to a 1911 treaty and to rescue and habitat protection efforts, the sea otter population has nearly been restored.

**Which of these would provide the most effective support if added to paragraph 3?**

- A statistics documenting the decline in population of sea otters
- B opinions of people concerned with the sea otter's welfare
- C descriptions of the daily activities of the sea otter
- D definitions of key terms used throughout the report



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Basic) – Question 01

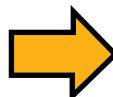
The following is the rough draft of Cara Johnson's business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

- 1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city's budget priority should be to repair the high school, city hall, and the airport. Don't you realize, however, what a loss the park will be?
- 2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy every day. I see the park on my way to school. It is absolutely essential to support Center Park. The recreation it provides is priceless.
- 3 The Lyndon High School Ice Skating Club knows how to fix this. We want to hold a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.

Continue



- 4 The club challenges other groups to do their parts by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

*Cara Johnson*

Cara Johnson  
President  
Lyndon High School Ice Skating Club

**Read the following sentences.**

*The Lyndon High School Ice Skating Club knows how to fix this. We want to hold a Skatathon to raise money for the park.*

**Which is the best way to revise these two sentences?**

- A The Lyndon High School Ice Skating Club would like to offer the city some help.  
We are suggesting a Skatathon to raise money for the park.
- B My club is very excited about an idea we had: To hold a Skatathon to raise money for the park.
- C We of the Lyndon High School Ice Skating Club know that we can help the city. What the city needs is a Skatathon to raise money for the park.
- D A Skatathon is what we need. That's how we can raise money for the park.



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Basic) – Question 02

Martin's teacher asked her students to write about someone who could inspire others. Below are Martin's rough draft and his Works Cited section. The rough draft may contain errors.

Helen Thayer, Athlete and Adventurer

1 When Helen Thayer was just nine years old, her parents made plans to climb Mount Egmont in New Zealand. Helen wanted to climb the mountain too, and asked her parents if she could go along (Thayer 27). They agreed, but only if Helen carried her own backpack. Helen went with her parents and carried her own backpack all the way to the top of the 8,258-foot mountain peak. It was just the beginning of a lifetime filled with adventures (Berryman 126).

2 Throughout her life Helen continued to climb mountains, but she began to excel in athletic competition as well. She became an international track and field star, and she went on to represent three countries, including the United States, at prestigious track and field meets. Then one day in 1972, Helen happened to watch a luge racing competition on television (Thayer 93). It was just the kind of activity that Helen enjoyed. She decided she wanted to race luges. Just three years later, Helen won the U.S. National Luge Championship. She began competing for the United States in international luge races (Berryman 141).

3 The thrill of conquering nature's rugged outdoors, however, continued to be Helen's first love. The earth's polar regions had always fascinated her. A fellow New Zealander, Sir Edmund Hillary, had reached the South Pole in 1958, and Helen vowed that she too would explore the poles (Creighton 211). In 1986 Helen decided her athletic background and mountain climbing experience had prepared her for her most important goal—to be the first woman to explore the magnetic North Pole alone.

Continue 

4 On March 30, 1988, Helen left Little Cornwallis Island. She pulled a sled loaded with a tent and other supplies behind her. She was alone except for her dog Charlie, a black husky. For the next 26 days, Helen walked, slid, and skied across 364 miles of ice. She and Charlie withstood Arctic storms, crossed rugged terrain, and held off dangerous polar bears (Martles 52). Twenty-seven days later they climbed on board a plane ready to go home. Helen was exhausted but happy. She had successfully explored the magnetic North Pole and at last fulfilled her “polar” dream.

### Works Cited

Berryman, William. *Call to the Poles*. Cincinnati: Johnson-Sutton, 1993.

Creighton, Phillip. *The Ice Warriors*. Atlanta: Pelman, 1996.

Martles, Robert. “On Top of the World.” *Modern Exploration*. May 1988: 45–64.

Thayer, Helen. *Polar Dream*. New York: Simon and Schuster, 1995.

**Based on the Works Cited section, which author writes for a magazine?**

- A Berryman
- B Creighton
- C Martles
- D Thayer



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Basic) – Question 03

David recently read an editorial about the disadvantages of electronic books, or e-books, in his local newspaper. He wants to write a letter to the editor defending e-books. Here is a rough draft of David's letter, which may contain errors.

To Honesdale Times Editor Henry Slocum:

- 1 I read your May 10th column about electronic books, or e-books, with great interest. You made several good points about the disadvantages of e-books. You may have overlooked, however, some of the ways in which they are superior to traditional books. Yes, e-books are expensive, but they are also convenient and efficient. Furthermore, due to their environment-friendly nature, e-books have the potential to change our planet for the better.
- 2 E-books, for anyone who is unfamiliar with the term, are about the same size and shape as regular books. They have a large screen in the middle, however. This screen shows the reader a page of text that has been downloaded from a computer. Once the reader has finished reading the page on the e-book screen, he or she scrolls down to see a new page. The process continues until the entire book has been read.
- 3 As you pointed out, Mr. Slocum, it's great to lie on a warm, sandy beach with a book. You can do that just as easily with an e-book as you can with a traditional paper book. In fact, because e-books are so light, you can take them places you wouldn't want to take regular books. Say, for example, that you like to read on the bus. Which would you rather carry with you—a heavy 800-page novel or an e-book that weighs only a few ounces?

Continue 

- 4 Another important advantage is offered by e-books as well. They are more environment-friendly than traditional books. Currently, thousands of trees are cut down each year to meet the publishing industry's demand for paper. Books that don't sell are eventually returned to the publisher and destroyed. This appalling waste could be avoided if everyone used e-books, which require no paper.

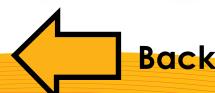
Sincerely,

*David Eng*

David Eng

**Which of the following is the best statement of David's thesis?**

- A E-books are convenient, efficient, and good for the environment.
- B E-books are expensive, but they will come down in price.
- C E-books look similar to regular books except for the fact that they have a large screen.
- D E-books are the perfect choice for people on the go.



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# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Basic) – Question 04

David recently read an editorial about the disadvantages of electronic books, or e-books, in his local newspaper. He wants to write a letter to the editor defending e-books. Here is a rough draft of David's letter, which may contain errors.

To Honesdale Times Editor Henry Slocum:

- 1 I read your May 10th column about electronic books, or e-books, with great interest. You made several good points about the disadvantages of e-books. You may have overlooked, however, some of the ways in which they are superior to traditional books. Yes, e-books are expensive, but they are also convenient and efficient. Furthermore, due to their environment-friendly nature, e-books have the potential to change our planet for the better.
- 2 E-books, for anyone who is unfamiliar with the term, are about the same size and shape as regular books. They have a large screen in the middle, however. This screen shows the reader a page of text that has been downloaded from a computer. Once the reader has finished reading the page on the e-book screen, he or she scrolls down to see a new page. The process continues until the entire book has been read.
- 3 As you pointed out, Mr. Slocum, it's great to lie on a warm, sandy beach with a book. You can do that just as easily with an e-book as you can with a traditional paper book. In fact, because e-books are so light, you can take them places you wouldn't want to take regular books. Say, for example, that you like to read on the bus. Which would you rather carry with you—a heavy 800-page novel or an e-book that weighs only a few ounces?

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Compiled and  
Designed  
Courtesy of:



Shoob Photography  
Serving California Schools Since 1982

- 4 Another important advantage is offered by e-books as well. They are more environment-friendly than traditional books. Currently, thousands of trees are cut down each year to meet the publishing industry's demand for paper. Books that don't sell are eventually returned to the publisher and destroyed. This appalling waste could be avoided if everyone used e-books, which require no paper.

Sincerely,

*David Eng*

David Eng

**Throughout David's letter, the focus is on**

- A honoring the person who invented e-books.
- B scolding publishers for wasting so much paper.
- C providing evidence that e-books are a good idea.
- D explaining how to read an e-book.



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# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Advanced) – Question 01

**Read this sentence.**

Outcault called his cartoon At the Circu in Hogan's Alley, but it was better known as The Yellow Kid.

**What is the correct way to write the underlined words?**

- A At the circus in Hogan's Alley,
- B At The Circus In Hogan's Alley,
- C At The Circus in Hogan's Alley,
- D Leave as is.

# **Grade 9: English-Language Arts**

## **Written and Oral English Language Conventions (Performance Level: Advanced) – Question 02**

**Which sentence is written best?**

- A The club challenges other groups that use the park to do its part of organizing other fundraising events.
- B The club challenges other groups are using the park to do their part by organizing other fund-raising events.
- C The club challenges other groups using the park in doing their share of organizing other fund-raising events.
- D The club challenges other groups that use the park to do their part by organizing other fundraising events.

# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Advanced) – Question 03

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

Ava Wilson  
Health I  
Mrs. Green  
18 November 2002

### Popcorn

1 Just like a triumphant marching band entering the stadium before a game, popcorn is usually heard before it is seen. Kernels are bursting uncontrollably, clanging against the cover of the pot, and bouncing around randomly within the popper, all releasing the scent of a forthcoming treat. Popcorn is one of the most popular snacks, and we can enjoy large amounts of it every year. Where did this corn plant originate, and what causes it to pop?

2 The history of popcorn undoubtedly contains unique information that most people—even avid popcorn consumers—do not know. Popcorn, which grows on ears just like any other corn plant, was first raised and harvested by Cachise Indians in Mexico over three thousand years ago. By the time Europeans arrived in North America, many different tribes of Native Americans are enjoying popcorn. In fact, at the first Thanksgiving celebration in Plymouth, Massachusetts, one high-ranking Native American brought a gift of popped corn in a deerskin bag (Rich 22). Popcorn was not just for eating; it was also used in jewelry, such as headdresses and necklaces. One difference between popcorn then and now is the popping methods. Early Native Americans would pierce the cob with a sharp stick, coat the ear with oil, and lay it next to the fire. The kernels would pop while still attached to the ear (Murphy 40).

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3 Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. To understand it, you must understand the kernel itself. The kernel is simply a hard outer shell, which protects a soft, starchy interior. The starch contains a small amount of water, and when the kernel is heated to about 200 degrees Celsius, the pressure from the steam within causes the kernel to pop. When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside. The remaining kernels that do not pop by the end of the heating cycle do not have adequate water inside to build up necessary steam pressure.

4 Popcorn is essentially a good source of carbohydrates, fiber, and protein. It contains only 27 calories per 100 grams—that is, if you don't drench it in butter and toppings (Lucas 53)!

### Works Cited

Hall, Bernice. Science of Food. Atlanta: Smith Publishing, 2002.

Lucas, Edward. "Healthy Snacks." Health 16 July 2001:51-60.

Murphy, Chris. Popcorn: A Healthy Alternative. Chicago: Merrill 2000.

Rich, Carmine. "How Popcorn Evolved." Bell Snack Journal 20 Mar. 2000: 20-23

### Read this sentence.

*When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside.*

### Which part of the sentence is a subordinate clause?

- A When this happens,
- B the kernels actually increase
- C on the outside,
- D and the hard shell



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# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Proficient)

### - Question 01

**Read this sentence.**

Comics are usually not considered an art form, they serve a valuable function.

**What is the correct way to write this sentence?**

- A Comics are usually not considered an art form, so they serve a valuable function.
- B Although comics are usually not considered an art form, they serve a valuable function.
- C Comics are usually not considered an art form or they serve a valuable function.
- D Leave as is

### - Question 02

**Read this sentence.**

Defending the lord of his castle was an important duty of a knight, or there was much more to it.

**Which word, if any, should replace the underlined word?**

- A so
- B because
- C but
- D Leave as is.

# Grade 9: English-Language Arts

## Writing Strategies (Performance Level: Basic) – Question 01

The following is the rough draft of Cara Johnson's business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

- 1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city's budget priority should be to repair the high school, city hall, and the airport. Don't you realize, however, what a loss the park will be?
- 2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy every day. I see the park on my way to school. It is absolutely essential to support Center Park. The recreation it provides is priceless.
- 3 The Lyndon High School Ice Skating Club knows how to fix this. We want to hold a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.

Continue 

- 4 The club challenges other groups to do their parts by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

*Cara Johnson*

Cara Johnson  
President  
Lyndon High School Ice Skating Club

**Cara writes,**

Dear Mayor Lewis:

**How should this be written?**

- A Dear mayor Lewis
- B Dear Mayor Lewis—
- C My Dear Mayor Lewis,
- D Leave as is.



# **Grade 9: English-Language Arts**

## **Written and Oral English Language Conventions (Performance Level: Proficient) – Question 04**

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

Ava Wilson

Health I

Mrs. Green

18 November 2002

### **Popcorn**

1 Just like a triumphant marching band entering the stadium before a game, popcorn is usually heard before it is seen. Kernels are bursting uncontrollably, clanging against the cover of the pot, and bouncing around randomly within the popper, all releasing the scent of a forthcoming treat. Popcorn is one of the most popular snacks, and we can enjoy large amounts of it every year. Where did this corn plant originate, and what causes it to pop?

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**Continue** 

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3 Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. To understand it, you must understand the kernel itself. The kernel is simply a hard outer shell, which protects a soft, starchy interior. The starch contains a small amount of water, and when the kernel is heated to about 200 degrees Celsius, the pressure from the steam within causes the kernel to pop. When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside. The remaining kernels that do not pop by the end of the heating cycle do not have adequate water inside to build up necessary steam pressure.

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Murphy, Chris. Popcorn: A Healthy Alternative. Chicago: Merrill 2000.

Rich, Carmine. "How Popcorn Evolved." Bell Snack Journal 20 Mar. 2000: 20-23

### Read this sentence.

By the time Europeans arrived in North America, many different tribes of Native Americans are enjoying popcorn.

**What form of the verb should replace the underlined words to maintain consistency of verb tense?**

- A enjoyed
- B is enjoying
- C were enjoying
- D will have enjoyed



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# Grade 9: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic)

## - Question 01

Read this sentence.

During the Middle Ages, knights joust and fought with other knights over their lord's property and their women's honor.

**What is the correct way to write the underlined words?**

- A knights joust and fight
- B knights justed and fight
- C knights justed and fought
- D Leave as is.

## - Question 02

Read this sentence.

Reaching speeds of 200 miles per hour and covering whatever lays beneath, avalanches can be deadly.

**What is the correct way to write the underlined words?**

- A and covering whatever lies beneath,
- B and covering whatever lays under it,
- C and covering whatever lies under it,
- D Leave as is.

# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Basic) – Question 03

Martin's teacher asked her students to write about someone who could inspire others. Below are Martin's rough draft and his Works Cited section. The rough draft may contain errors.

### Helen Thayer, Athlete and Adventurer

1 When Helen Thayer was just nine years old, her parents made plans to climb Mount Egmont in New Zealand. Helen wanted to climb the mountain too, and asked her parents if she could go along (Thayer 27). They agreed, but only if Helen carried her own backpack. Helen went with her parents and carried her own backpack all the way to the top of the 8,258-foot mountain peak. It was just the beginning of a lifetime filled with adventures (Berryman 126).

2 Throughout her life Helen continued to climb mountains, but she began to excel in athletic competition as well. She became an international track and field star, and she went on to represent three countries, including the United States, at prestigious track and field meets. Then one day in 1972, Helen happened to watch a luge racing competition on television (Thayer 93). It was just the kind of activity that Helen enjoyed. She decided she wanted to race luges. Just three years later, Helen won the U.S. National Luge Championship. She began competing for the United States in international luge races (Berryman 141).

3 The thrill of conquering nature's rugged outdoors, however, continued to be Helen's first love. The earth's polar regions had always fascinated her. A fellow New Zealander, Sir Edmund Hillary, had reached the South Pole in 1958, and Helen vowed that she too would explore the poles (Creighton 211). In 1986 Helen decided her athletic background and mountain climbing experience had prepared her for her most important goal—to be the first woman to explore the magnetic North Pole alone.

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4 On March 30, 1988, Helen left Little Cornwallis Island. She pulled a sled loaded with a tent and other supplies behind her. She was alone except for her dog Charlie, a black husky. For the next 26 days, Helen walked, slid, and skied across 364 miles of ice. She and Charlie withstood Arctic storms, crossed rugged terrain, and held off dangerous polar bears (Martles 52). Twenty-seven days later they climbed on board a plane ready to go home. Helen was exhausted but happy. She had successfully explored the magnetic North Pole and at last fulfilled her “polar” dream.

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Creighton, Phillip. *The Ice Warriors*. Atlanta: Pelman, 1996.

Martles, Robert. “On Top of the World.” *Modern Exploration*. May 1988: 45–64.

Thayer, Helen. *Polar Dream*. New York: Simon and Schuster, 1995.

**When Martin types his final report, which line spacing should he use for the body of his paper?**

- A single
- B 1.5 lines
- C double
- D triple



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# Grade 9: English-Language Arts

**Written and Oral English Language Conventions (Performance Level: Basic) – Question 04**

**Read these sentences.**

*It is absolutely essential to support Center Park. The recreation it provides is priceless.*

**Which underlined word is *not* spelled correctly?**

- A absolutely
- B essential
- C recreation
- D priceless

# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Basic) – Question 05

**Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.**

### School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will be come overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts.

**Continue** 

All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.

- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

**Terri has noticed that she has used variations of the word beauty frequently in her letter and made a list of synonyms she might use instead. Which word below has she spelled *incorrectly*?**

- A lovliness
- B attractiveness
- C fairness
- D handsomeness



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# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Basic) – Question 06

**Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.**

### School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will be come overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts.

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All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.

- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

**Read this sentence.**

After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will become overgrown and will bloom less intensively.

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

- A year . . . otherwise
- B year—otherwise
- C year; otherwise
- D year: otherwise



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# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Basic) – Question 07

**Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.**

### School Landscaping

Dear Principal Jones:

- 1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.
- 2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise, they will be come overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.
- 3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts.

**Continue** 

All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.

- 4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

**Read the following sentence.**

*Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.*

**What is the best way to improve the structure of the underlined part of the sentence?**

- A    absolutely we can add more beauty to its surroundings.
- B    we can surely add the most beauty to its surroundings.
- C    we can surely add more beauty to its surroundings.
- D    we can add more beauty to its surroundings absolutely.



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# Grade 9: English-Language Arts

## Written and Oral English Language Conventions (Performance Level: Basic) – Question 08

The following is a rough draft of a student's response. It contains errors.

Anabela Suarez

Science

Mrs. Ikeda

20 November 2001

### Sea Otters

- 1 On an elementary school playground at recess, hundreds of children run and jump, smiling and laughing as they play. Watching sea otters frolicking in their own environment is like watching children at play. Sea otters, which are currently on the endangered species list, are a joy to watch and, fortunately, are experiencing a rebound in population.
- 2 Herds of sea otters live on the shores of the North Pacific Ocean, from California to Alaska and, in the East, from Japan to Siberia. They are seldom found far from land but spend almost their entire lives at sea. The otter moves swiftly through the water with strokes of its webbed hind feet and with undulations, or wavelike movements, of its powerful body. This sea mammal has been known to dive as deep as 180 feet and stay submerged as long as four minutes. Each day the sea otter eats as much as one-fifth of its body weight in fish or shellfish.
- 3 Not only are sea otters playful, they are also amazingly resourceful. Their favorite food, abalone, is protected by a thick shell sea otters are unable to break with their teeth and claws alone. Undeterred, they use stones from the ocean floor and break the abalone open on their bellies as they drift across the surface of the water on their backs, a behavior that makes them one of only a few animals on Earth, including human beings, to use tools! Their intelligence is also displayed while sleeping. So that they don't drift into unsafe waters, the otters actually wrap themselves in long strands of kelp, which anchor them in place before falling asleep. Often a sleeping otter will cover its eyes with a paw.

Continue 

- 4 Because sea otters have a unique means of keeping insulated, they can maintain their body heat in their frigid environment. While other sea mammals, such as seals, have a layer of insulating blubber to warm them, otters do not. They have incredibly fine fur that traps tiny air bubbles, and when warmed by body heat, that keeps them comfortable. Don't think otters are snobby, however, because they are constantly grooming themselves; their fur loses this insulating quality if it becomes dirty and matted.
- 5 Sea otters have faced dangers from hunters in the past and from oil spills more recently. Fortunately, due to a 1911 treaty and to rescue and habitat protection efforts, the sea otter population has nearly been restored.

**Read this sentence.**

Fortunately, due to a 1911 treaty and to rescue and habitat protection efforts, the sea otter population has nearly been restored.

**What underlined word in this sentence is spelled incorrectly?**

- A treaty
- B rescue
- C protection
- D restored

