The kea is a large green parrot that lives in mountainous regions of New Zealand. The Maori, Native people of New Zealand, gave the parrot its name, which is an imitation of its long, loud greeting call: keeeeeee-ahhh.

The kea’s physical appearance leads many people to mistake it for a hawk. Its shape and beak are hawk-like, and its beak is large and heavy. However, its strange call is a giveaway that it is not a hawk.

Despite its appearance, the kea is a skilled airplane pilot. It can fly at high speeds and can perform complex maneuvers. Its ability to mimic human speech has led some people to believe that it is a skilled human pilot.

The kea is a daredevil in everything it does. It is not afraid of heights, and it will fly into the air to catch a moving target. Its fearless behavior has led to it being called the “world’s bravest bird.”

The kea is a complex and philosophical bird. It is not afraid to challenge the status quo, and it will use its beak to attack things that it finds annoying. Its behavior has led many people to believe that it is a bird that is not afraid of anything.

The kea is in a great hurry to reach its destination. It will fly at high speeds and will not hesitate to take risks to get to where it wants to go. Its ability to fly at high speeds has led to it being called the “world’s fastest bird.”

The kea is compassionate but stern. It will help others when it can, but it will also not hesitate to use its beak to defend itself. Its ability to be both helpful and protective has led to it being called the “world’s most protective bird.”

The kea’s behavior is considered insulting at the time of the story. Its loud call and its ability to mimic human speech have led many people to believe that it is not a bird that is respected. Its behavior has led to it being called the “world’s most insulting bird.”

The kea has a vivid imagination. It will fly into the air to catch a moving target, and it will use its beak to attack things that it finds annoying. Its ability to think creatively has led to it being called the “world’s most imaginative bird.”

The kea can perform an anecdote. It will fly into the air to catch a moving target, and it will use its beak to attack things that it finds annoying. Its ability to perform an anecdote has led to it being called the “world’s most creative bird.”
myPerspectives provides resources and instructional support for all learner levels so your students can be successful.

An easy-to-read Lesson Resources page in the Teacher’s Edition provides an overview of support, making lesson planning efficient. This chart identifies standards and where they are taught, resources available per student and teacher, and the format of each.

This sampler includes representative resources so you see the variety of instructional support myPerspectives provides.

myPerspectives+ includes hundreds of additional teacher resources to meet the diverse needs of your learners. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.

This sampler includes representative samples from these instructional domains on myPerspectives+:

- Digital Library
- Trade Book Lesson Plans
- English Learner/High Interest Support
- Graphic Organizers & Rubrics
- Conventions Center
- Writing & Research Center
- Speaking & Listening Center
- Reading Skills & Literary Analysis Center
- Academic Vocabulary & Word Study
- Standards Practice
ASSESSMENTS

TestNav™ for Pearson Realize™

TestNav™ for Realize™ enables teachers to implement assessments with test items that have been developed to closely resemble both the academic rigor and technology experience of online next-generation assessments.

TEI ITEMS

Technology-enhanced and technology-enabled (TEI) items feature the same technology students will encounter on next-generation assessments.

TEI Items Include:
- Drag-and-drop
- Multiple-answer selected response
- Free response

QUESTION TYPES

Question types mirror those found on next-generation assessments and give students ample practice with the higher cognitive demands of the new assessments.

ASSESSMENTS

A variety of assessment types offer plenty of opportunities for practice throughout the year.

Available assessments include:
- Next-Generation Practice Tests
- Next-Generation Performance Tasks
Assessments to Inform Instruction

Assessments can be administered in print and/or online.

Pearson Realize™ provides powerful data reporting.

Technology-enhanced items allow students to experience next-generation assessment formats.

YEAR-LONG ASSESSMENT

Beginning-of-Year Test
- Assess all standards that will be taught in the school year.
- Allows you to use test data to plan which standards need focus.

Mid-Year Test
- Assess mastery of standards taught in the first half of the year.
- Provides an opportunity to remediate; if administered online, remediation is assigned automatically.

End-of-Year Test
- Allows you to use results to determine mastery of standards, place students in classes for the following school year, and to capture final assessment data.

UNIT-LEVEL ASSESSMENT

Selection Activities
- Instructional activities can be used to assess students’ grasp of critical concepts.

Performance Tasks
- Each unit includes both a writing and a speaking and listening performance task.
- Performance Tasks prepare students for success on the end-of-unit Performance-Based Assessment.

Unit Tests
- Students apply standards taught in the unit with new texts.
- These tests provide an opportunity to remediate; if administered online, remediation is assigned automatically.

Selection Tests
- Test items track student progress toward mastering standards taught with the selection.

Performance-Based Tests
- All unit activities are backwards-mapped to the end-of-unit Performance-Based Assessment.
- Students use their notes, knowledge, and skills learned to complete a project.
He is in a great hurry to reach his destination.

the sharp end of an instrument

g

10/23/15   7:53 AM

g

10/23/15   7:58 AM

10/23/15   7:58 AM

g

10/23/15   7:58 AM

10/23/15   7:58 AM

He was once an officer in the Navy.

He secretly enjoys scaring his wife.

a place where lines intersect

d.

falling action

d.

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4. Which phrase best describes the narrator's tone in this passage?

a. lighthearted

b. unsettling

c. lighthearted

d. settling

2. What information about the historical or cultural context would best help readers understand this passage?

a. the era in which the story was written

b. the setting of the story

c. the author's perspective on society

d. the characters' background

MULTIPLE CHOICE

a. who has done the wrong.

b. who does the wrong.

c. who is the wrong.

d. who the wrong.

How could the character's situation have been avoided?

a. The character could have been more cautious.

b. The character could have been more honest.

c. The character could have been more intelligent.

d. The character could have been more brave.

Beginning-of-Year Tests assess students' familiarity with skills and standards that will be taught in the school year.

MID-YEAR AND END-OF-YEAR TESTS

Mid-Year and End-of-Year Tests revisit the skills students learned throughout the units and help teachers monitor student progress. The Mid-Year Test provides remediation.

UNIT TESTS

Unit Tests assess all skills taught within the unit including reading, writing, vocabulary, and grammar. These tests include two parts: Selected-Response and Performance Task. You can choose to implement one or both sections of the test to determine student mastery of concepts taught in the unit.

Unit tests include:

• Technology-enhanced items that mimic next-generation assessments

• An Interpretation Guide with remediation recommendations
5. From the passage, readers know that the narrator plans Fortunato's destruction, but Fortunato does not know. What does this fact create?  
   a. situational irony  
   b. dramatic irony  
   c. falling action  
   d. comic relief

6. The word *precluded* is formed from the prefix *pre-* and a root meaning "close" or "shut." Using this information and your knowledge of the prefix *pre-*, choose the best definition of the word *precluded* as it appears in this sentence from the passage.
   … the very definitiveness with which it was resolved *precluded* the idea of risk.  
   a. closed in afterward  
   b. required most completely  
   c. involved deeply  
   d. shut out in advance

7. Read the following sentence from the passage.
   At length I would be avenged; this was a point definitely settled—but the very definitiveness with which it was resolved precluded the idea of risk.  
   What is the best way to break down this sentence into shorter, more understandable, units of meaning?  
   a. Break at the semicolon and after which.  
   b. Break at the dash and after *precluded*.  
   c. Break at the semicolon and the dash.  
   d. Break after *length* and after definitiveness.

8. From the details in this passage, what do you predict is most likely to happen later?  
   a. The narrator will try to get revenge on Fortunato.  
   b. The narrator will change his mind and apologize to Fortunato.  
   c. Fortunato and the narrator will join forces and plot against a common enemy.  
   d. Fortunato and the narrator will join forces and plot against a common enemy.

9. In this passage, what is the author's main purpose?  
   a. to describe the climate on a typical day on Maui  
   b. to inform readers about the legend of Haleakala  
   c. to persuade readers to visit Hawaii  
   d. to entertain visitors to Hawaii

10. The Latin root *bene-* appears in the underlined words *benevolent* and *benefit* in the passage. Using your knowledge of the root and the context of the passage, choose the best definitions of the words.  
    a. *Benevolent* means "filled with evil"; *benefit* means "unfortunate consequence."  
    b. *Benevolent* means "wishing good"; *benefit* means "good result for someone."  
    c. *Benevolent* means "mysterious"; *benefit* means "puzzle."  
    d. *Benevolent* means "filled with power"; *benefit* means "powerful effect."
According to legend, the god Maui once imprisoned the sun inside a volcano. According to their legends, the benevolent god Maui wanted to help the people of the island named for him. So, he captured the sun and trapped it in the deep basin at the volcano's summit.

The name of the volcano Haleakala means "house of the sun," by the people of the island.

An ancient legend explains why the island of Maui has long, sunny days.

Grandma always loved to make doll clothes for Natalie. She taught me how to dance, and she made beautiful clothes for my dolls. Grandma did not want to buy Natalie a beautiful dress. Grandma was bored and wanted an interesting project. Grandma wanted to make Natalie's dream come true. Grandma always loved to make doll clothes for Natalie.

Natalie! I have a surprise," and reached under the table to pull out a huge, flat box. When I opened it, I gasped and burst into tears. Grandma had made my "perfect" dress!

I guess I figured that was a good place to store impossible dreams. Nevertheless, we decided that we would shop for my dress on Saturday. I had finished my homework, I would sketch the "perfect" dress. I kept all the sketches on my bedside table.

One Monday, Mom and Grandma agreed that we should start shopping for my dress. I dreaded shopping for it; I knew I would face a big disappointment when I found nothing close to my "perfect" dress. (11) Nevertheless, we decided that we would shop for my dress on Saturday. (10) I had finished my homework, I would sketch the "perfect" dress. (7) I kept all the sketches on my bedside table. (8) I guess I figured that was a good place to store impossible dreams.

That Friday night at dinner, Grandma seemed unusually cheerful as she asked, "What's cooking, Natalie?" (12) When I replied, "Not much," she sang out, like a happy little bird, "Oh, Natalie! I have a surprise," and reached under the table to pull out a huge, flat box. (14) When I opened it, I gasped and burst into tears. (15) Grandma had made my "perfect" dress!

Identify the choice that best answers the question.

17. The word disappointment appears underlined in sentence 10. Using context and your knowledge of the Latin suffix -ment, choose the best definition of the word.
   a. unavoidable possibility of being disappointed
   b. full of disappointing qualities
   c. lack of disappointing characteristics
   d. state that results from an act of disappointing

18. In sentence 12, Grandma uses an idiom when she asks, "What's cooking?" What does she mean?
   a. "What did you say?"
   b. "Why are you upset?"
   c. "What is happening?"
   d. "What food are you making?"

19. Which type of figurative language appears in sentence 13?
   a. personification
   b. simile
   c. paradox
   d. metaphor

20. Based on the details in the passage and your own knowledge of human behavior, what inference can you make about why Grandma made Natalie's "perfect" dress?
   a. Grandma wanted to make Natalie's dream come true.
   b. Grandma always loved to make doll clothes for Natalie.
   c. Grandma did not want to buy Natalie a beautiful dress.
   d. Grandma was bored and wanted an interesting project.

21. Which statement best describes Grandma, as the author presents her?
   a. She is practical and quite stern.
   b. She is helpful and generous.
   c. She is funny and full of jokes.
   d. She is thrifty and a bit argumentative.

22. Which statement best expresses the main theme of this passage?
   a. Social events are very important.
   b. Many people care too much about their appearance.
   c. It is very hard to be poor.
   d. Love can help make dreams come true.

23. What does a surprise ending typically create?
   a. situational irony
   b. dramatic irony
   c. allusion
d. assonance

24. How should this sentence be corrected to create parallelism?
   a. Change traveling to to travel
   b. Change shopping to to shop
   c. Change to read to reading
   d. Remove her sister.

25. From your knowledge of the prefix be-, what do you conclude is the best definition of the underlined word in this sentence?
   a. make a friend of
c. make an enemy of
b. stop being a friend of
d. rely on a friend
26. Which of these traits is characteristic of a sonnet?
   a. A sonnet tells a story.
   b. A sonnet presents ideas in free verse.
   c. A sonnet celebrates a great hero.
   d. A sonnet has fourteen lines.

27. In which answer choice is an adverb clause used to combine these two short sentences?
   a. Dr. Lin bought a new smartphone. She still has her old one.
   b. Dr. Lin bought a new smartphone, but she still has her old one.
   c. Dr. Lin bought a new smartphone; however, she still has her old one.
   d. Dr. Lin bought a new smartphone but still has her old one.

28. Which statement is NOT an example of an archetypal theme?
   a. It takes courage to oppose the majority.
   b. Love can overcome any problem.
   c. Life in the city comes with many problems.
   d. Good eventually triumphs over evil.

29. Which of these is the most accurate definition of *blank verse*?
   a. unrhymed poetry that has no meter
   b. any poetry that uses iambic pentameter
   c. poetry that is spoken by characters in a play
   d. unrhymed poetry that uses iambic pentameter

30. According to this dictionary entry, what is the origin of the word *skeptic*?
   **skeptic** (skeptík) [Lat. skepticus < Gk. skeptikos, thoughtful, inquiring, going back to IndoEur. base *spek*, to peer, to watch closely] n. 1. [S-] a member of a Greek school of philosophers that expressed doubt about generally accepted ideas. 2, a person who typically doubts or questions matters that are generally accepted.
   a. from the Latin word for "to watch closely"
   b. from the Greek word for "thoughtful"
   c. from the Indo-European word for "to express doubt"
   d. from the Greek word for "school"

31. In which answer choice is a compound verb used to combine these choppy sentences?
   Dr. Lin bought a new smartphone. She still has her old one.
   a. Dr. Lin bought a new smartphone, but she still has her old one.
   b. Although Dr. Lin bought a new smartphone, she still has her old one.
   c. Dr. Lin bought a new smartphone; however, she still has her old one.
   d. Dr. Lin bought a new smartphone but still has her old one.

32. Which statement applies to a traditional epic hero?
   a. The epic hero usually possesses traits that his or her society values.
   b. The epic hero usually displays a tragic flaw that leads to his or her downfall.
   c. The epic hero is usually an ordinary, everyday sort of person.
   d. The adventures of an epic hero are always presented in chronological order.

33. The word *escalate* means "become greater." Using this information and your knowledge of the suffix *-tion*, choose the best definition of *escalation* in this sentence.
   The steady *escalation* of prices was studied by economists.
   a. act of increasing
   b. opposite of increasing
   c. reduction in the rate of increase
   d. sudden burst in growth

34. To achieve sentence variety, how could a sentence in this paragraph be changed to start with a complement?
   (1) Agatha Christie has many clever plots in her mysteries. (2) I often enjoy reading them even though they take place a long time ago. (3) Her detectives include Miss Jane Marple and Hercule Poirot. (4) The vivid village settings in the books featuring Miss Marple are most appealing to me.
   a. Start sentence 1 with "In her mysteries."
   b. Start sentence 2 with "Even though they take place a long time ago."
   c. Transpose "Miss Jane Marple" and "Hercule Poirot" in sentence 3.
   d. Start sentence 4 with "Most appealing to me are."
40. Review the following examples. The first example features a direct quotation from O. Henry's story "The Gift of the Magi." The second features an indirect quotation from the story. What correction should be made to the punctuation of these quotations?

1 Direct Quotation "Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride" (54).

2 Indirect Quotation The wigmaker requests that "Della take off her hat."

a. In the first example, move the quotation mark after pride to come after the period.
b. In the first example, move the quotation mark after pride to come after the closing parenthesis.
c. In the second example, move the quotation mark before Della to come before that.
d. In the second example, remove the quotation marks around "Della take off her hat."

41. Which of these is the most accurate definition of epic simile?

a. any simile that appears in a piece of epic literature
b. an elaborate comparison extended over several lines of an epic or another work
c. a simile that also includes personification
d. a comparison of two heroic figures in a literary work

42. Which sentence contains BOTH a gerund phrase and a participial phrase?

a. My brother Ryan likes visiting the art museum, but parking there is always a problem.
b. Julia, grabbing the sports page, wanted to see if the winning team was the Eagles, her favorite.
c. Walking to the supermarket and back is Ms. Watson's way to get frequent exercise.
d. Looking for his missing sock, Scott said, "This is like trying to find a needle in a haystack."

43. Which sentence contains imagery that appeals to all five senses?

a. At our approach, the dogs leaped and barked like noisy circus animals.
b. The crashing waves sent a stinging, salty spray into my eyes and mouth.
c. Professor Mitchell was cautious by nature and rarely took chances.
d. The sweet scent and taste of the melons brought back strong memories.

44. Study this dictionary entry. Then, choose the most accurate statement about the word wretched.

wretch-ed (rech/'id) [MEng. wrecched < OEng. wrecca, an outcast, one driven out < wrecan, to drive out, to punish, going back to IndoEur. base wre-, to oppress, to hunt down] adj. 1. deeply unhappy or distressed; miserable 2. causing distress or misery; dismal [wretched poverty] 3. very poor in quality [a wretched performance] 4. despicable; contemptible. ≈wretch-ed-ly adv. ≈wretch-ed-ness n.

a. The word wretched can be used as a verb or as an adjective.
b. The word wretched has one syllable and a silent w.
c. It would be appropriate to describe very poor weather as wretched.
d. Adding the suffix -ly to the word wretched turns it into a noun.

45. Which sentence contains the clearest example of an allusion?

a. Sol is the Hercules of our climbing club.
b. Education is often the engine of change.
c. The wind sang in the trees.
d. Sometimes Amy is as slow as a turtle.

46. A temporary job lasts for only a given period. Your contemporaries are people who were born around the same year as you were. Using this information, what do you conclude the root -temp- means?

a. work  
  b. time  
  c. peers  
  d. birth

47. What does it mean to say that an epic opens in medias res?

a. It opens with a long section of exposition.
b. It opens with a long section of the author's exposition.
c. It opens with praise for the author's Muse.
d. It opens with a flashback.

48. Review the following two short sentences. In which answer choice are the two sentences combined correctly?

Bev saw an alligator. The alligator was slinking through the swamp.

a. Slinking through the swamp, Bev saw an alligator.
b. Bev, slinking through the swamp, saw an alligator.
c. Bev saw an alligator slinking through the swamp.
d. An alligator was seen by Bev slinking through the swamp.

49. Which sentence contains an absolute phrase?

a. Deeply upset, the child demanded our attention.
b. The child was deeply upset, her sobs demanding our attention.
c. Sobsing as if her heart would break, the child demanded our attention.
d. Her sobbing demanded our attention, for the child was deeply upset.

50. To strengthen an argument, what does the author of a persuasive essay often introduce and then try to disprove?

a. counterclaims  
  b. evidence  
  c. appeals to reason  
  d. charged language

51. Which term identifies the high point of intensity in a story's plot?

a. syntax  
  b. climax  
  c. archetype  
  d. resolution

52. Use your knowledge of the prefix trans- to identify where the Trans-Canada Highway goes.

a. into Canada  
  b. across Canada  
  c. beneath the Canadian border  
  d. parallel with the Canadian border
Read this short poem by Robert Frost. Then, answer the following question(s).

Fire and Ice

Some say the world will end in fire,
Some say in ice.
From what I've tasted already,
I hold with those who favor fire.

But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.*

—Robert Frost

58. When reading "Fire and Ice" for its basic meaning, where should you pause?
   a. after every line
   b. after lines 4 and 9 only
   c. after lines 1, 2, 4, 5, and 9
   d. at the end of the poem only

59. In line 1, what sound device do the phrases "some say" and "world will" illustrate?
   a. alliteration
   b. assonance
   c. consonance
   d. onomatopoeia

60. What is the rhyme scheme of "Fire and Ice"?
   a. abababcdcd
   b. abababcbcb
   c. ababacaca
   d. abacabdc

61. Which statement most accurately describes the meter of "Fire and Ice"?
   a. Most of its lines contain five iambs, but some have fewer.
   b. Most of its lines contain four iambs, but some have fewer.
   c. All of its lines contain four iambs.
   d. It is a free verse poem with no metrical pattern.

62. Which statement best paraphrases lines 5–9 of "Fire and Ice"?
   a. From what I know of hate, ice would work if the world had to end a second time.
   b. If the world had to end a second time, I hate to think what ice would do to it.
   c. From what I know of ice, it would be sufficient for ending hate in the world.
   d. I know that ice can destroy the world almost as effectively as hatred can.

63. Which of these best describes the diction that is part of Frost's style?
   a. filled with made-up words
   b. very flowery
   c. simple and precise
   d. formal and wordy

64. What type of poem is "Fire and Ice"?
   a. haiku
   b. sonnet
   c. narrative poem
   d. lyric poem
Read this passage. Then, answer the following question(s).

1. Hiking the Appalachian Trail is a difficult but memorable experience. (2) Everyone I know who has done it recalls the experience even if they did it decades ago. (3) Last summer, my brother, a few of my friends, and I decided to give it a try. (4) My *credo* is "If you think you can do it, then do it!"

(5) We congregated early on a Saturday morning. (6) We had decided to stay on the trail for seven days. (7) It wasn’t long before it began to rain. (8) My friend Rudy especially dislikes rain and cold. (9) We had brought portable camp stoves and tents to the trail with us, so we decided that our best option was to stop for the day.

(10) The next day, the rain continued to pour down. (11) The amount of water was simply incredible; it seemed to engulf the world. (12) Nevertheless, we continued with our hike. (13) Finally, on the fifth day, the clouds broke, and the sun began streaming through the trees.

(14) We enjoyed the last two days on the trail, but we were completely exhausted at the end. (15) Rudy summed up our experience with his usual goofy humor: “Seven days of hiking the Appalachian Trail make one weak!”

65. Which sentences from the passage best support the stated main idea: “Hiking the Appalachian Trail is a difficult but memorable experience”?
   a. sentences 2 and 14
   b. sentences 3 and 8
   c. sentences 3 and 10
   d. sentences 6 and 11

66. Which sentence contains a predicate adjective?
   a. sentence 1
   b. sentence 5
   c. sentence 8
   d. sentence 11

67. The words *credo* and *incredible*, which are underlined in the passage, feature the Latin root -cred-. Using your knowledge of the root -cred- and the context of the passage, choose the best definitions of the words.
   a. *Credo* means "caring supplies." *Incredible* means "opposed to camping."
   b. *Credo* means "guiding belief." *Incredible* means "unable to be believed."
   c. *Credo* means "favorite saying." *Incredible* means "unable to be said."
   d. *Credo* means "true description." *Incredible* means "unable to be described."

68. Which of these is a compound sentence?
   a. sentence 1
   b. sentence 3
   c. sentence 6
   d. sentence 13

69. What literary element is best illustrated by Rudy’s final remark?
   a. onomatopoeia
   b. symbol
   c. pun
   d. monologue

70. The word *engulf*, which is underlined in the passage, features the Latin prefix *en-. Using your knowledge of the prefix *en- and the context of the passage, choose the best definition of the word *engulf*.
   a. add to; increase
   b. carry off; remove
   c. push up; throw out
   d. take inside; swallow up

71. Which sentence from the passage contains verbs in BOTH the simple past and past perfect tenses?
   a. sentence 6
   b. sentence 7
   c. sentence 9
   d. sentence 14

72. As what part of speech does the infinitive phrase in sentence 9 function?
   a. noun
   b. adjective
   c. verb
   d. adverb

73. Which word from the passage contains a prefix meaning "not"?
   a. experience (sentence 1)
   b. disliked (sentence 8)
   c. decided (sentence 3)
   d. continued (sentence 10)

Read this passage from "Desiderata" by Elizabeth McCracken. Then, answer the following question(s).

**Desiderata**, I learned in library science school, were the items you needed for an archive to make it useful. Useful, not complete, because there is no such thing as a complete archive. There's always a letter out there you want and need, either in someone else’s collection or in an attic or just unfound. You need and want things you don’t even know exist. That’s how collections work.

I come from a family strong on documents. I have a small archive myself. My grandfather McCracken was a genealogist—I have his history of the McCrackens, a lovely compilation of research on early ancestors and personal remembrances of his own relatives. His wife, my grandmother, wrote stories and poems; I have copies of those, and remember once opening a drawer full of letters she wrote to God, part prayer and part daily correspondence to Someone dear. I have my grandmother Jacobson's collection of family letters; she had 11 brothers and sisters, some who wrote often and some just now and then. I have diplomas of relatives I never met. I have diaries and laundry lists. I love anything written by a relative, any evidence of what they really thought.

74. Which sentence from the passage contains an adverb?
   a. I come from a family strong on documents.
   b. I have a small archive myself.
   c. I have diplomas of relatives I never met.
   d. I have diaries and laundry lists.

75. Which sentence from the passage contains at least one prepositional phrase?
   a. You need and want things you don’t even know exist.
   b. That's how collections work.
   c. I come from a family strong on documents.
   d. I have a small archive myself.

76. Which sentence from the passage contains at least one appositive?
   a. *Desiderata*, I learned in library science school, were the items you needed for an archive to make it useful.
   b. You need and want things you don’t even know exist.
   c. His wife, my grandmother, wrote stories and poems. …
   d. I have my grandmother Jacobson's collection of family letters. …
77. What is the purpose of the semicolon in the following sentence from the passage?

His wife, my grandmother, wrote stories and poems; I have copies of those, and remember once opening a drawer full of letters she wrote to God, part prayer and part daily correspondence to Someone dear.

a. It separates closely related independent clauses.
b. It separates items in a series that already contain several commas.
c. It introduces a list after an independent clause.
d. It introduces a quotation after an independent clause.

78. What type of sentence is the final sentence in the passage?

a. simple  c. complex
b. compound  d. compound-complex

79. What do the stage directions in this part of the scene tell about the characters?

a. their words and feelings  c. their physical appearance
b. their positions and movements  d. their motivation

Read this passage from Act IV, Scene xv, of The Tragedy of Antony and Cleopatra by William Shakespeare. Then, answer the following question(s):


[Enter CLEOPATRA and her maids, aloft, *' with CHARMIAN and IRAS.**]

CLEOPATRA. O Charmian, I will never go from hence.

CHARMIAN. Be comforted, dear Madam.

CLEOPATRA. No, I will not. All strange and terrible events are welcome. But comforts we despise. Our site of sorrow, proportioned to our cause, must be as great as that which makes it.

[Enter below, DIOMEDES.]

How now! Is he dead?

DIOMEDES. His death's upon him, but not dead. Look out on the other side your monument. His guards have brought him thither.

[Enter, below, ANTONY, borne by the GUARD.]

CLEOPATRA.

O sun, burn the great sphere thou movest in! Darkling*** stand the varying shore of the world, O Antony, Antony, Antony!...

—from The Tragedy of Antony and Cleopatra, from Act IV, Scene xv, William Shakespeare

*aloft: on the upper stage
**CHARMIAN and IRAS: two ladies in waiting to Cleopatra
***darkling: in the dark

77. What is the purpose of the semicolon in the following sentence from the passage?

His wife, my grandmother, wrote stories and poems; I have copies of those, and remember once opening a drawer full of letters she wrote to God, part prayer and part daily correspondence to Someone dear.

a. It separates closely related independent clauses.
b. It separates items in a series that already contain several commas.
c. It introduces a list after an independent clause.
d. It introduces a quotation after an independent clause.

78. What type of sentence is the final sentence in the passage?

a. simple  c. complex
b. compound  d. compound-complex

79. What do the stage directions in this part of the scene tell about the characters?

a. their words and feelings  c. their physical appearance
b. their positions and movements  d. their motivation

80. What do Cleopatra's words reveal about her feelings regarding Antony's possible death?

a. She is devastated at the thought of losing him.
b. She is surprised to learn that he is still alive.
c. She is hopeful that she may yet win his love.
d. She is glad to have triumphed over her enemy.

81. Which type of figurative language is most clearly illustrated by Cleopatra's statement that "All strange and terrible events are welcome. But comforts we despise"?

a. symbol  c. paradox
b. metaphor  d. personification

82. In Cleopatra's speech in lines 3–4 of the passage, what type of sentence part is the word comforts?

a. subject  c. indirect object
b. direct object  d. predicate nominative

83. Reread lines 2–6 in sentences. All together, how many sentences does Cleopatra speak in these lines?

a. two  c. four
b. three  d. five

Reading-Readiness Diagnostic Test

Identify the word that best completes the sentence.

84. Because of the snowstorm, our teacher is ______ today's field trip until next week.

a. revealing  c. relenting
b. postponing  d. encasing

85. A plastic miniature bride and groom stood on the top ______ of the wedding cake.

a. tier  c. menu
b. sheen  d. trait

86. To reach her goal, the athlete had to overcome illness and other ______.

a. indications  c. obstacles
b. sentiments  d. successions

87. Because the mountain appeared to fill the sky, we knew it was ______.

a. solitary  c. colossal
b. abrupt  d. inconsequential

88. I could not see the playground because a large tree ______ my view.

a. pursued  c. emphasized
b. detected  d. obscured

89. Everyone's eyes watered, for the smell of the rotten vegetables was quite ______.

a. pungent  c. adorned
b. tedious  d. crimson

90. Send an ambulance without delay, for the emergency requires ______ attention.

a. regional  c. bleak
b. inferior  d. immediate

91. The knife resembled a small saw because its edge was ______.

a. jagged  c. lavender
b. apprehensive  d. excessive
106. The gentle, lilac-scented perfume was very _______.
   a. academic  c. fragrant  
   b. melodious  d. violent

107. The cafeteria is always noisy, but today there is an unusual amount of _______.
   a. intention  c. scrutiny  
   b. undergrowth  d. clamor

108. The evil monster was hard to kill, but it finally was _______ by the hero.
   a. slain  c. starched  
   b. rebounded  d. associated

109. Having practiced hard and done well in the tryouts, Ashley is _______ of victory.
   a. respectable  c. universal  
   b. confident  d. paradoxical

110. Raising money to build a homeless shelter is a worthy _______.
    a. intermission  c. endeavor  
    b. patience  d. stature

111. The doorman used a whistle to _______ a taxi for the hotel guests.
    a. summon  c. result  
    b. outmaneuver  d. specialize

112. Many reporters were sent out to cover news stories on this very _______ day.
    a. agile  c. haughty  
    b. eventful  d. protective

113. The mayor's committee awarded Maria a medal for her _______.
    a. fiend  c. menace  
    b. interruption  d. heroism

114. The two nations cooperated peacefully because they had a strong _______.
    a. fury  c. alliance  
    b. tomb  d. musician

115. I prefer to use real sugar or honey, not a(n) _______ sweetener.
    a. putative  c. vigorous  
    b. precious  d. immovable

92. We watched DVDs of the TV show's episodes in _______, beginning with Episode 1.
   a. generosity  c. intuition  
   b. sequence  d. lowland

93. The pieces must fit together exactly, so you must measure everything with _______.
   a. anticipation  c. precision  
   b. prosperity  d. modesty

94. To sprain your ankle is painful, but to break it is sheer _______.
   a. isolation  c. symphony  
   b. influence  d. agony

95. The nation is now called Myanmar, but old maps use Burma, its _______ name.
   a. crucial  c. teeming  
   b. relentless  d. former

96. Since his master died, the dog has been sad and _______.
   a. circulating  c. substantial  
   b. melancholy  d. imaginative

97. I dislike when people hide the truth, and I particularly _______ lies.
   a. despise  c. await  
   b. scour  d. transform

98. A business that makes a lot of money is a _______ one.
    a. residential  c. voluntary  
    b. equal  d. prosperous

99. Instead of shouting "Surprise!" before or after me, shout it _______ with me.
    a. invariably  c. simultaneously  
    b. acutely  d. absolutely

100. The commuters rushing through the subway station created a very _______ scene.
      a. sentimental  c. moral  
      b. chaotic  d. mellow

101. I promised to help whenever you need me, and now I am honoring that _______.
      a. establishment  c. hamlet  
      b. pledge  d. discord

102. Mrs. Cohen is an excellent manager, with a strong _______ of efficiency about her.
      a. aura  c. spectator  
      b. limitation  d. oppression

103. By helping good people and capturing criminals, the superhero tried to end _______.
      a. radiance  c. injustice  
      b. chaotic  d. assumptions

104. Based on the evidence, the scientist developed a reasonable _______.
      a. sage  c. grandeur  
      b. theory  d. sedan

105. You will not succeed if you try to lift something that is _______.
      a. putative  c. vigorous  
      b. precious  d. immovable

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    a. fiend  c. menace  
    b. interruption  d. heroism

114. The two nations cooperated peacefully because they had a strong _______.
    a. fury  c. alliance  
    b. tomb  d. musician

115. I prefer to use real sugar or honey, not a(n) _______ sweetener.
    a. artificial  c. untruth  
    b. virtuous  d. enthusiastic

116. Is Devon your friend, or is he your _______?
    a. disposition  c. intrusion  
    b. assurance  d. adversary

117. She was dressed in pink, blue, and bright orange—truly _______ colors.
    a. cowardly  c. adjacent  
    b. courteous  d. garish

118. The train is scheduled to arrive in Chicago at 7:00 and _______ two hours later.
    a. intend  c. result  
    b. rouse  d. forfeit

119. As she crossed the finish line, the winner pumped her fist in a sign of _______.
    a. triumph  c. secrecy  
    b. calamity  d. leisure
Grade 9 Mid-Year Summative Test

MULTIPLE CHOICE

Read this passage from "The Secret Life of Walter Mitty" by James Thurber. Then, answer the following question(s).

"We're going through!" The Commander's voice was like thin ice breaking. He wore his full-dress uniform, with the heavily braided white cap pulled down rakishly over one cold gray eye. "We can't make it, sir. It's spoiling for a hurricane, if you ask me." "I'm not asking you, Lieutenant Berg," said the Commander. "Throw on the power lights! Rev her up to 8,500! We're going through!" The pounding of the cylinders increased: ta-pocketa-pocketa-pocketa-ta-pocketa-pocketa.

The Commander stared at the ice forming on the pilot window. He walked over and twisted a row of complicated dials. "Switch on No. 8 auxiliary!" he shouted. "Switch on No. 8 auxiliary!" repeated Lieutenant Berg. "Full strength in No. 3 turret!" shouted the Commander. "Full strength in No. 3 turret!" The crew, bending to their various tasks in the huge, hurtling eight-engined Navy hydroplane, looked at each other and grinned. "The Old Man'll get us through," they said to one another.

"Not so fast! You're driving too fast!" said Mrs. Mitty. "What are you driving so fast for?"

"Hmm?" said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. She seemed grossly unfamiliar, like a strange woman who had yelled at him in a crowd. "You were up to fifty-five," she said. "You know I don't like to go more than forty. You were up to fifty-five." Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind. "You're tensed up again," said Mrs. Mitty. "It's one of your days. I wish you'd let Dr. Renshaw look you over."

1. Which inference about Walter Mitty is best supported by details in this passage?
   a. He has a vivid imagination.
   b. He is a skilled airplane pilot.
   c. He was once an officer in the Navy.
   d. He often speeds when driving.

2. From what point of view is the passage narrated?
   a. first-person, by Walter Mitty
   b. first-person, by Mrs. Mitty
   c. third-person limited
   d. third-person omniscient

3. Which type of sound device does the use of "ta-pocketa-pocketa-pocketa-pocketa" most clearly illustrate?
   a. alliteration
   b. consonance
   c. onomatopoeia
   d. onomatopoeia

4. Which statement best explains why Walter Mitty drives faster than forty miles an hour?
   a. He is a daredevil in everything he does.
   b. He is lost in a daydream about speedy planes.
   c. He secretly enjoys scaring his wife.
   d. He is in a great hurry to reach his destination.

120. The flute is one of my favorite musical ________.
   a. predicaments
   b. instruments
   c. fabrics
   d. resolutions

121. The criminal had to begin a new life elsewhere, having been ________ from his homeland.
   a. signified
   b. fractured
   c. unaccustomed
   d. banished

122. Going all the way downtown to buy a shirt is less ________ than ordering one online.
   a. boundless
   b. convenient
   c. feasible
   d. sallow

123. The child's parents are fair and only punish him when he is ________.
   a. predominant
   b. disobedient
   c. exquisite
   d. inevitable

124. The queen ruled over a peaceful ________.
   a. anguish
   b. handiwork
   c. trophyness
   d. inevitable

125. Is the castle a real place, or is it a(n) ________ one?
   a. mythical
   b. fiery
   c. formidable
   d. odious

126. When the little boy broke his sister's favorite toy, she was filled with ________.
   a. guise
   b. harmony
   c. wrath
   d. shield

127. I wanted peace and quiet, so I went to a(n) ________ place.
   a. unsavory
   b. contemplible
   c. vile
   d. tranquil

128. Aunt Miriam invited us to come in with a silent ________.
   a. siege
   b. chink
   c. gesture
   d. tradition

129. Hiroshi wanted to go on the trip, but his mother ________ to give permission.
   a. indulged
   b. lingered
   c. refused
   d. entralled

130. It is best to avoid lions and other ________ animals.
   a. humble
   b. fierce
   c. indifferent
   d. internal

131. I will stick to my diet even though your delicious desserts ________ me.
   a. tempt
   b. falter
   c. cluster
   d. irresistible

132. The soldiers were organized into ________, each with its own leader.
   a. shards
   b. caverns
   c. trials
   d. squadrons

133. Grandpa is a talented artist and takes great ________ in his work.
   a. pride
   b. outrage
   c. venom
   d. combat
Identify the choice that best answers the question.

5. From details in this opening paragraph of a story, what do you predict is most likely to happen later?

Colin slipped in and out of the lab quickly, the stolen documents hidden in his jacket. He easily made his way to the freight elevator and took it to the basement, unaware of the tiny camera in the corner. He was sure he would never be suspected of the theft.

a. Colin will misplace the documents.  
   c. Colin will be captured and killed.  
   b. Colin will have to decode the documents.  
   d. Colin will be suspected of the theft.

6. Which rhetorical structure or device does this sentence most clearly illustrate?

We must protect the environment to remedy the abuses of the past, to defend against the dangers of the present, and to provide for the people of the future.

a. ethos  
   c. parallelism  
   b. charged language  
   d. analogy

7. Which of these literary devices usually helps to create suspense in a story's plot?

a. foreshadowing  
   c. exposition  
   b. direct characterization  
   d. historical context

8. Which of these sentences from a persuasive essay is an example of an appeal to reason?

a. Think of how much fun a town-wide Fitness Day would be!  
   b. Studies have shown that exercise has both physical and mental benefits.  
   c. Personally, I always feel much better after a long workout.  
   d. If you want your friends to have long, healthy lives, beg them to exercise.

9. Which sentence would make the most persuasive opening for a speech arguing for more nutritious school lunches?

a. Many students dislike the current lunch program and feel it should be changed.  
   b. Evidence from a number of expert sources suggests that schools should design more nutritious lunch menus.  
   c. Spaghetti is my favorite school lunch, and I have read that it is nutritious.  
   d. Even though fruits and vegetables are not very popular menu choices, they are good sources of vitamins.

10. Which statement does NOT support or logically extend this main idea: "Tornadoes can be dangerous—even deadly—storms"?

a. Tornadoes sometimes strike suddenly, without warning.  
   b. A tornado's twisting winds can rotate at more than 300 miles per hour.  
   c. If a tornado warning is issued, find a safe area, such as a basement.  
   d. The word *tornado* comes from a Spanish word meaning "to turn."

11. What piece of information would most likely be found in a thesaurus?

a. the etymology of the word *consecrate*  
   b. definitions for the word *recall*  
   c. synonyms for the word *manipulate*  
   d. the pronunciation of the word *constabulary*

12. Each item in this list pairs a verb with the noun formed from the verb by adding the suffix -tion. From these examples, what can you conclude is the meaning of -tion?

- prevent, prevention  
- participate, participation  
- invite, invitation  
- the act of bringing together  
- causing  
- promoting

a. the act of  
   c. bringing together  
   b. causing  
   d. promoting

13. Which word in this sentence is a predicate adjective?

The marmalade cat on the windowsill seemed anxious about the large raccoon nearby.

a. marmalade  
   c. large  
   b. anxious  
   d. nearby

14. Which sentence needs a revision to correct an error in subject-verb agreement?

a. Both of my best friends live on the same block.  
   b. Each of the motorists make different claims about the accident.  
   c. Either the dog or the cat sleeps in my room every night.  
   d. Some of the high-school bicyclists have entered the college race.

15. Which tense of the verb *work* is NOT correctly labeled?

a. Present Tense: work  
   c. Past Tense: worked  
   b. Present Perfect Tense: has worked  
   d. Past Perfect Tense: have worked

16. Which sentence uses a verb in the passive voice?

a. Sheila slowed down her car for the passing runners.  
   b. Many drivers had forgotten about the race today.  
   c. The marathon passed down Main Street and into the park.  
   d. The roadblocks were removed after the race.

17. Which word in this sentence is an indirect object?

This year our doctor gave us our flu shots early in September.

a. doctor  
   c. shots  
   b. us  
   d. September

18. As what part of speech does the infinitive phrase in this sentence function?

I want to visit Montana again next summer.

a. noun  
   c. adjective  
   b. verb  
   d. adverb

19. What is the appositive phrase in this sentence?

Sault Sainte Marie, a small city in Michigan, is across the river from a city with the same name in Canada.

a. Sault Sainte Marie  
   c. across the river  
   b. a small city in Michigan  
   d. a city with the same name in Canada
20. How many proper nouns does this sentence contain?
Juana, who lives in Orlando, plans to attend Flagler College this autumn.

a. 1  

b. 2  

c. 3  

d. 4

21. Which statement best supports this thesis statement for a cause-and-effect essay?
Because more people are turning to online movies and DVD rental by mail, video stores are failing.

a. High-definition DVDs offer enhanced viewing options.

b. Many people now prefer to watch online movies for the convenience.

c. Movies continue to play a large role in the entertainment industry.

d. Audio CD sales have also been affected by industry changes.

22. In this sentence from James Hurst’s story “The Scarlet Ibis,” to which sense does the imagery primarily appeal?
The flower garden is prim, the house a gleaming white, and the pale fence across the yard stands straight and spruce.

a. sight  

b. hearing  

c. taste  

d. touch

23. In an argued response to literature, which of these statements best replies to a counterclaim?
My friend Erin calls Rand the hero of the story, but Erin always has strange ideas about literature.

a. Some readers call Rand the hero, but the negative adjectives describing him suggest otherwise.

b. Anyone who has seen the film version of this story knows that Rand is a villain, not a hero.

c. Rand cannot be the hero of the story, because he dies in the end.

d. Anyone who has seen the film version of this story knows that Rand is a villain, not a hero.

24. Which word contains a Latin root that means “time”?

a. benevolently  

b. deferred  

c. creed  

d. temporal

25. Which sentence contains a gerund phrase?

a. Ed was traveling by train to Florida when he heard the news.

b. Traveling by train, we saw a variety of landscapes on our trip.

c. Traveling by train is a very interesting way to see this country.

d. I have some friends who will be traveling by train this winter.

26. Which statement best paraphrases these lines from Edgar Allan Poe’s “The Raven”?
Much I marveled this ungainly fowl to hear discourse so plainly,
Though its answer little meaning—little relevancy bore.

a. I was amazed that this awkward bird spoke so clearly, even though the answer made little sense.

b. The bird was so ugly that it amazed me, but its response was meaningless and irrelevant.

c. I was amazed that the plain-looking bird answered me, even though its long response was silly and boring.

d. The clumsy bird stared with wonder at me and spoke plainly, but I still did not understand the relevance of what it said.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

27. O. Henry uses indirect characterization to present Della. Which description of Della does the passage most clearly support?

a. a habitual shopper  

b. a loving wife  

c. a wealthy heiress  

d. a hopeless dreamer

28. Which statement best describes the conflict that Della faces?

a. She does not have enough money to buy her husband a gift.

b. She refuses to admit that she and Jim are poor.

c. She likes to shop, but she and Jim have no money.

d. She is disappointed that Jim must work on Christmas.

29. Della wants to buy a gift for her husband that is “fine and rare and sterling.” In this context, which of the multiple meanings of sterility applies?

a. a type of silver strengthened with a small amount of another metal  

b. made of strengthened silver  

c. payable in British money  

d. of superior quality
The following paragraph briefly summarizes "The Gift of the Magi," a short story by O. Henry. Read the passage, and then answer the question(s).

In the story "The Gift of the Magi" by O. Henry, the character Della sells her beautiful, long hair to a wigmaker in order to buy a watch chain for Jim, her husband, as a Christmas gift. At the same time, unbeknownst to Della, Jim sells his watch, which he greatly treasures, to buy Della beautiful hair combs. Near the end of the story, the two exchange their gifts and are each moved by the sacrifice the other has made.

30. What literary element does the ending of this story illustrate?
   a. foreshadowing
   b. irony
   c. reportage
   d. symbolism

31. Which theme do the actions of Della and Jim suggest most clearly?
   a. Being wealthy makes life easier.
   b. Beauty is in the eye of the beholder.
   c. Love is the greatest gift.
   d. Time heals all wounds.

Read this poem by Emily Dickinson. Then, answer the following question(s).

We grow accustomed to the Dark—

We grow accustomed to the Dark—
When Light is put away—
As when the Neighbor holds the Lamp
To witness her Goodbye—

And so of larger—Darknesses—

10 Those Evenings of the Brain—
When not a Moon disclose a sign—
Or Star—come out—will shine—
The Faintest—gropes a little—
And sometimes hits a Tree

15 Directly in the Forehead—
But as they learn to see—
Either the Darkness alters—
Or something in the sight
Adjusts itself to Midnight—

20 And life steps almost straight.

—Emily Dickinson

32. What type of poem is "We grow accustomed to the Dark—"?
   a. narrative poem
   b. lyric poem
   c. sonnet
   d. free verse

33. Which type of figurative language does the poem's last line most clearly illustrate?
   a. simile
   b. metaphor
   c. personification
   d. paradox

34. Which type of sound device does line 6 of the poem illustrate?
   a. alliteration
   b. assonance
   c. consonance
   d. internal rhyme

35. Which of the following stanzas of Dickinson's poem contains an exact end rhyme?
   a. the first stanza
   b. the second stanza
   c. the third stanza
   d. the fourth stanza

36. What is the pattern of meter in the first three stanzas of the poem?
   a. four lines of iambic trimeter in each stanza
   b. four lines of iambic tetrameter in each stanza
   c. alternating lines of iambic pentameter and iambic tetrameter
   d. alternating lines of iambic tetrameter and iambic trimeter

37. Which of these themes does the figurative language in the poem most likely suggest?
   a. On a dark night, our eyes gradually adjust to changes in lighting.
   b. We gain insight as we grow accustomed to the mysteries of life and death.
   c. Good neighbors will stand by us in difficult times.
   d. We are foolish if we ignore the fact that there is evil in the world.
The kea is a large green parrot that lives in mountainous regions of New Zealand. The Maori, the native people of New Zealand, gave the parrot its name, which is an imitation of its long, loud greeting call: keeeeeee-ahhh.

People who see keas for the first time often mistake them for hawks or other predatory birds because of the kea’s round, hefty body and long, hooked beak. However, the kea is definitely a parrot. Like other parrots, the kea has an extremely large forebrain, which gives it great learning powers and problem-solving skills. The pesky kea definitely uses its problem-solving skills and its big feet to grasp items, and, in the process, gets into a lot of trouble!

What kind of trouble? Imagine that you and your family are on a camping trip in the mountains. You park your car in a safe place and make sure that the car and the bikes on the bike rack are locked. Then, you pitch your tent and go off on a scenic hike. Enter a couple of curious keas. Searching for food at your campsite, they tear your tent to shreds. Then, they use their agile feet and strong beaks to pick up stones to throw at the windows of your car. A window cracks, and, then, they hop into the car and tear the seats apart. Still dissatisfied with the meager amount of food you’ve left behind, they fly onto the bike rack and chew apart the bungee cords holding the bikes in place. As a final blow, they eat the bicycle seats!

1. Think about the details in this passage. From what type of nonfiction does it most likely come?
   a. a memoir
   b. an expository essay
   c. a persuasive essay
   d. an anecdote

2. Which of these best describes the author’s style?
   a. dry and informative
   b. simple but poetic
   c. factual but entertaining
   d. complex and philosophical

3. Which sentence most accurately states the main idea of the passage?
   a. The kea’s physical appearance leads many people to mistake it for a hawk.
   b. The kea is a curious, hungry bird that can survive by eating almost anything.
   c. The kea, a type of parrot, is a curious, intelligent, and often destructive bird.
   d. Native people of New Zealand named the kea to mimic the bird’s greeting call.

4. According to the passage, what causes people to mistake a kea for a predatory bird?
   a. its strange call
   b. its large forebrain
   c. its shape and beak
   d. its violent behavior

5. Which word or phrase best describes the author’s tone in this passage?
   a. confident and proud
   b. happy and grateful
   c. light and humorous
   d. firm and strong

6. Which word in the passage is the best example of onomatopoeia?
   a. keeeeeee-ahhh
   b. happy and grateful
   c. light and humorous
   d. its violent behavior

7. Which statement about dramatic speeches is accurate?
   a. An aside is shorter than a soliloquy.
   b. A soliloquy is shorter than an aside.
   c. A soliloquy is shorter than a monologue.
   d. A monologue is shorter than a soliloquy.

8. What is the meaning of the Latin root -temp-, as in the words temporal and temporary?
   a. speech
   b. slowly
   c. belief
   d. time

9. Which phrase best describes the author’s voice in this passage?
   a. confident and proud
   b. happy and grateful
   c. light and humorous
   d. worried and tense

10. Which statement about an epic hero is accurate?
    a. An epic hero demonstrates values that are shared by the hero’s society.
    b. An epic hero is an average, everyday person.
    c. An epic hero has a tragic flaw that leads to the hero’s downfall.
    d. An epic hero’s exploits are always told in chronological (time) order.

11. What is the meaning of the Latin root -bene-, as in the words benefit and benevolent?
    a. firm and strong
    b. good or well
    c. money or wealth
    d. moving or churning

12. Which of these words contains a Latin root meaning “speak”?
    a. elegance
    b. martial
    c. am-bience
    d. loquacious

13. In a thesaurus, what would you most likely find in the entry for the word cascade?
    a. pronunciation of the word
    b. synonyms of the word
    c. etymology of the word
    d. examples illustrating the word’s usage

14. Use your knowledge of the Greek prefix mono- to define the word monosyllabic.
    a. consisting of just one syllable
    b. having many syllables
    c. having unstressed syllables
    d. changing syllables to form new words

15. What is the meaning of the Latin prefix pre-?
    a. around
    b. in advance
    c. in favor of
    d. across

16. Which of these sentences contains a verb in the past perfect tense?
    a. Even before we get to the airport, the plane will have landed.
    b. Fortunately, the weather did not affect our plans.
    c. By the time Mr. and Mrs. Patel arrived, dinner had been served.
    d. The jazz singer has won numerous music awards.
17. In which sentence are BOTH boldface words adverbs?
   a. A really important election for mayor is taking place.
   b. Two highly popular candidates are running for the office.
   c. The race probably will be won by a tight margin.
   d. Politicians almost always campaign hard to win elections.

18. Which of these sentences from James Thurber's story "The Secret Life of Walter Mitty" contains an appositive phrase?
   a. "Yes?" said Walter Mitty, removing his gloves slowly.
   b. A door opened down a long, cool corridor and Dr. Renshaw came out.
   c. "It's the millionaire banker, Wellington McMillan," said the pretty nurse.
   d. He looked distraught and haggard.

19. Which sentence needs a revision to correct an error in subject-verb agreement?
   a. The manager or the clerk tracks down problems and corrects them.
   b. Each of the football players contribute to the team's performance.
   c. Both the peaches and this pear seem ripe to me.
   d. Most of the cast members feel proud of the play's success.

20. Which words in this sentence form a prepositional phrase?
    The rain is falling steadily, so we plan to huddle in our tent, missing the sun.
    a. so we plan to huddle   c. in our tent
    b. to huddle in our tent  d. missing the sun

21. Which sentence uses a colon correctly?
    a. A door opened down a long, cool corridor and Dr. Renshaw came out.
    b. The manager or the clerk tracks down problems and corrects them.
    c. Both the peaches and this pear seem ripe to me.
    d. Most of the cast members feel proud of the play's success.

22. Which words form the complete predicate of this sentence?
    Sofia Reyes, the newly elected mayor of Centerville, has repeated her promise of better town services for all residents.
    a. Sofia Reyes, the newly elected mayor of Centerville
    b. the newly elected mayor of Centerville
    c. has repeated her promise of better town services for all residents
    d. promise of better town services for all residents

23. Which of these sentences is written in the passive voice?
    a. Nathan sat by the fire for hours, reading the old book.
    b. The field has been plowed by the workers and is ready to sow.
    c. This painting, by Claude Monet, is one of my favorites.
    d. By the age of 27, Rachel had become a very wealthy person.

24. Which sentence contains a participial phrase?
    a. Rowing the boat had been hard work, we all agreed afterward.
    b. Josh, speaking with excitement, explained his plan to the committee.
    c. The mysterious swamp was gleaming with phosphorescent light.
    d. I enjoyed reading the novel about an adventure in ancient Egypt.

25. Which of these is a compound sentence?
    a. The Herald, a prominent newspaper, had been in business for more than 100 years.
    b. At first its circulation was only 500 papers daily.
    c. However, circulation grew and grew, reaching 100,000 papers by 1998.
    d. Then, people began reading the news online, circulation fell, and the paper folded.

26. Which of these sentences from a cause-and-effect essay does NOT have an objective tone?
    a. Kid sisters—even worse, kid brothers—can be awful pests.
    b. The desire for more parental attention may be a factor in sibling rivalry.
    c. Sibling relationships are often affected by differences in age.
    d. Competitive sports may generate conflict between siblings.

27. Which type of organization usually works best for an autobiographical narrative?
    a. cause and effect
    b. sequence of events
    c. point by point
    d. argumentation

28. Which strategy would be best to use when writing a problem-and-solution essay?
    a. Ignore counterclaims.
    b. Assume readers already agree with you.
    c. Present the strongest solution first.
    d. Avoid personal examples and anecdotes.

29. Which statement about Lady Bird Johnson's White House Diary uses incorrect punctuation with a quotation?
    a. Direct Quotation: Lady Bird Johnson opens her account with these words: "It all began so beautifully." 
    b. Indirect Quotation: Lady Bird Johnson writes that "she thought the day began beautifully." 
    c. Direct Quotation: Lady Bird Johnson tells us, "It all began so beautifully."
    d. Direct Quotation: "It all began so beautifully," Lady Bird Johnson begins.

30. According to Greek mythology, the mother of the hero Achilles dipped him in the River Styx to make him immortal. She held him by the heel, however, and the water did not cover that one spot. Later, during the Trojan War, Achilles was shot in that heel and killed. Drawing on this information, identify the meaning of the expression Achilles' heel in this sentence.
    a. false promise
    b. dishonest practice
    c. source of power
    d. critical weakness

31. How should this sentence be corrected to create parallelism?
    Carlos and his cousin Manny like hiking, swimming, and they ride horses.
    a. Change hiking to walk.
    b. Change swimming to go swimming.
    c. Change they ride horses to horseback riding.
    d. Remove his cousin.
Read this excerpt from "Icarus and Daedalus" by Josephine Preston Peabody. Then, answer the following question(s).

Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.

He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king's favor veered with the wind, and one day he had his master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since every ship that came or went was well guarded by order of the king.

At length, watching the sea-gulls in the air—the only creatures that were sure of liberty—he thought of a plan for himself and his young son Icarus, who was captive with him.

Little by little, he gathered a store of feathers great and small. He fastened these together with thread, molded them in with wax, and so fashioned two great wings like those of a bird.

32. From the details in the passage, what prediction can you make about Daedalus' plan of escape?
   a. He will try to distract the guards on the ship and sneak on board.
   b. He will win back the king's favor by presenting him with beautiful feathers.
   c. He will hide under the wings that he created and swim to shore.
   d. He will use the wings that he created to fly from the island to the shore.

33. Which stage of the plot is represented in this passage?
   a. climax  
   b. resolution  
   c. rising action  
   d. falling action

34. Based on the description in the passage, what can you infer about the Labyrinth?
   a. It was a winding avenue in a crowded city.
   b. It was part of a beautiful formal garden.
   c. It was complex to view but simple to build.
   d. It was a tricky maze from which it was hard to escape.

Read this passage. Then, answer the following question(s).

Ralph entered the room and grinned, pleased to see Bette. "Thanks for coming," she greeted him warmly.

"No need to thank me. Besides, I can't wait to meet the dog you just adopted." Ralph then noticed the flyer for the Mason City Dog Show hanging on Bette's wall, with several pictures of dogs on it. In one corner of the notice was just about the funniest-looking dog he had ever seen. He pointed to it and told Bette, "Wow! Look at that ugly mutt."

"What's wrong with that dog?" asked Bette. "I think he's adorable."

Ralph was surprised by her response. "His ears are crooked, and his nose is huge," he pointed out.

"But I love his wrinkled face," Bette responded. "And he almost looks as though he's smiling."

"Well," Ralph continued, "I'm here to cheer for your dog. And I'll make you a bet: Your dog will certainly beat out that odd-looking dog and win first prize."

Bette frowned and said, "That 'odd-looking dog' is the dog I just adopted!"

35. What is ironic about the ending of this passage?
   a. Ralph wants Bette's dog to win first prize in the dog show.
   b. Bette hoped that Ralph would think her dog was cute.
   c. Bette's dog is not very attractive, but it can do many tricks.
   d. Ralph is trying to support Bette, but he unwittingly insults her dog.

36. From what point of view is this passage narrated?
   a. third-person limited  
   b. first-person, by Ralph  
   c. third-person omniscient  
   d. first-person, by Bette

37. How do readers mainly learn about the characters in this passage?
   a. through dialogue  
   b. through description  
   c. through setting  
   d. through direct characterization

38. From the details in the passage, what inference can you make about the relationship between Bette and Ralph?
   a. They are friends.  
   b. They have just met.  
   c. They are brother and sister.  
   d. They are rivals in the dog show.
Read this excerpt from the diary of Lady Bird Johnson, wife of President Lyndon Johnson, written on the day that President John F. Kennedy was assassinated. Then, answer the following question(s).

Then, almost at the edge of town, on our way to the Trade Mart for the Presidential luncheon, we were rounding a curve, going down a hill, and suddenly there was a sharp, loud report. It sounded like a shot. The sound seemed to me to come from a building on the right above my shoulder. A moment passed, and then two more shots rang out in rapid succession. There had been such a gala air about the day that I thought the noise must come from firecrackers—part of the celebration. Then the Secret Service men were suddenly down in the lead car. Over the car radio system, I heard "Let's get out of here!" and our Secret Service man, Rufus Youngblood, vaulted over the front seat on top of Lyndon, threw him to the floor, and said, "Get down."

Senator Yarborough and I ducked our heads. The car accelerated terrifically—faster and faster. Then, suddenly, the brakes were put on so hard that I wondered if we were going to make it as we wheeled left and went around the corner. We pulled up to a building. I looked up and saw a sign, "HOSPITAL." Only then did I believe that this might be what it was. Senator Yarborough kept saying in an excited voice, "Have they shot the President? Have they shot the President?" I said something like, "No, it can't be."

As we ground to a halt—we were still the third car—Secret Service men began to pull, lead, guide, and hustle us out. I cast one last look over my shoulder and saw in the President's car a bundle of pink, just like a drift of blossoms, lying on the back seat. It was Mrs. Kennedy lying over the President's body.

39. What type of writing does this passage most clearly illustrate?
   a. expository essay
   b. memoir
   c. persuasive essay
   d. journalism

40. In what way does the author's perspective in this passage shape what readers learn of events?
   a. The author views events objectively, so readers learn about their full historical significance.
   b. The author views her experience from a later perspective, so readers learn about both her reactions and the context.
   c. The author hopes to forget the full horror of events, so readers learn little of the details.
   d. The author relives events as they happened, so readers learn much about her feelings but little about the context.

41. The word report has several possible meanings. Use context clues to determine the meaning of report in the first sentence of the passage.
   a. a statement or account of events
   b. a formal written account
   c. a loud, echoing noise
   d. to give an account of

42. What is the meaning of the idiom ground to a halt, used in the final paragraph of the passage?
   a. lost speed and stopped
   b. fell to earth and stopped
   c. forced someone to end an activity
   d. crushed into a small space

Read this poem by William Shakespeare. Then, answer the following question(s).

Then, almost at the edge of town, on our way to the Trade Mart for the Presidential luncheon, we were rounding a curve, going down a hill, and suddenly there was a sharp, loud report. It sounded like a shot. The sound seemed to me to come from a building on the right above my shoulder. A moment passed, and then two more shots rang out in rapid succession. There had been such a gala air about the day that I thought the noise must come from firecrackers—part of the celebration. Then the Secret Service men were suddenly down in the lead car. Over the car radio system, I heard "Let's get out of here!" and our Secret Service man, Rufus Youngblood, vaulted over the front seat on top of Lyndon, threw him to the floor, and said, "Get down."

Senator Yarborough and I ducked our heads. The car accelerated terrifically—faster and faster. Then, suddenly, the brakes were put on so hard that I wondered if we were going to make it as we wheeled left and went around the corner. We pulled up to a building. I looked up and saw a sign, "HOSPITAL." Only then did I believe that this might be what it was. Senator Yarborough kept saying in an excited voice, "Have they shot the President? Have they shot the President?" I said something like, "No, it can't be."

As we ground to a halt—we were still the third car—Secret Service men began to pull, lead, guide, and hustle us out. I cast one last look over my shoulder and saw in the President's car a bundle of pink, just like a drift of blossoms, lying on the back seat. It was Mrs. Kennedy lying over the President's body.

43. What type of poem is this?
   a. epic
   b. sonnet
   c. free verse
   d. narrative poem

44. Which statement best paraphrases lines 1–4 of this poem?
   a. You may see that I am near the end of life, a time marked by loss as autumn is marked by lost leaves and vanished birds.
   b. I have seen a tree that has lost its leaves in autumn, and I know that songbirds are no longer living in it.
   c. We will meet again in the time of year when the leaves fall from the trees and birds have stopped singing.
   d. The time of life when youth passes is like the end of an autumn day when church choirs stop singing.

45. Which line in the poem most clearly expresses a paradox?
   a. line 1
   b. line 5
   c. line 8
   d. line 12

46. Which statement best expresses a main theme of the poem?
   a. Human beings go through different stages of life.
   b. Lovers in their youth do not yet fully understand what love means.
   c. Love grows stronger when we know that our time together is nearing an end.
   d. A brief passion cannot match a lifetime of love.

47. What is the rhyme scheme of the poem?
   a. abcbabcbabcbab
   b. abacbdcdefg
   c. abbaabababab
   d. ababdcdedefg

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At the end of Shakespeare’s The Tragedy of Romeo and Juliet, Juliet takes a sleeping potion that makes her appear dead. Romeo finds her and, believing she is dead, drinks poison and dies. Juliet awakens and gives her final speech in Act V, Scene iii. Read this passage, which presents Juliet’s final speech. Then, answer the following question(s).

48. Reread Juliet’s dialogue in sentences. How many questions does she ask in this passage?
   a. two   c. four
   b. three   d. five

49. Earlier in Act V, Romeo believes that Juliet is dead, but the audience knows that she is still alive. What does this fact most clearly illustrate?
   a. dramatic irony   c. satire
   b. situational irony   d. monologue

50. How do the stage directions in line 169 help readers understand what is happening?
   a. They show that Juliet’s words are tragic.
   b. They show that Juliet is going to stab herself.
   c. They reveal the theme developed in the play.
   d. They make it clear that Romeo is dead.

51. What does the dialogue in the passage reveal about Juliet’s character?
   a. It shows her high social position.
   b. It shows her resentment of the friar.
   c. It shows her skill with weapons.
   d. It shows she is capable of ironic wit.

52. In this passage from The Tragedy of Romeo and Juliet, what form does the dialogue take?
   a. blank verse   c. sonnet
   b. free verse   d. prose

53. How does this passage from The Tragedy of Romeo and Juliet illustrate the definition of a tragedy, as distinct from other types of plays?
   a. It is written in iambic pentameter.
   b. It contains both dialogue and stage directions.
   c. It shows the downfall of a heroic character.
   d. It shows the results of a failure of communication.

54. What is the central image in this poem?
   a. the blue sky above a mountain   c. the sound of an eagle’s wings
   b. an eagle swooping down from a mountain   d. the rough feeling of a mountain crag

55. Which sound devices are used in line 1 of the poem?
   a. assonance and alliteration
   b. consonance and onomatopoeia
   c. alliteration and slant rhyme

56. What does the simile in line 6 of the poem suggest about the eagle?
   a. its hunger   c. its sharp eyes and beak
   b. its slow but steady pursuit of its prey   d. its speed and power

57. What is the meter of this poem?
   a. iambic dimeter   c. iambic tetrameter
   b. iambic trimeter   d. iambic pentameter

58. Which strategy would be most effective for writing a response to this poem?
   a. Analyze a critic’s response to the work.
   b. Provide information about the poet’s life.
   c. Include quotations from the poem to support your ideas.
   d. Discuss other poems written by the same author.

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The Seventh Man
Haruki Murakami

FIRST READ: Comprehension
Identify the choice that best answers the question.

59. What central analogy does King make in this passage from his speech?
   a. He compares the idea of justice to a financial transaction.
   b. He compares the Constitution to the Declaration of Independence.
   c. He compares Americans of his day to the nation's founders.
   d. He compares white Americans to citizens of color.

60. What information about the historical or cultural context would best help readers understand the ideas that King expresses?
   a. details about the audience attending the speech
   b. details about King's background and training as a minister
   c. details about the state of civil rights at the time of the speech
   d. details about banking practices at the time of the speech

61. In what way are King's references to the U.S. Constitution and the Declaration of Independence an appeal to pathos?
   a. They stress the logic and reason found in those documents.
   b. They appeal to the logic and reason of Americans who hear or read his speech.
   c. They stress the credentials he has as a minister and civil-rights leader.
   d. They appeal to the patriotism of Americans who hear or read his speech.

62. Which statement best summarizes this passage?
   a. Some Americans are marching in protest in Washington, D.C., in order to get their rights.
   b. Some Americans do not yet enjoy the rights promised to them in the nation's founding documents.
   c. The U.S. Constitution and the Declaration of Independence need to be adjusted to reflect the need for civil rights.
   d. Life, liberty, and the pursuit of happiness are more important than anyone's bank account.

59. In "The Seventh Man," which statement best summarizes what happens in the weeks following K.'s death?
   a. He falls ill and has nightmares.
   b. He moves to Nagano.
   c. He starts attending a different school.
   d. He spends hours studying K.'s artwork.

60. Which excerpt from "The Seventh Man" best explains why the seventh man felt responsible for K.'s death?
   a. I had always loved and protected K. as if he had been my own little brother.
   b. He might have been so absorbed in whatever it was he had found that my call made no impression on him.
   c. Or possibly I had not yelled as loudly as I had thought. I do recall that my voice sounded strange to me.…
   d. I probably could have run over and dragged him out of the reach of the wave.…

61. In "The Seventh Man," why does the seventh man's view of the past begin to change?
   a. Studying K.'s art, he sees K. was gentle and realizes that his last look was not one of hatred.
   b. After his father dies, he returns home and realizes that he did not need to move to Nagano.
   c. Studying K.'s art, he realizes that K. was gentle and did not mind dying in the wave.
   d. After his father dies, he realizes that it was the second wave, not the first, that killed K.

62. In "The Seventh Man," what is the most important discovery that the seventh man makes when he returns to his hometown?
   a. He realizes that K. was a gentle and artistic soul.
   b. He learns that his father has died of cancer.
   c. He sees that the town remains the same as when he was a boy.
   d. He realizes that the dark shadow of K.'s death has left him.
CLOSE READ: Analyze the Text
Identify the choice that best answers the question.

8. The following question has two parts. Answer Part A first, then Part B.

Part A What does the giant wave most clearly represent to the narrator?

a. It represents death, which causes hatred among people.
b. It represents art, which can capture the spirit of nature.
c. It represents our fears, which hurt us if we turn away from them.
d. It represents nature, which is both beautiful and awe-inspiring.

Part B Which passage from the text most clearly supports the answer to Part A?

a. I knew that the wave was coming, and K. didn't know. As clearly as I knew what I ought to be doing, I found myself running the other way. . . .

b. But it was too late. A wave like a huge snake with its head held high, poised to strike, was racing toward the shore. I had never seen anything like it before.
c. In the tip of the [second] wave, as if enclosed in some kind of transparent capsule, floated K.'s body, reclining on its side. But that's not all. K. was looking straight at me, smiling.
d. Most of [K.'s pictures] were landscapes, pictures of the familiar stretch of ocean and sand beach and pine woods and the town, and all done with that special clarity and coloration I knew so well from K.'s hand.
9. The following question has two parts. Answer Part A first, then Part B.

**Part A** When the narrator begins to tell his story, he says

“In my case, it was a wave,” he said. “There is no way for me to tell, of course, what it will be for each of you. But in my case it just happened to take the form of a gigantic wave. It presented itself to me all of a sudden one day without warning. And it was devastating.”

What does the narrator's comment **most clearly** imply? To help you choose your answer, consider the events of the story.

a. He believes that in life, every individual must confront fear in some form or another.
b. He believes that his life was changed by a disaster in a way that others cannot understand.
c. He believes that he has succeeded despite not knowing what will happen to others.
d. He believes that in life, everyone will face the risk of a giant wave caused by a storm.

**Part B** Which part of the narrator’s comment **most clearly** supports the answer to Part A?

a. “There is no way for me to tell … what it will be for each of you.”
b. “... it just happened to take the form of a gigantic wave.”
c. “It presented itself to me all of a sudden one day without warning.”
d. “And it was devastating.”

10. The following question has two parts. Answer Part A first, then Part B.

**Part A** At the end of the story, the narrator says that if we “turn our backs on” fear, “we take the most precious thing inside us and surrender it to something else.” What does he **most likely** mean by these statements?

a. If we avoid our fear, we will lose our lives to a natural force such as a storm.
b. If we avoid our fear, then we give the fear power over ourselves and lose our freedom.
c. If we do not respect our fear, then we will need to surrender to our enemies.
d. If we do not respect our fear, then others will surrender their respect for us.

**Part B** In what way does the “The Seventh Man” illustrate the statement in Part A?

a. K. dies because he is too afraid to move out of the way of the wave.
b. If K. had respected his fear, he would have known the wave was bearing down.
c. The seventh man is afraid his brother no longer respects him.
d. Fear of the wave makes the seventh man run away instead of saving his friend.

CLOSE READ: Analyze Craft and Structure

Identify the choice that best answers the question.

11. Which of the following best describes the situation in the frame story of “The Seventh Man”?

a. The seventh man is speaking to fellow soldiers, all facing the dangers of war together.
b. The seventh man is addressing a group, but the reader knows little about the situation.
c. After a devastating loss, the seventh man finally makes peace with his past.
d. After failing to save his childhood friend, the seventh man finally learns to forgive himself.
12. Which of the following is a key difference between the frame story and the story within the frame story in “The Seventh Man”?
   a. The frame story is told in the third person, whereas the interior story is told in the first person.
   b. The frame story is told in the first person, whereas the interior story is told in the third person.
   c. The frame story is set in the past, whereas the interior story is set in the present.
   d. The frame story is set in a future world, whereas the interior story is set in the present.

13. What is one main purpose of the frame story in “The Seventh Man”? 
   a. By using vivid descriptions, it helps explain why the seventh man was so attached to his friend K. and why he valued K.'s art.
   b. By presenting events in clear sequence, it shows how the seventh man has been changed by his experiences.
   c. By describing listeners' responses to the seventh man's story, it shows that he is a good storyteller and a wise person.
   d. By leaving out details about where and why the seventh man is telling his story, it suggests that his story applies generally.

14. In “The Seventh Man,” which of the following is an important effect the writer achieves through the use of first-person narration?
   a. The seventh man’s experiences are presented in a fair, objective way.
   b. The pacing is more rapid because many story events are quickly summarized.
   c. The seventh man’s feelings appear vividly because he shares them himself.
   d. Suspense increases because the reader does not know what the seventh man knows.

CLOSE READ: Word Study
Identify the choice that best answers the question.

15. Choose the best definition for the word elation. Base your answer on your knowledge of the Latin suffix -tion.
   a. cause someone not to be elated; deprive of joy
   b. cause someone to be elated; cause great joy
   c. not being elated; being sad
   d. the state of being elated; a feeling of great joy

16. The word evacuation is formed by adding the Latin suffix -tion to evacuate. Choose the answer that best contrasts the meaning of evacuation and evacuate.
   Base your answer on your knowledge of -tion.
   a. evacuation: "to empty out" / evacuate: "the act of emptying out"
   b. evacuation: "the act of emptying out" / evacuate: "to empty out"
   c. evacuation: "the act of emptying out" / evacuate: "being empty"
   d. evacuation: "to empty out" / evacuate: "being empty"

LANGUAGE DEVELOPMENT: Conventions
Identify the choice that best answers the question.

17. What is the noun clause in the following sentence?
   When a storm threatens, whoever is on duty must warn all persons who live near the shore.
   a. When a storm threatens
   b. whoever is on duty
   c. who live near the shore
   d. near the shore

18. What is the adjective clause in the following sentence?
   When a storm threatens, whoever is on duty must warn all persons who live near the shore.
   a. When a storm threatens
   b. whoever is on duty
   c. who live near the shore
   d. near the shore

19. What is the adverb clause in the following sentence?
   Ignoring the gray sky, the boys made their way down the road until they reached the beach.
   a. Ignoring the gray sky
   b. the boys made their way down the road
   c. down the road
   d. until they reached the beach
**SELECTION TEST**  •  “To Build a Fire”  
Jack London

**FIRST READ: Comprehension**

Identify the choice that best answers the question.

1. Where does “To Build a Fire” take place?
   a. in the icy regions of the Antarctic
   b. in the Yukon wilderness of Canada
   c. in a farming area of the United States
   d. on a hiking trail in a national park

2. In “To Build a Fire,” which effects of the cold does the man experience during the first part of his journey and when he stops for lunch? Choose all that apply.
   a. He loses some of his toes.
   b. His nose and cheekbones grow numb.
   c. His fingers grow numb when he takes off his mitten.
   d. He loses the ability to move his fingers.
   e. He feels intense pain in his fingers.

3. In “To Build a Fire,” which of the following events comes first?
   a. The man gathers spruce twigs and branches.
   b. The man builds a fire and eats his lunch by it.
   c. The dog breaks through the ice and wets its paws.
   d. The man builds a fire to dry out his foot gear.

4. In “To Build a Fire,” why does the dog continue to obey the man despite its discomfort and worry?
   a. It has an affectionate bond with the man.
   b. It trusts the man to know best what to do.
   c. It does not know the way without the man.
   d. It has been trained with whip-lashes to obey.
5. In “To Build a Fire,” after the man steps into water, he decides to build a fire. What happens during his first attempt?
   a. He is unable to start a fire because his skills are poor, his hands are numb, and his matches are damp.
   b. The snow piled in the branches overhead is disturbed by his efforts, falls, and puts out the fire.
   c. The dog wants to warm itself by the fire but accidentally puts it out when it rushes towards it.
   d. As he pokes the fire, he is shivering, and as a result, he scatters the tinder and the fire goes out.

6. The following question has two parts. Answer Part A first, and then Part B.

   **Part A** In the following quotation from “To Build a Fire,” what is the meaning of compelled?
   Once again, however, he had a close call; and once, suspecting danger, he compelled the dog to go on in front. The dog did not want to go.
   a. stopped or prevented
   b. persuaded or convinced
   c. ordered or forced
   d. allowed or permitted

   **Part B** Which words from the quotation best support the answer to Part A?
   a. he had a close call
   b. suspecting danger
   c. to go on in front
   d. The dog did not want to go.

7. The following question has two parts. Answer Part A first, and then Part B.

   **Part A** What is the meaning of excruciating in the following sentence from “To Build a Fire”?
   The faint tingling grew stronger till it evolved into a stinging ache that was excruciating, but which the man hailed with satisfaction.
   a. somewhat painful
   b. not painful at all
   c. extremely painful
   d. causing satisfaction

   **Part B** Which words from the sentence best support the answer to Part A?
   a. faint tingling
   b. grew stronger
   c. stinging ache
   d. the man hailed

8. The following question has two parts. Answer Part A first, and then Part B.

   **Part A** What is the meaning of apprehension in the following sentence from “To Build a Fire”?
   Something was the matter, and [the dog’s] suspicious nature sensed danger,—it knew not what danger but somewhere, somehow, in its brain arose an apprehension of the man.
   a. fear
   b. knowledge
   c. trust
   d. confidence

   **Part B** Which words from the sentence best support the answer to Part A?
   a. its suspicious nature
   b. sensed danger
   c. but somewhere
   d. in its brain
10. The following question has two parts. Answer Part A first, and then Part B.

Part A Which answer choice is the best restatement of the view of life expressed in “To Build a Fire”?

a. Death must be met with dignity and self-control.

b. Life has limits that are absolutely unforgiving.

c. To carry on, a person must have self-confidence.

d. Responsibility means admitting when one is wrong.

Part B Which excerpt from “To Build a Fire” best supports your answer to Part A?

a. [The cold] did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the conjectural field of immortality and man's place in the universe.

b. The old-timer had been very serious in laying down the law that no man must travel alone in the Klondike after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. … All a man had to do was to keep his head, and he was all right. Any man who was a man could travel alone.

c. Perhaps the old-timer on Sulphur Creek was right. If he had only had a trail-mate he would have been in no danger now. The trail-mate could have built the fire. Well, it was up to him to build the fire over again, and this second time there must be no failure.

d. The thought of [the frost creeping into him] drove him on, but he ran no more than a hundred feet, when he staggered and pitched headlong. It was his last panic. When he had recovered his breath and control, he sat up and entertained in his mind the conception of meeting death with dignity.

CLOSE READ: Analyze the Text
Identify the choice that best answers the question.

9. The following question has two parts. Answer Part A first, and then Part B.

Part A In “To Build a Fire,” which of the following is a characteristic of the man that is most clearly responsible for his tragic end?

a. hastiness

b. low intelligence

c. greed

d. overconfidence

Part B Which passage from “To Build a Fire” best illustrates the characteristic identified in Part A?

a. This man did not know cold. Possibly all the generations of his ancestry had been ignorant of cold, of real cold, of cold one hundred and seven degrees below freezing-point. But the dog knew; all its ancestry knew, and it had inherited the knowledge.

b. He was angry, and cursed his luck aloud. He had hoped to get into camp with the boys at six o'clock, and this would delay him an hour, for he would have to build a fire and dry out his foot-gear.

c. The old-timer had been very serious in laying down the law that no man must travel alone in the Klondike after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. Those old-timers were rather womanish, some of them, he thought.

d. [He] sat up and entertained in his mind the conception of meeting death with dignity. … His idea of it was that he had been making a fool of himself, running around like a chicken with its head cut off—such was the simile that occurred to him.
“After Twenty Years,” O. Henry

The following passage is from “After Twenty Years,” a short story by O. Henry set in New York City. In the story, a mysterious man is waiting at night in a doorway for a meeting with a friend he has not seen in twenty years. A police officer approaches, and the man in the doorway explains why he is there. As they speak, the man strikes a match to light his cigar, revealing his face. Read the passage. Then, answer the question(s).

(1) “Twenty years ago to-night,” said the man, “I dined here at Big Joe Brady’s with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn’t have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.”

(2) “It sounds pretty interesting,” said the policeman. “Rather a long time between meets, though, it seems to me. Haven’t you heard from your friend since you left?”

(3) “Well, yes, for a time we corresponded,” said the other. “But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he’s alive, for he always was the truest, stanchest old chap in the world. He’ll never forget. I came a thousand miles to stand in this restaurant door.”

(4) The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

(5) “Three minutes to ten,” he announced. “It was exactly ten o’clock when we parted here at the restaurant door.”

(6) “Did pretty well out West, didn’t you?” asked the policeman.

(7) “You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I’ve had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him.”

(8) The policeman twirled his club and took a step or two.

(9) “You’re not Jimmy Wells,” he snapped. “Twenty years is a long time, but not long enough to change a man’s nose from a Roman to a pug.”

(10) About twenty minutes [the man] waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

(11) “Is that you, Bob?” he asked, doubtfully.

(12) “Is that you, Jimmy Wells?” cried the man in the door.

(13) “Bully; it has given me everything I asked it for. You’ve changed lots, Jimmy. I never thought you were so tall by two or three inches.”

(14) “Oh, I grew a bit after I was twenty.”

(15) “Doing well in New York, Jimmy?”

(16) “Moderately. I have a position in one of the city departments. Come on, Bob; we’ll go around to a place I know of, and have a good long talk about old times.”

(17) At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other’s face.

(18) The ten men started up the street, arm in arm. The man from the West, his egotism submerged in his overcoat, listened with interest.

(19) “Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn’t do it myself, so I went around and got a plain clothes man to do the job. JIMMY.”

(20) The man from the West stopped suddenly and released his arm.

(21) “You’re not Jimmy Wells,” he snapped. “Twenty years is a long time, but not long enough to change a man’s nose from a Roman to a pug.”

(22) “It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, ‘Silky’ Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That’s sensible. Now, before we go on to the station here’s a note I was asked to hand you. You may read it here at the window.”

(23) The man from the West unfolded the little piece of paper handed him. His hand was steady as he began to read, but it trembled a little by the time he had finished. The note was rather short.

(24) “Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn’t do it myself, so I went around and got a plain clothes man to do the job. JIMMY.”
1. The following question has two parts. Answer Part A first, then Part B.

   Part A Which of the following best describes the narrative point of view of the passage?
   a. The story is told by a first-person narrator.
   b. The passage switches from third- to first-person narration.
   c. The narrator speaks directly to the reader as the story unfolds.
   d. The narrator does not seem to know personal details about the characters.

   Part B Which of the following best supports the answer to Part A?
   a. The narrator uses first-person pronouns to provide background.
   b. First- and second-person pronouns only occur in character dialogue.
   c. The reader is not told the main character’s name until the end.
   d. The narrator does not seem to know personal details about the characters.

2. Which of the following best describes the effect the narrative point of view has on the passage?
   a. Because the point of view represents one character’s perspective, it provides unique insights into his thoughts.
   b. Because the point of view is “outside” the action, it allows the reader to know things the characters do not.
   c. Because the point of view is “outside” the action, the reader thinks the account is complete, so the ending is more surprising.
   d. Because the point of view is “outside” the action, it allows the writer to develop distinct characterizations for each character.

3. Which characteristics does the man from the West clearly show in the excerpt? Choose all that apply.
   a. arrogance
   b. humility
   c. foresight
   d. understanding
   e. loyalty

4. The following question has two parts. Answer Part A first, then Part B.

   Part A Which of the following best describes conflicting or opposing motives experienced by one of the characters?
   a. Bob is not sure whether Jimmy is the right type to be his friend.
   b. Bob is feeling doubts about the life he has chosen to lead.
   c. Jimmy feels both loyalty to Bob and the need to do his duty.
   d. Over time, Jimmy has rejected the “plodder” he used to be.

   Part B Which of the following quotations from the passage best supports the answer to Part A?
   a. “He was a kind of plodder, though, good fellow as he was.”
   b. “It sometimes changes a good man into a bad one,” said the tall man.
   c. His hand was steady when he began to read, but it trembled a little by the time he had finished.
   d. Somehow I couldn’t do it myself, so I went around and got a plain clothes man to do the job.

5. Based on details in the excerpt, write a brief paragraph explaining a likely theme of O. Henry’s story. Support your answer with at least two details from the excerpt, explaining how each develops the theme.
Read the following fictional narrative. Then, answer the question(s).

Fictional Narrative

(1) Rosa liked to figure people out, but her Aunt Sofía had always been a mystery to her. At big family gatherings, Sofía seemed to hang back, never saying all that much. She was quite a contrast to the other aunts, who ran right up to you to squeeze your face and yell how big you had grown!

(2) Rosa knew that Sofía was a successful doctor, busy all the time, loved by her patients. It was possible that when Rosa saw Sofía, she might just be tired. Still, Rosa couldn’t help but think that she was a cold fish.

(3) Couldn’t, that is, until the summer Rosa went to stay at her grandmother’s house. One rainy day, Rosa wandered aimlessly up to the attic and began poking around. Turning to look at an antique fan, she accidentally knocked over a dusty stack of books. As she began picking up the mess, something like an electric shock went through her. On the cover of one of the books, written in large letters, were the words, “My Diary—by Sofía—KEEP OUT!” boredom vanished. Seating herself on the floor, leaning against a big suitcase, Rosa began to read.

(4) June 5. Today was my brother Tito’s birthday. Who knew a birthday could be so suspenseful! Tito loves animals, so the idea of giving him a puppy for his birthday seems like a no-brainer. But my parents have been going back and forth about it for weeks.

(5) So, there was a big question mark hanging over the day. When Tito sees his birthday gift, is he going to burst out crying, throw a fit—or break into smiles? I have to say, though, I felt a little sour about the whole thing. Tito’s the youngest, so it’s only right that we all look out for him. They were constant companions. He walked her, fed her, groomed her—when the vet explained how ill she was, it hit him hard. I think two months went by before I saw him smile.

(6) But I mean, come on—at some point, he’s going to have to learn to get through difficult times without five people all fussing over him and holding his hand. When Rachel and I had our big fight last year, I don’t remember people saying much more than, “You’ll get through it.”

(7) An odd silence fell. Tito’s friends stood on the blacktop, shuffling and giggling a little. It was the end of the day, and the sun was beginning to set up, but I could still see the heat rising off the family car in little waves. Mom was watching Tito carefully. Dad, who’s never good at speaking to a group, mumbled something about enjoying life’s real gifts. Then, he bent down, unlatched the garage door, and threw it open. Inside, the cutest little furball I’d ever seen started yapping and bouncing all over his crate!

(8) We all turned to look at Tito. He stood there silently, his mouth open in shock, for a good minute. Then, he turned and said, smile as wide as the sky, “I love him—can I keep him?”

(9) That was a good moment. I won’t forget it anytime soon.

ANALYZE CRAFT AND STRUCTURE

Fictional Narrative

Read the following fictional narrative. Then, answer the question(s).

(10) We all turned to look at Tito. He stood there silently, his mouth open in shock, for a good minute. Then, he turned and said, smile as wide as the sky, “I love him—can I keep him?”

Part A Which of the following best describes how the narrative is structured?

a. A third-person narrative set in the story’s present is the frame story for a first-person narrative that takes place in the past.

b. A third-person narrative set in the past is the frame story for a third-person narrative that takes place in the story’s present.

c. A first-person narrative set in the past is the frame story for a third-person narrative in the story’s present.

d. A third-person narrative set in the past alternates with another third-person narrative set at the same time.

Part B What effect does that narrative structure have on the passage?

a. It creates uncertainty in the reader about who is telling the truth.

b. It causes surprise when the reader learns the truth about a character.

c. It increases readers’ interest in and insight into a character.

d. It works to develop a mystery by leaving out important events.

ANALYZE CRAFT AND STRUCTURE

Argumentative Text

Read the following selection. Then, answer the question(s).

(11) Today was my brother Tito’s birthday. Who knew a birthday could be so suspenseful! Tito loves animals, so the idea of giving him a puppy for his birthday seems like a no-brainer. But my parents have been going back and forth about it for weeks.

(12) The answer is, anyone who is concerned with safety and convenience! Consider how youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

(13) So, everybody agrees that we should build a skate park. Who could object to locating it at the old band shell in Jedsun Park?

(14) The answer is, anyone who is concerned with safety and convenience! Consider how youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

(15) The plans for the new skate park in Jedsun Park are a case of right idea, wrong location. A quick look at a map will show you why.

(16) Nobody disputes the need for a skate park. Rollerskating and skateboarding are popular activities among the city’s youth. Without an established, safe facility to go to, however, youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

(17) So, everybody agrees that we should build a skate park. Who could object to locating it at the old band shell in Jedsun Park?

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(19) The plans for the new skate park in Jedsun Park are a case of right idea, wrong location. A quick look at a map will show you why.

(20) Nobody disputes the need for a skate park. Rollerskating and skateboarding are popular activities among the city’s youth. Without an established, safe facility to go to, however, youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

(21) The answer is, anyone who is concerned with safety and convenience! Consider how youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

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(24) The plans for the new skate park in Jedsun Park are a case of right idea, wrong location. A quick look at a map will show you why.

(25) Nobody disputes the need for a skate park. Rollerskating and skateboarding are popular activities among the city’s youth. Without an established, safe facility to go to, however, youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

(26) The answer is, anyone who is concerned with safety and convenience! Consider how youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

(27) So, everybody agrees that we should build a skate park. Who could object to locating it at the old band shell in Jedsun Park?

(28) The answer is, anyone who is concerned with safety and convenience! Consider how youngsters may be tempted to use prohibited, unsafe sites. To help them do the right thing, we need to provide them with a safe, well-regulated skate park—a place where they can socialize and exercise; an outlet for their energy; a showcase for their skills!

Part A Which of the following best describes how the narrative is structured?

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c. A first-person narrative set in the past is the frame story for a third-person narrative in the story’s present.

d. A third-person narrative set in the past alternates with another third-person narrative set at the same time.

Part B What effect does that narrative structure have on the passage?

a. It creates uncertainty in the reader about who is telling the truth.

b. It causes surprise when the reader learns the truth about a character.

c. It increases readers’ interest in and insight into a character.

d. It works to develop a mystery by leaving out important events.
There is a simple alternative, though. The old fountain near the Evita Street entrance was once a beautiful landmark. However, it has been in bad repair for years. It is overgrown and unsightly—a site just waiting for renovation. The city should spend its money wisely and locate the new skate park at this site.

7. Which of the following is a specific detail that most directly supports the central idea that the location of the proposed skate park is unsafe?
   a. The nearest bus stop is across a parkway.
   b. The old fountain near the entrance is in bad repair.
   c. The Evita Street entrance is close to a bus stop.
   d. Without an established facility, youngsters may use unsafe sites.

8. The following question has two parts. Answer Part A first, then Part B.
   Part A What main, or most important, claim does the writer attempt to prove in the passage?
   a. The city should provide a skate park for youngsters.
   b. The old band shell is not a convenient location for a new skate park.
   c. The city should encourage safe behavior among youngsters.
   d. The city should build a skate park at the fountain, not at the band shell.
   Part B In which quotation from the passage does the writer give evidence for the claim identified in Part A?
   a. Nobody disputes the need for a skate park.
   b. Rollerskating and skateboarding are popular activities among the city’s youth.
   c. There are other, closer places to cross McCooter—but none of them are safe.
   d. The old fountain near the Evita Street entrance was once a beautiful landmark.

9. Which of the following best explains why the passage can be considered an argumentative essay?
   a. The author uses charged language to convince readers.
   b. The author has an informed concern about a public issue.
   c. The author makes a claim and presents evidence to support it.
   d. The author presents a balanced account of a controversy.
14. Which of the following are examples of a primary source? Choose the two that apply.
   a. a history textbook
   b. an analysis of events
   c. an original document
   d. a set of statistics
   e. a personal diary

15. Which of the following answer choices is one meaning of the Greek root -path-?
   a. route
   b. feeling
   c. of or about
   d. receiving

16. The following question has two parts. Answer Part A first, then Part B.

   **Part A** Which of the following answer choices is one meaning of the Latin root -mort-?
   a. death
   b. wrong
   c. outside
   d. exchange

   **Part B** Given the answer to Part A, what can you conclude is the meaning of mortuary in the following sentence?
   The victims of the earthquake were transferred to the mortuary.
   a. place where stocks and bonds are sold
   b. place where the dead are kept before burial
   c. place where the sick are housed and treated
   d. type of transportation vessel for passengers

17. The word revelatory comes from the Latin root word revelare, meaning “uncover” or “show.” Use this information as well as your knowledge of the suffix -ory to choose the correct definition of revelatory.
   a. in a state of being uncovered
   b. one who uncovers
   c. relating to the act of uncovering
   d. not uncovered

18. Which of the following answer choices is one meaning of the Latin root -lum-?
   a. darkness
   b. light
   c. difficulty
   d. endurance

19. The word wooded appears underlined in the paragraph. Identify a familiar word that appears inside wooded, and choose the likeliest meaning of wooded as it is used in the paragraph.
   a. covered by trees
   b. covered with grass
   c. without vegetation
   d. overgrown with weeds

20. The word prau appears underlined twice in the paragraph. Choose the answer that gives the most likely definition of the word, along with the context clue that best supports your answer.
   a. a type of boat; “manned by many paddlers”
   b. a type of boat; “one of our Rajah’s”
   c. a type of weapon; “one of our Rajah’s”
   d. a type of weapon; “I felt my heart become weak”
24. Read the following quotation from the passage:

Mounting the steps, Roberto took his place before the microphone. After four years of listening to speakers at school assemblies and graduations, it was his turn. He was ready.

Rewrite the quotation, using more vivid word choices to enhance the descriptive details. Use at least one participial phrase.

25. Which of the following sentences might Roberto include in his speech to add effective parallelism?
   a. Ms. Maple is like the beacon in a lighthouse. She helps guide teenagers uncertain of their direction.
   b. Tireless in her efforts, generous with her time, unstinting of her good humor, Ms. Maple has inspired many.
   c. Ms. Maple is generous with her time. Generous to a fault, perhaps. So generous, I am not sure she has time to sleep.
   d. Ms. Maple inspired me to stick with my studies even when my medical problems tempted me to give up.

26. Which correction should be made to the second sentence of the passage?
   a. Add a colon after “The year.”
   b. Change the comma after “downs” to a semicolon.
   c. Add a semicolon between “made it” and “class valedictorian.”
   d. Add a dash between “made it” and “class valedictorian.”

27. Which of the following uses punctuation correctly to combine two sentences in the passage?
   a. After four years of listening to speakers at school assemblies and graduations—it was his turn—he was ready.
   b. After four years of listening to speakers at school assemblies and graduations: it was his turn; he was ready.
   c. After four years of listening to speakers at school assemblies and graduations; it was his turn—he was ready.
   d. After four years of listening to speakers at school assemblies and graduations, it was his turn; he was ready.
EFFECTIVE EXPRESSION • Writing and Editing

Mia is writing an argument defending the claim that the ideal of freedom requires risk and sacrifice. Read the draft of her introduction and her notes, and then complete the task or answer the question(s).

An Ideal With a Price

In our society, people throw around phrases such as “freedom of choice” and “my rights” without too much thought. The most trivial preferences are proclaimed a “choice,” whether the “choice” concerns which brand of snack food to buy, which singer to vote for in an Internet poll—or which presidential candidate to support. In our culture, everything seems to come down to individual tastes and preferences, however small or insignificant. What people do not seem to appreciate is that freedom in our country is a hard-won gift. It is not something that nature—or the supermarket—gives us free of charge. Freedom is the gift of generations of struggle. In that struggle, those who benefited from the gift often turned right around and gave it to others.

Some of the brightest examples of the way the gift of freedom can be passed along come from the history of the Underground Railroad.

Mia took these notes from her sources:

John Parker, famous conductor on the Underground Railroad
- born into slavery in 1827 in Norfolk, Virginia
- allowed to earn some money on his own
- in 1845, bought his freedom with money he had saved
- moved north, to Ohio
- opened his own business
- worked on the Underground Railroad, a network of people who helped slaves escape to freedom
- “Conductors” on the railroad led escaped slaves from one “station,” or hiding spot, to the next on the way to a northern state or Canada.
- Parker would cross the Ohio River into Kentucky, which was slave territory, meet fugitive slaves, and lead them back across to Ohio, a free state.
- illegal activity: Aiding escaped slaves carried a jail sentence
- reward issued for Parker’s capture—dead or alive
- died in 1900

28. Write two sentences about Roberto. In your first sentence, use a semicolon correctly to join two clauses. In your second sentence, use a colon correctly to introduce a quotation from the passage.

29. Which of the following quotations from the passage contains a metaphor?
   a. . . . Roberto walked towards the podium, waving to his friends in the audience.
   b. The long, uncertain climb was finished; he had arrived at the top of the mountain.
   c. “Three years ago, I wasn’t sure that I would be graduating today. . . .”
   d. “. . . I seemed headed toward greater uncertainty, like a ship without a rudder.”

30. Which of the following quotations from the passage contains a simile?
   a. . . . Roberto walked towards the podium, waving to his friends in the audience.
   b. The long, uncertain climb was finished; he had arrived at the top of the mountain.
   c. “Three years ago, I wasn’t sure that I would be graduating today. . . .”
   d. “. . . I seemed headed toward greater uncertainty, like a ship without a rudder.”

31. Reread this quotation from the passage.
   How can I say enough to thank her?
   Choose the answer that best explains why this quotation is a rhetorical question.
   a. It poses a question to make a point, not to obtain information.
   b. It contains language that causes strong feelings.
   c. It exaggerates the degree or extent of a state of affairs.
   d. It assumes the listener already knows Ms. Maple.
32. Drawing on details from Mia’s notes, write the rest of the paragraph that begins with the underlined sentence. In your paragraph, make sure you clearly present the evidence that best supports the claim in the underlined sentence. Use transitions as appropriate to show the connections between your ideas.

33. Read these sentences from the essay.
   
   It is not something that nature—or the supermarket—gives us free of charge. Freedom is the gift of generations of struggle.
   
   Which would be the best transitional word or phrase to insert at the beginning of the second sentence, before the word “Freedom”?

   a. Instead, 
   b. Additionally, 
   c. However, 
   d. Furthermore,
1. Read each of the following claims.

I. People who are blind and deaf have made notable achievements.
II. Those who are blind or deaf may still have rich sensory worlds.
III. Those who are blind or deaf still do not always have the opportunities they deserve.

Choose the answer that indicates which claims are most clearly supported by each source.

a. Source 1: Claim I; Source 2: Claims I, II, III
b. Source 1: Claims II, III; Source 2: Claims I, III
c. Source 1: Claims I, II; Source 2: Claims I, III
d. Source 1: Claims I, II; Source 2: Claim III

2. Read this quotation from the second source.

... given the right opportunities, those without sight or hearing can contribute greatly to society.

Write three to four sentences from the first source that can clearly be used to support this claim.

3. Based on your notes from the two sources, write an argument defending a claim about the opportunities and support that are or should be provided to those with sensory impairments. Support your points with details from the two sources.
4. Based on your notes from the two sources, write an argument defending a claim about the opportunities and support that are or should be provided to those with sensory impairments. Support your points with details from the two sources.

-

-
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TEST ITEM</th>
<th>INSTRUCTIONAL STANDARDS</th>
<th>DOK</th>
<th>GO ONLINE! SEARCH FOR . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
<td>11</td>
<td>RL.9-10.2</td>
<td>1</td>
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<tr>
<td>Narrative Nonfiction</td>
<td>13</td>
<td>RL.9-10.3</td>
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<tr>
<td>Primary Sources</td>
<td>14</td>
<td>RL.9-10.8</td>
<td>1</td>
<td>&quot;G09PrimSo_rem&quot;</td>
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</table>

**Word Study**

| Greek Root -path-         | 15        | L.9-10.4, L.9-10.4.b     | 1   | "G09GRpath_rem"          |
| Latin Root -mort-         | 16        | L.9-10.4, L.9-10.4.b     | 2   | "G09LRmort_rem"          |
| Latin Suffix -ory         | 17        | L.9-10.4, L.9-10.4.b     | 2   | "G09LSoryO_rem"          |
| Latin Root -lum-          | 18        | L.9-10.4, L.9-10.4.b     | 1   | "G09LRlumO_rem"          |
| Base Words                | 19        | L.9-10.4                 | 2   | "G09BaseWo_rem"          |
| Multiple-Meaning Words    | 20        | L.9-10.4                 | 2   | "G09MultMe_rem"          |

**Conventions/Author's Style**

| Absolute Phrases          | 21        | L.9-10.1.b               | 1   | "G09AbsPhras_rem"        |
| Participial Phrases       | 22        | L.9-10.1.b               | 1   | "G09ParPhras_rem"        |
| Infinitives and Infinitive Phrases | 23 | L.9-10.1.b | 1 | "G09InfPhras_rem" |
| Word Choice               | 24        | L.9-10.1.b, L.9-10.3     | 3   | "G09ParPhras_rem"        |
| Parallelism               | 25        | L.9-10.1.a               | 1   | "G09Parall_rem"          |
| Punctuation               | 26        | L.9-10.2, L.9-10.2.a, L.9-10.2.b | 1 | "G09Punctu_rem" |
|                           | 27        | L.9-10.2, L.9-10.2.a, L.9-10.2.b | 1 | "G09Punctu_rem" |

**Performance Task**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TEST ITEM</th>
<th>INSTRUCTIONAL STANDARDS</th>
<th>DOK</th>
<th>GO ONLINE! SEARCH FOR . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>28</td>
<td>L.9-10.2, L.9-10.2.a, L.9-10.2.b</td>
<td>2</td>
<td>&quot;G09Punctu_rem&quot;</td>
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<tr>
<td>Figurative Language</td>
<td>29</td>
<td>RL.9-10.4, L.9-10.5</td>
<td>2</td>
<td>&quot;G09FigurLan_rem&quot;</td>
</tr>
<tr>
<td>Rhetorical Question</td>
<td>31</td>
<td>L.9-10.1.a</td>
<td>1</td>
<td>&quot;G09RhetQue_rem&quot;</td>
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**Writing**

| Argument                  | 32        | W.9-10.1, W.9-10.1.a    | 3   | "G09Argume_rem"          |
| Argument—Transitions      | 33        | W.9-10.1.c              | 2   | "G09ArguTran_rem"        |

**Constructed Response**

| Writing: Research         | 1         | W.9-10.1                 | 2   | "G09WResea_rem"          |
| Writing: Research         | 2         | W.9-10.1                 | 3   | "G09WResea_rem"          |
| Writing: Research         | 3         | W.9-10.1, W.9-10.1.a, W.9-10.8 | 2 | "G09WResea_rem" |
| Writing: Research—Argument| 4         | W.9-10.1, W.9-10.1.a     | 4   | "G09WArgue_rem"          |
Program-Level Resources

Program-level resources for students are downloadable and also interactive if completed in the Interactive Student Edition.

RESOURCES INCLUDE:
- First Read and Close Read Guides per genre
- Word Network for tracking academic vocabulary words throughout the unit
- Evidence Log for taking notes to inform the Performance Tasks
- Home Connection Letter in English and Spanish allows you to share what is being learned with families
Dear Family,

In this unit, students will investigate what it takes to survive. They will consider the physical and emotional costs of survival. Students will read a variety of texts, listen to a podcast, and view media as they discuss the Essential Question for the unit.

**ESSENTIAL QUESTION:**
As a class, in small groups, and independently, students will work to answer the question *What does it take to survive?* Give your student the opportunity to continue the discussion of survival at home.

**TALK IT OVER WITH YOUR STUDENT**
- What are some of the ways you could answer the question *What does it take to survive?*
- Is luck most important in all survival situations? In which situations might it be more important to be smart or strong?
- Why do you think survivor stories are so popular in the media and in books and film?

**UNIT 2 SELECTION TITLES, AUTHORS, GENRES**

### WHOLE-CLASS LEARNING

<table>
<thead>
<tr>
<th>Title of Text</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONNECTION TO THE PROMPT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EVIDENCE FROM THE TEXT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ADDITIONAL NOTES/IDEAS</strong></td>
<td></td>
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</table>

### SMALL-GROUP LEARNING

<table>
<thead>
<tr>
<th>Title of Text</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td><strong>ADDITIONAL NOTES/IDEAS</strong></td>
<td></td>
</tr>
</tbody>
</table>

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End-of-Unit Performance-Based Assessment

At the end of the unit, your student will pull together his or her learning by completing a Performance-Based Assessment answering the question Should people in life-or-death situations be held accountable for their actions? In response to that question, he or she will prepare a written argument, and then deliver the argument to the class.

STANDARDS

Activities and assignments in Unit 2 will help your student meet the following Common Core State Standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

Reading Literature
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Reading Information Text
- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Speaking and Listening
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Thank you for your continuing support!
Lo más destacado de la Unidad 2: Supervivencia

Queridas familias:

En esta unidad, los estudiantes investigarán qué hace falta para sobrevivir. Pensarán acerca de los costes físicos y emocionales de la supervivencia. Los estudiantes leerán varios textos, escucharán un podcast y verán un video. Con todo ello analizarán la Pregunta Esencial de la Unidad.

PREGUNTA ESENCIAL:

Los estudiantes trabajarán con todo el grupo de clase, en pequeños grupos y de forma independiente para contestar la pregunta ¿Qué hace falta para sobrevivir? De a su estudiante la oportunidad de seguir hablando sobre la supervivencia en casa.

HÁBILELO CON SU ESTUDIANTE

- ¿De qué formas podrías contestar la pregunta ¿Qué hace falta para sobrevivir?
- ¿Juega la suerte el papel más importante en todas las situaciones de supervivencia? ¿En qué situaciones podría ser más importante ser listo o fuerte?
- ¿Por qué crees que las historias de supervivencia son tan populares en los medios, los libros y las películas?

TÍTULOS, AUTORES Y GÉNEROS DE LAS SELECCIONES DE LA UNIDAD 2

APRENDIZAJE CON TODA LA CLASE

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor</th>
<th>Género</th>
</tr>
</thead>
<tbody>
<tr>
<td>“El séptimo hombre”</td>
<td>Haruki Murakami</td>
<td>Cuento</td>
</tr>
<tr>
<td>“La lógica moral de la culpa del superviviente”</td>
<td>Nancy Sherman</td>
<td>Articulo de opinión</td>
</tr>
<tr>
<td>“¿La clave de la supervivencia en las catástrofes? Amigos y familia”</td>
<td>Shankar Vedantam</td>
<td>Podcast</td>
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</table>

APRENDIZAJE EN GRUPOS PEQUEÑOS

<table>
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<tr>
<th>Título</th>
<th>Autor</th>
<th>Género</th>
</tr>
</thead>
<tbody>
<tr>
<td>“El viaje del James Caird”</td>
<td>Caroline Alexander</td>
<td>Narración no ficción</td>
</tr>
</tbody>
</table>

APRENDIZAJE INDEPENDIENTE

Su estudiante escogerá una de las siguientes lecturas para leer individualmente. Quizá también la quiera leer usted, para comentarla en familia.

<table>
<thead>
<tr>
<th>Título</th>
<th>Autor</th>
<th>Género</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Hacer un fuego”</td>
<td>Jack London</td>
<td>Cuento</td>
</tr>
<tr>
<td>“El juego más peligroso”</td>
<td>Richard Connell</td>
<td>Cuento</td>
</tr>
<tr>
<td>“Siete pasos para sobrevivir una catástrofe”</td>
<td>Laura Hillenbrand</td>
<td>Biografía</td>
</tr>
<tr>
<td>“Titanic vs. Lusitania: Cómo se comporta la gente en una catástrofe”</td>
<td>Jeffrey Kluger</td>
<td>Artículo de revista</td>
</tr>
</tbody>
</table>

TAREAS DE RENDIMIENTO Y EVALUACIÓN BASADA EN EL RENDIMIENTO

Su estudiante tomará una postura ante la pregunta ¿Se debe considerar a las personas en situaciones de vida o muerte responsables de sus actos? Él o ella escribirá un ensayo argumentativo defendiendo su opinión, a partir de los conocimientos que haya sacado de las selecciones de esta unidad, así como de las Tareas de rendimiento que haya realizado.

TAREA DE RENDIMIENTO DE APRENDIZAJE CON TODA LA CLASE

Después de completar la sección de Todo la clase de esta unidad, su estudiante aprenderá a organizar un ensayo argumentativo. Entonces escribirá un ensayo que responda a la pregunta ¿Debería perdonarse a sí mismo el narrador de “El Séptimo hombre” por no haber podido salvar a K.?
TAREA DE RENDIMIENTO DE APRENDIZAJE EN GRUPOS PEQUEÑOS

Después de completar la sección de Grupos pequeños de esta unidad, su estudiante trabajará con su grupo para crear un pase de diapositivas que aborde la pregunta ¿Qué tipo de fortaleza es más valiosa en una situación de supervivencia?

EVALUACIÓN DE FINAL DE UNIDAD BASADA EN EL RENDIMIENTO

Al final de la unidad, su estudiante reunirá todo lo que ha aprendido realizando una Evaluación basada en el rendimiento en la que dará respuesta a la pregunta ¿Se debe considerar a las personas en situaciones de vida o muerte responsables de sus actos? Para contestar esta pregunta, el estudiante preparará un texto argumentativo por escrito y lo presentará ante la clase.

ESTÁNDARES

Las actividades y tareas de la Unidad 2 ayudarán a su estudiante a adquirir los siguientes estándares de lectura de literatura y textos informativos, escritura, hablar y escuchar. Éstos son algunos de los estándares claves que trabajarán su estudiante para dominarlos en esta unidad.

Lectura de literatura
• Analizar cómo se desarrollan los personajes complejos a lo largo de un texto, cómo interactúan con otros personajes y hacen avanzar el argumento o desarrollar el tema.
• Analizar cómo las elecciones del autor respecto a la estructura de un texto, el orden de los sucesos y la manipulación del tiempo, crean misterio, tensión o sorpresa.

Lectura de textos informativos
• Analizar varias versiones de un mismo tema, explicado en diferentes medios, y determinar qué detalles se destacan en cada versión.
• Describir y evaluar la tesis y sus argumentos específicos de un texto, evaluando si el razonamiento es válido y las pruebas relevantes y suficientes.

Escritura
• Escribir argumentos que justifiquen afirmaciones en un análisis de temas o textos importantes, usando razonamientos válidos y pruebas relevantes y suficientes.
• Escribir textos informativos/explicativos para examinar y expresar ideas, conceptos e información de manera clara y precisa, a través de la elección efectiva, la organización y el análisis de contenido.
• Realizar proyectos de investigación cortos o con más profundidad para responder una pregunta (incluyendo una pregunta propia); para resolver un problema; para concretar o ampliar la pregunta cuando sea apropiado; para sintetizar múltiples fuentes sobre el tema; para demostrar la comprensión del tema que se está investigando.

Hablar y escuchar
• Evaluar el punto de vista de una hablante, su razonamiento y el uso de pruebas y recursos retóricos, identificando cualquier razonamiento falso o exagerado, así como pruebas distorsionadas.

¡GRACIAS POR SU CONSTANTE APOYO!
Craft and Structure: Character and Point of View

Each character in a story has character traits: attitudes and behaviors that define him or her. Each character also has a point of view: his or her unique way of seeing things.

A. DIRECTIONS: Read this passage. Then, fill in the chart with information about the characters in the story.

My sister, Eliza, and I are twins, but you’d never guess. I’m short, with blond, curly hair. People say I don’t smile much. I hate being in the spotlight, and I’ve never believed in talking unless you have something important to say. Eliza, on the other hand, is tall, with straight black hair. Her smile is huge; she never stops talking, and she loves a crowd!

Eliza’s always pushing me to do things with other people. Just last Saturday, for example, I was minding my own business, sitting in my room reading a book. Suddenly she bursts in, shouting, “Come on, Henry! Party time! It’s good for you!” I’d forgotten all about the pool party at the community center. Honestly, just thinking about it made me nervous. But Eliza said I was being a royal pain (she always says that), so I grabbed my suit and towel and off we went.

Eliza said the party was, “Fabulous!” I thought it was too loud, crowded, and splashy. If only I’d been able to spend the afternoon quietly reading my book: now that would have been truly fabulous!

<table>
<thead>
<tr>
<th>Henry</th>
<th>Eliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What the characters look like</td>
<td></td>
</tr>
<tr>
<td>2. What the characters like to do</td>
<td></td>
</tr>
<tr>
<td>3. Character traits of each (name at least two)</td>
<td></td>
</tr>
</tbody>
</table>

B. DIRECTIONS: Finish the sentences about the characters’ points of view.

1. From Henry’s point of view, Eliza can be too _____________. I can tell this because

2. From Eliza’s point of view, Henry is too _____________. I can tell this because

3. How would the story be different if Eliza had written it?
**Craft and Structure: Character and Point of View**

A. DIRECTIONS: Read this passage. Then, fill in the chart with information about the characters in the story.

“Everything will be fine!” said Sophia, smiling calmly. “You’ll be great!” Sophia was looking forward to hearing Nelson give his speech. She had total confidence in him. He just needed to believe in himself and relax. She smiled encouragingly and gave his arm a squeeze. She looked at ease in her casual clothes: jeans, sneakers, and a t-shirt. Sophia never worried about what she wore. She wanted her words to make a good impression, not her clothes.

Sadly, none of Sophia’s calm seemed to have reached Nelson. He was so nervous he could hardly breathe. He’d been practicing his speech for a week, and it was true he had it perfectly memorized. Nelson was terrified that once he got up on stage his mind would go blank. He didn’t trust himself. The worst thing would be to get over-confident. As usual, he was dressed a little too formally: his best shirt and tie, complete with matching handkerchief; the black pants his mother had ironed the night before; freshly polished shoes. He was happy that at least the judges would be impressed by his clothes, even if their speech didn’t go well.

<table>
<thead>
<tr>
<th>Sophia</th>
<th>Nelson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How the characters are dressed</td>
<td></td>
</tr>
<tr>
<td>2. What the characters think about Nelson’s speech</td>
<td></td>
</tr>
<tr>
<td>3. Character traits of each (name at least two)</td>
<td></td>
</tr>
</tbody>
</table>

B. DIRECTIONS: Answer the questions about the characters’ points of view.

1. From Sophia’s point of view, what should Nelson do to give his speech successfully?

   I can tell this because ________________________

2. From Nelson’s point of view, what is the best way for him to give his speech successfully?

   I can tell this because ________________________

3. What do you think Nelson thinks of Sophia’s ideas? What would Sophia think of Nelson’s?

   ________________________
"Two Kinds" by Amy Tan

Language Development: Nouns and Pronouns

A common noun names a person, place, or thing: girl, man, city
A proper noun names a specific person, place, or thing: Jing-mei, Mr. Woo, San Francisco
A possessive noun shows ownership: Jing-mei’s piano, Waverly’s trophies, the cat’s tail
A personal pronoun takes the place of a noun: I, me, we, us, you, he, him, she, her, it, they, them
A possessive pronoun shows possession or ownership: my, mine, our, ours, your, yours, his, hers, its, their, theirs
A personal or possessive pronoun must agree in number and gender with the noun to which it refers:
  • If a noun is singular, the pronoun that replaces it must be singular.
  • If a noun is plural, the pronoun must also be plural.
  • If a noun is feminine, the pronoun that replaces it must also be feminine.
  • If a noun is masculine, the pronoun must also be masculine.

<table>
<thead>
<tr>
<th>COMMON AND PROPER NOUNS</th>
<th>POSSESSIVE NOUNS</th>
<th>PERSONAL PRONOUNS</th>
<th>POSSESSIVE PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl is called Jing-mei. The street she lives on is Linden Street.</td>
<td>The <em>girl’s</em> name is Jing-Mei. The chess champion’s name is Waverly.</td>
<td>She plays a song, it sounds bad. The piano book has ten pieces. They are easy.</td>
<td>Mr. Chong sees <em>his</em> student perform. As the recital begins, they take <em>their</em> seats.</td>
</tr>
</tbody>
</table>

A. DIRECTIONS: Write common noun or proper noun to describe each underlined word.

1. Jing-mei never bothered to learn how to play the piano correctly. __________
2. The piano teacher lived on Elm Street. __________
3. California is a very large state. __________
4. In the 1930s, Shirley Temple was a famous movie star. __________
5. The city is near the Pacific Ocean. __________

B. DIRECTIONS: Answer each question. Use the personal and possessive pronouns in parentheses.

1. At the show, how does Jing-mei’s performance seem to Mr. Chong? (It, him)

2. What might Waverly think about Jing-mei’s piano playing? (She, it)
The Seventh Man
Haruki Murakami

Authors use the structure of a story to move the story along, explain the order of events, and provide suspense, tension, or mystery in the story. Understanding the structure of a story and how it works helps you understand the story. An author can use parallel plots to tell different parts of a story, or use flashbacks to manipulate time and explain events that happened before the story starts. Some authors vary the pace of a story to create a sense of time or to create tension.

Haruki Murakami uses the structure of a frame story to explain the order of events in “The Seventh Man.” A frame story is a story in which one or more other stories unfold. The frame story usually introduces a set of characters in a particular situation that prompts one or more of these characters to tell a story-within-the-story.

In “The Seventh Man,” the author creates a setting in which people have been telling each other stories. Based on the information in the story, all the other men have told stories, and the seventh man tells his own story.

DIRECTIONS: Answer these questions about the “The Seventh Man.” Use textual evidence from the story to support your responses.

1. What is the interior story of “The Seventh Man”?

2. What changes between the telling of the frame story and the interior story?

3. What are two facts you know about the seventh man that you would not know if his story had not been told within another story?

4. How does the author use the structure of a frame story to tell the order of events in this story?
CONCEPT VOCABULARY AND WORD STUDY

The Seventh Man
Haruki Murakami

WORD LIST

desperate  entranced  hallucination  premonition  profound  meditative

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. Would someone have a premonition before or after an event takes place? Explain. ____________________________________________________________

2. If a painting has a meditative quality, does it cause the viewer to become calm or excited? __________________________________________________________________________

3. There is an old saying — desperate times call for desperate measures. Explain what this saying might mean. __________________________________________________________

4. What is another word or phrase that can be used to describe an experience that is profound? __________________________________________________________________________________

5. Is a person who is undergoing a hallucination experiencing reality or an illusion? Explain. __________________________________________________________

6. If a person is entranced by the sight of a wave, what other emotions might he or she be feeling? ____________________________________________________________________________

B. WORD STUDY: The suffix -tion means “the act of.” Rewrite each sentence. Use the underlined word plus the suffix -tion in the new sentence.

1. I wasn’t able to concentrate on my homework because my brother was talking on the phone. __________________________

2. The assignment was easy because all members of the group were able to cooperate. __________________________________________

3. The two opponents were able to reconcile their differences. ______________________________

4. I had a hard time deciding which words to annotate. ____________________________
"The Seventh Man" by Haruki Murakami

**Speaking and Listening: Retelling**

The **retelling** of a story allows readers to understand the story from another character’s point of view. A retelling shares the character’s feelings, thoughts, and actions in response to what is happening. Each character’s point of view is unique.

**DIRECTIONS:** Use this chart to decide whether you will retell “The Seventh Man” from K’s parents’ point of view, or from the point of view of a hidden onlooker. Consider the role of these characters in the story, their attitude and personality, how they might act, and some of the story’s details only they would know.

<table>
<thead>
<tr>
<th>Character’s role in the story</th>
<th>K’s parents’</th>
<th>Hidden Onlooker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character’s attitude and personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How the character acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details of the story that only the character knows</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing: Write a Review**

The **Seventh Man**
Haruki Murakami

A **text or book review** is a type of argumentative writing. A review should contain key information about the text or book, such as the title, author, and a brief summary, as well as the reviewer’s opinion of the text or book. A reviewer’s opinion, or position, should be supported by evidence from the text and reasons why the reviewer either does or does not recommend the text or book to others. A review may also take into account counterarguments or differing positions.

**DIRECTIONS:** Complete the outline below to plan a review of “The Seventh Man.” Use reasons and evidence from the text to support your position. Use additional pages if needed.

I. **Statement of Opinion/Position (do you recommend the story to others?):**

II. **Reasons and Evidence to Support Your Opinion/Position**
   (include page numbers and/or quotations from the story):
   
   A. **Reason 1:**
   
   1. Evidence:
   
   2. Evidence:

   B. **Reason 2:**
   
   1. Evidence:
   
   2. Evidence:

III. **Conclusion/Restatement of Position:**
The Key to Disaster Survival? Friends and Neighbors
Shankar Vedantam

“The Key to Disaster Survival? Friends and Neighbors” podcast summarizes the circumstances of a few individuals who faced disaster scenarios. In thinking about their points of view, ask yourself: Does the podcast present the full picture?

How can you identify whether or not the podcast presents the full picture? A good way to determine if the full picture is being presented is to analyze the different points of view you hear. It can help to identify who is speaking, and their opinion on the subject being discussed. If someone were to disagree or take a slightly different point of view, how might they respond?

**DIRECTIONS:** Use the chart below to outline the different points of view you hear in the podcast. In the first column, briefly describe each point of view. In the second column, describe an alternative point of view on the same topic.

<table>
<thead>
<tr>
<th>Podcast Point of View</th>
<th>Alternative Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary Builder**

**Word List**

- obsturate
- stolid
- disparity
- denounce
- equivocate
- conceded

**A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word and then answer the question.

1. If height is the greatest *disparity* between the way two friends look, is it likely that they will fit into each other’s clothing? Explain.

2. Would a soccer player *denounce* a teammate’s performance in a game if the two players were also good friends? Explain.

3. If Shana did not want to *concede* the election results, would she probably be ahead or behind in the vote count?

4. If Brett seemed *stolid* when he heard the bad news, would you describe him as calm or upset? Why?

5. If the children *equivocate* in response to the question, “Who broke the toy?”, are they answering truthfully or not? Explain.

6. If Ashid’s parents were *obdurate* in their decision, did Ashid get his way? Why or why not?

**B. WORD STUDY:** The Latin prefix *ob-* is sometimes added to a base word to suggest the meaning “against.” In the case of the verb to *object*, the base *ject* comes from the Latin word *iacere* meaning “to throw.” The verb to *object* literally means “to throw against.” When you *object* to what someone has said, you oppose or stand against it.

1. Use a college-level dictionary, either print or online, to research the origin and meaning of the word *obstacle*. Explain the meaning of the prefix and the base word.

2. Write a definition of the word *obstacle* as it is used today.

3. Write a sentence in which you use the word *obstacle* correctly.

4. Find and define another word that uses the prefix *ob-* to mean “against.”
What to the Slave Is the Fourth of July? by Frederick Douglass

**Language Development:**

**Noun Phrases and Verb Phrases**

A **phrase** is a group of words that does not have a subject and verb and that functions as one part of speech.

<table>
<thead>
<tr>
<th><strong>A noun phrase</strong> contains a noun and the modifiers that distinguish it. It functions in the same way that a one-word noun does: as a subject, object, predicate nominative, or object of a preposition.</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My task would be light. (noun phrase used as a subject)</td>
<td></td>
</tr>
<tr>
<td>I hear the mournful wail. (noun phrase used as a direct object)</td>
<td></td>
</tr>
<tr>
<td>Douglass was a former slave. (noun phrase used as a predicate nominative)</td>
<td></td>
</tr>
<tr>
<td>I see this day from the slave's point of view. (noun phrase used as the object of a preposition)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>A verb phrase</strong> contains a main verb and its helping verbs. Like a one-word verb, a verb phrase may express action or state of being.</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nation is celebrating the centennial of its independence. (verb phrase)</td>
<td></td>
</tr>
<tr>
<td>I do not faithfully remember those bleeding children of sorrow... (Note: adverbs such as not and faithfully are not part of the verb phrase since they are not verbs or helping verbs.)</td>
<td></td>
</tr>
</tbody>
</table>

**Argumentative Structure:**

**Claim and Counterclaim**

The goal of an **argumentative essay** is to convince the reader of the author’s point of view on a topic or text. The central element of an argumentative essay is the author’s **claim**. A **claim** is the opinion or main point the author is arguing. An author’s claim should be thoroughly supported by logical reasoning and verifiable evidence. A **reason** is an idea that supports a claim. **Evidence** includes facts, statistics, expert testimony, and/or quotations from relevant texts.

A well-developed argumentative essay addresses opposing viewpoints, called **counterclaims**. During the course of the essay’s development, the author generally acknowledges strengths and weakness in both the author’s claim and the opposition’s counterclaim.

Frederick Douglass’s speech “What to the Slave Is the Fourth of July?” has many of the elements of a good argumentative structure. In the speech, Douglass makes a claim. He gives reasons for this claim and backs them up with evidence. He also refutes a counterclaim presented by those with an opposing view.

**DIRECTIONS:** Answer these questions about Frederick Douglass’s speech, “What to the Slave Is the Fourth of July?” Use textual evidence from the speech to support your responses.

1. Write a sentence in your own words that summarizes the claim that Douglass makes in his speech.

2. Is Douglass’s claim stated explicitly or is it implied? Explain.

3. What counterclaim does Douglass address in his speech?

4. How does Douglass refute this counterclaim?
Writing: Write an Informative Paragraph with a Counterclaim

Counterclaims to a persuasive argument or misconceptions about the topic of an informative essay are fairly common. You can strengthen your writing by addressing such counterclaims or misconceptions head on. This will help you and your readers come to a deeper understanding of and appreciation for the accuracy of the information you present.

DIRECTIONS: Read the paragraph below about the “War of Northern Aggression.” Then answer the questions that follow.

At the time of the Civil War, many Southerners referred to the fighting as “the War of Northern Aggression.” This term is still used by some people today. It is based on the erroneous idea that the Northern states were responsible for starting the war because they had violated the Constitution’s protection of slavery in the Southern states. This claim was nothing but propaganda intended to rally Southern citizens. First, it should be remembered that the Southern states initiated the conflict when they attacked Fort Sumter in April of 1861. In fact, the “rebels,” as they called themselves, actually attacked a few months after seven Southern states had officially “seceded” from the union and just a month after President Lincoln’s inauguration. In his first speech as President, Lincoln made it clear that his primary goal was to insure that the union survived. He pointed that the oath he had just taken required him “to preserve, protect, and defend the Constitution of the United States.” Through secession, the rebel forces had not only violated the Constitution, they had become traitors to the union.

1. What misconception or counterclaim does the paragraph discuss?

2. What facts or reasons does the writer offer to refute this misconception or counterclaim? List three facts or reasons below.
   A. Fact/Reason: ____________________________
   B. Fact/Reason: ____________________________
   C. Fact/Reason: ____________________________

3. Which of the facts or reasons offered do you think is most effective in refuting the misconception or counterclaim discussed in the paragraph?
**Writing: Write an Informative Paragraph with a Counterclaim**

A. **DIRECTIONS:** Read Abraham Lincoln’s “First Inaugural Address” (March 4, 1861) online. Then answer the following questions.

1. What misconception about his position on slavery does Lincoln claim pro-slavery Southerners held?

2. What factual evidence does Lincoln provide to refute this misconception? List at least two examples that Lincoln gives.

B. **DIRECTIONS:** Write a brief informative paragraph in which you summarize the misconception that Lincoln refutes in his “First Inaugural Address.” Be sure your informative paragraph has a topic sentence that summarizes Lincoln’s position, supporting evidence including quotations from the speech, and a concluding sentence.

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**ENGLISH LANGUAGE SUPPORT LESSON**

The Voyage of the James Caird

Author’s Style: Word Choice

**Objective:** Students will be able to identify and use participles and participial phrases in order to add variety to speaking and writing.

**Participles and Participial Phrases**

**Participles**
- Often found before the noun they modify
- Describes what the noun is doing
- End in –ing

**Participial Phrases**
- Often found after the noun they modify
- Separated by commas
- Noun will often have a second action that it is doing
- End in –ing

**JUMP START**

Write on the board a series of sentences with participles and participial phrases that describe what the students in the room are doing or have recently done. For example:

- Susan, working hard on her activity, (participial phrase) discovered her pen had run out of ink;
- Amid talking (participle) students, the teacher tried to get everyone’s attention. Create a few more sentences with students’ help.

Remind students that an adjective describes a noun. Explain that participles are verbs that function as adjectives because they describe nouns. Ask students to identify which verbs are describing nouns in the examples you provided.

**TEACH**

Focus on paragraph 59 with the class. Ask students to underline any participles or participial phrases they discover. Some students are likely to underline verbs that are not participles.

Display the tips below for helping students distinguish a verb from a participle or a participial phrase. Add to each tip an example that the class generated.

**Participles**
- Often found after the noun they modify
- Separated by commas
- End in –ing

**Noun**
- Often found before the noun they modify
- Describes what the noun is doing
- End in –ing

Ask students to now return to paragraph 59 or other sections of the text to distinguish verbs from participles.

**Practice and Application**

Support students as they complete the Author’s Style: Word Choice activity.

***STANDARDS***

**L.1b:** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ANALYZE CRAFT AND STRUCTURE  SERIES OF EVENTS
The Voyage of the James Caird
Caroline Alexander

Authors use narrative structure to tell the story of real-life events. In Caroline Alexander’s exploration narrative The Endurance, she uses firsthand narrative accounts from Ernest Shackleton and his crew to help the reader understand the conditions they faced while en route to discover South Georgia Island.

At the same time, the author shares her own point of view about what is happening to Shackleton and his crew. This type of narration is called a secondhand narrative account. Secondhand narrative accounts are written by people who researched but did not live through the events themselves.

DIRECTIONS: Read the following passages from “The Voyage of the James Caird.” Below each excerpt, identify whether it is a firsthand or secondhand narrative account.

1. “The crew of the Caird had departed on a day of rare sunshine that made the water sparkle and dance, and the peaks and glacial slopes of Elephant Island glittered with deceptive beauty . . .”

2. “Unable to sit upright, they ate with great difficulty, their chests almost pressed against their stomachs.”

3. “Navigation is an art, but words fail to give my efforts a correct name. . . . Sir Ernest stood by under the canvas with chronometer pencil and book.”

4. “[He] is the most irrepressible optimist I’ve ever met. . . . When I relieve him at the helm, boat iced & seas pourg: down yr neck, he informs me with a happy grin ‘It’s a grand day, sir.’”

CONCEPT VOCABULARY AND WORD STUDY
The Voyage of the James Caird
Caroline Alexander

WORD LIST

| pitched | reeling | upheaval |

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. When the James Caird pitched on the sea (paragraph 16), was it moving in circles or up and down?

2. When the boat was reeling (paragraph 19), was it spinning or moving backwards and forwards?

3. Shackleton describes a mighty upheaval of the ocean. Describe what the ocean was doing.

B. WORD STUDY: Read the definitions of the word pitched. Then, match each definition with the sentence that uses it in the same context. Mark the number of the matching definition in the blank.

1. To throw a ball for a batter to hit.

2. To set up and fix firmly in place.

3. To aim (a product) at a particular section of the market.

4. To put forward an idea or make a bid for business.

5. To toss or fling roughly or casually.

____ A. They pitched the advertising campaign at teens and young adults.

____ B. The new player pitched a perfect inning, and we won the game!

____ C. I pitched my broken shoe into the trash.

____ D. He pitched some new ideas to the mayor on ways to increase recycling.

____ E. We pitched a tent in the backyard last weekend.
The descriptions of life aboard the James Caird make for powerful narrative nonfiction because of the author’s vivid word choice. Word choice refers to an author’s selection of particular words to create a specific impression, to convey meaning, and to express particular ideas and attitudes. Alexander chooses words that vividly depict the hardships, obstacles, risks, and physical challenges of the journey.

A. DIRECTIONS: Read each of the quotations from “The Voyage of the James Caird.” Underline the descriptive words that the author has chosen to convey a particular impression. On the line below, explain what feeling the author is creating with this choice of words.

1. “Now, soaked by bitter spray, the men waited anxiously in the pitching darkness and knew their suffering brought little progress.”

2. “Cape pigeons such as they had admired so many months before at Grytviken made frequent appearances, along with mollyhawks and other birds whose presence hinted at land.”

3. “Rain, hail, sleet, and snow hammered down, and by noon the gale had become a full-fledged hurricane whipping a mountainous sea into foam and obscuring every trace of land.”

B. DIRECTIONS: Read each phrase below. Change the underlined word to one that is less vivid but has a more positive connotation. Write the new word on the line provided.

1. The wind howled.

2. The boat gave a sickening roll leeward.

3. The rain hammered down.

4. The boat landed with a brutal thud.

5. They clawed their way forward.
RESEARCH

Research to Clarify: Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Research to Explore: Choose something from the text that interests you and formulate a research question.

ANALYZE THE TEXT

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. (a) What do the dog’s instincts tell it about the cold? (b) Compare and Contrast: Why does the extreme cold “make no impression” on the man? (c) Make a Judgment: Who is better equipped to survive in the cold, the dog or the man? Explain.

2. (a) What trap does the man unsuccessfully try to avoid? (b) Analyze Cause and Effect: What deadly chain of events does this begin?

3. Make Inferences: Early in the story, the narrator reveals that the man does not really know the temperature outside. What can you infer from this clue?

4. (a) What information do the man’s recollections of this conversation with the old-timer provide? (b) Evaluate: What clues about the man can you draw based on his response to the old-timer? (c) Generalize: How do these clues help you predict what will happen at the end of the story?

5. Analyze: (a) What external conflict drives the plot? (b) Identify at least three details in the setting that contribute to the central conflict.

6. Draw Conclusions: In what ways do London’s descriptions of the dog’s feelings and its instincts about survival increase the story’s dramatic irony?

7. Essential Question: What does it take to survive? What have you learned about the nature of survival by reading this story?
RESEARCH
Research to Clarify  Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Research to Explore  Choose something from the text that interests you and formulate a research question.

ANALYZE THE TEXT
DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1.  (a) According to Zaroff, what is the most dangerous game?  (b) Define: What is the single defining attribute that makes this creature more dangerous than any other?

2.  (a) When Zaroff makes his wager just before the end, how do you know they are going to fight to the death?  (b) Make Inferences: What do you infer from the story’s last line? Explain the details that support your inference.

3.  (a) Compare and Contrast: At the beginning of the story, what do Rainsford’s “two classes” have in common, and how are they different?  (b) Compare and Contrast: At first, how do Rainsford and Zaroff think alike, and how does Rainsford disagree with Zaroff’s belief that “Life is for the strong, to be lived by the strong; and, if need be, taken by the strong”?

4.  Analyze: Does Rainsford’s attitude toward the world’s “two classes” change by the end of the story? Explain your position.

5.  Essential Question: What does it take to survive?  What have you learned about the nature of survival by reading this story?
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- The Raven
- The Story of the Pony Express
- A Little Princess
- Young Robin Hood
- Heidi
- Selected Poems
- The Book of Nature Myths
- Wind in the Willows
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- Hatchet
- Hoot
- The Outsiders
- Crater
- Parasite Pig

As you read

1. What does Hawthorne claim to have
2. What reasons does Hawthorne give for
3. How does the author use
4. In what ways does this introductory sketch
5. Why does Chillingworth torture

INFORMATION SETS THE STAGE

Author and Background

Quick Guide with Literary Elements and Vocabulary Words

A Writing Activity 
Discussion Questions per chapter provide instructional content and guidance for collaborative discussions

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Roll of Thunder, Hear My Cry
Queen's Own Fool
Mango-Shaped Space
Ender's Game

20,000 Leagues Under the Sea
Boy: Tales of Childhood
My Antonia
Stargirl
The Joy Luck Club
The Call of the Wild
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