ISTEP+ English/Language Arts Test Preparation and Practice Workbook

GLENCOE'S ASSESSMENT ADVANTAGE

Aligned with the Indiana Academic Standards in English/Language Arts

Glencoe Language Arts Grade 8

This helpful workbook provides

- Test-taking strategies and tips for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessments in English/Language Arts
- Practice lessons with multiple-choice, short-response, and extended-response items
- Comprehensive English/Language Arts test practice designed to help you prepare for ISTEP+

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Contents

Introduction to the Tests 1

Test-Taking Tips and Techniques 2

Lesson 1: Vocabulary Skills 6

Lesson 2: Informational Text: Types and Features 9

Lesson 3: Informational Text: Analysis 12

Lesson 4: Literary Text: Types and Features 15

Lesson 5: Literary Text: Elements 18

Lesson 6: The Writing Process 21

Lesson 7: Writing Applications 25

Lesson 8: Language Conventions and Proofreading 28

Test Practice: Section 1 31

Test Practice: Section 2 41

Test Practice: Section 3 51

Test Practice: Section 4 59

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Introduction to the Tests

Next year, you will take the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The English/Language Arts section of ISTEP+ measures the standards in reading and writing that you will master in Grade 8 this year. Working hard in class is the best way to prepare for the ISTEP+.

In **Reading,** you will be tested in:

- Word recognition and vocabulary development
- Comprehension and analysis of nonfiction and informational texts
- Comprehension and analysis of literary texts

In **Writing,** you will be tested in:

- Writing processes and features
- Writing applications
- English language conventions

What kinds of questions will be on the tests?

There are three kinds of questions on the ISTEP+. Most are based on reading passages.

- **Multiple-choice questions** ask you to read the question, think about what you are being asked, and then select the best answer from a group of choices.
- **Short-answer questions** ask you to write your answer in complete sentences.
- **Essay questions** start with a writing prompt that tells you what to write about. Your essay is the answer to the question.

When will I take the tests?

There are four tests that you will take next fall.

- **Basic Skills Tests:** Test 1 lasts 34 minutes, and Test 2 lasts 31 minutes.
- **Applied Skills Tests:** Test 3 lasts 55 minutes, and Test 4 lasts 55 minutes.

What is the purpose of this workbook?

This workbook will help you get used to taking tests like the ISTEP+.

- Each lesson reviews a skill that you will need to do well on the ISTEP+.
- Test-taking tips will help you improve your test-taking skills.
- The Test Practice Sections will help you get comfortable answering questions like the ones you will see on the ISTEP+.

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Test-Taking Tips and Techniques

Use these tips to help you do well on your tests, including the ISTEP+. Practice these tips every day in school. By the time you take the ISTEP+, you will have excellent test-taking habits!

Be ready for the test.

- Have a good outlook. Tell yourself, "I will do my best on this test."
- Relax before you go to bed, and get a good night's sleep.
- Get up early enough so you don't have to hurry to get ready for school.
- Eat a good breakfast. You don't want to be hungry when you take the test. If your test is in the afternoon, eat a good lunch, too.
- Stay calm. If you get nervous, stop for a moment and take a few deep breaths.

Be a smart test taker.

Know what you have to do.

- Listen carefully to the instructions the teacher gives you.
- Ask questions if you don't understand what to do.
- Read each question carefully before answering. What is the question asking?

Use your time wisely.

- Answer questions you are sure about first.
- If you get stuck, move on to the next question so you can finish the test.
- Leave a minute or two at the end to check your answers.

Keep track of where you are on the answer sheet.

- If you are filling out an answer sheet, make sure the number of the test question matches the number on the answer sheet. If you skip a question on the test, make sure you skip the same number on the answer sheet.
- If you change any of your answers, make sure you erase them completely.

Preview questions and reread passages.

- Look at the questions before you read the passage. This will help you focus on important ideas as you read.
- If you are having trouble, go back to the passage. Look in the passage for the same words that are in the question.

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Answering Test Questions

Eliminate wrong answers on multiple-choice questions.

Most of the questions on the ISTEP+ are multiple-choice questions. Sometimes you know which answer is right. Other times you need to decide which answers are wrong. You can eliminate the wrong answers to find the right answer.

- Read all the answer choices carefully. Ask yourself whether an answer choice makes sense.
- Cross out the answers you are sure are wrong.
- Read all the answers carefully, and then reread the question. This may help you see which answer choices are definitely wrong.

Try this question: *Which state shares the eastern border of Indiana?* Even if you don't know the answer, you can figure it out!

There are four answer choices.

- Texas
- Massachusetts
- Ohio
- Illinois

You may know that *Texas* is far away from Indiana. *Massachusetts* borders the Atlantic Ocean. *Illinois* is to the west of *Indiana*. That leaves you with *Ohio*. Even if you don't know that Ohio shares the eastern border of Indiana, you can use the process of elimination to choose the correct answer!

Here's another example of a multiple-choice question.

1 Read the paragraph and then answer the question.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on the living room sofa. Her mother put down the newspaper and looked up in surprise. "That Roberta is so irksome!" Laura cried.

The word *irksome* means —

A kind
B mean
C annoying
D friendly

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It is clear that Laura is upset. She "stormed up the stairs" and "slammed the door." Roberta must have done something that Laura doesn't like. It isn't likely that Laura thinks Roberta is *kind* or *friendly*. Answer choices (A) and (D) must be wrong.

You have to choose between (B) *mean* and (C) *annoying*. Even if you don't know what *irksome* means, you have a better chance of picking the right answer.

Remember to use the process of elimination for every multiple-choice question you don't know the answer to. Even getting rid of one wrong answer will help you narrow down the correct choice!

The answer to the question is (C), *annoying*.

Write responses to short-response and essay questions.

Always use complete sentences when you are writing out your answers.

Make sure your essays have an introduction, a body, and a conclusion.

- Take time to make a list of ideas you want to include in answers to essay questions.
- Use plenty of details to explain your point of view.

Don't forget to edit your writing.

- Reread your essays and look for mistakes in grammar, punctuation, capitalization, and spelling.
- Pay particular attention to the editing checklists that appear at the end of the workbook pages on which you will write your essays.

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Lessons

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Vocabulary Skills

Lesson 1

Vocabulary skills refer to your ability to figure out words and phrases that are unfamiliar. Below are some ways to help you determine the meanings of words.

Figurative Language

An **idiom** is an expression whose meaning is different from the meaning of the individual words in the expression. An idiom does not literally mean what it says.

- "He's wet behind the ears" means that he is inexperienced.

An **analogy** compares different things that have similar functions.

- *The heart is the fuel pump* of the body.

A **simile** is a comparison of different things using the word *like* or *as*.

- Her *look* was *as* cold *as* a *glacier.*

A **metaphor** is a comparison of different things that does not use the word *like* or *as*.

- The still *sea* was a *sheet of crystal* sparkling beneath the summer sky.

Context Clues

When you don't know the meaning of a word or phrase, you can use **context clues** to help you figure out the meaning. Context clues can be found in the surrounding words and sentences.

- After she had such an awful day, Marla felt *dejected* and wanted to cry.

"Awful day" and "wanted to cry" lets you now know that *dejected* is a negative word that probably means *sad*.

With figurative language, you should use context clues to determine the literal meaning of the phrase. Then restate the phrase simply.

- Figurative: Her glacial stare froze me, and I felt a chill go through my body.
- Literal meaning: She had a cold look on her face that bothered me.

Tip

When asked to find the meaning of an unknown word, use context clues to think of your own definition. Then look at the answer choices, and find the one that is closest to your definition.

Check-Up

- ▶ How can you recognize a simile?
- ▶ How can you use context clues with unknown words or phrases?

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Apply It

Directions
As you read the passage, use the context surrounding any unknown words to help you define them.

from *The Promised Land: An Immigrant Goes to School*

by
Mary Antin

The apex of my civic pride and personal contentment was reached on the bright September morning when I entered the public school. That day I must always remember, even if I live to be so old that I cannot tell my name. To most people their first day at school is a memorable occasion. In my case the importance of the day was a hundred times magnified, on account of the years I had waited, the road I had come, and the conscious ambitions I entertained. . . .

The two of us stood a moment in the doorway of the tenement house of Arlington Street, that wonderful September morning when I first went to school. It was I that ran away, on winged feet of joy and expectation; it was [my American friend] whose feet were bound in the treadmill of daily toil. And I was so blind that I did not see that the glory lay on her, and not on me.

Father himself conducted us to school. He would not have delegated that mission to the President of the United States. He had awaited the day with impatience equal to mine, and the visions he saw as he hurried us over the sun-flecked pavements transcended all my dreams. Almost his first act on landing on American soil, three years before, had been his application for naturalization. He had taken the remaining steps in the process with eager promptness, and at the earliest moment allowed by the law, he became a citizen of the United States. It is true that he had left home in search of bread for his hungry family, but he went blessing the necessity that drove him to America. The boasted freedom of the New World meant to him far more than the right to reside, travel, and work wherever he pleased; it meant the freedom to speak his thoughts, to throw off the shackles of superstition, to test his own fate, unhindered by political or religious tyranny.

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1 Read the following line from the story.

The apex of my civic pride and personal contentment was reached on the bright September morning when I entered the public school.

In this sentence, the word *apex* means

A destruction
B high point
C refusal
D regret

2 Read the following line from the story.

It was I that ran away, on winged feet of joy and expectation . . .

This line contains an example of

A an idiom
B a simile
C an analogy
D a metaphor

3 What does the author mean when she says that her American friend's "feet were bound in the treadmill of daily toil"?

A that her friend had difficulty walking
B that school was going to be a bad experience for the author
C her friend had always gone to school and didn't think of it as special
D her friend could not go to school because she worked in a mill all day

4 Read the following line from the story.

And I was so blind that I did not see that the glory lay on her, and not on me.

The author uses the idiom "I was so blind that I did not see" in order to

A express how her excitement kept her from noticing something
B describe how difficult it can be to have a disability
C show that her friend was running so fast she couldn't see her
D explain how immigrants are often invisible in society

5 Read the following line from the story.

The boasted freedom of the New World meant to him far more than the right to reside, travel, and work wherever he pleased . . .

What does the author mean by "boasted freedom"?

A the reputation of America for being a land of freedom
B the tendency of Americans to take freedom for granted
C the way in which immigrants loved their new country
D the desire her father had to return to his homeland

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Lesson 2

Informational Text: Types and Features

Informational texts are designed to inform readers. They may include both facts and opinions. Recognizing the different formats and purposes of informational texts will help you better understand the materials you read.

Consumer materials give information about products and services. They can help you make good decisions about purchasing items or finding the right person for a particular job.

One type of consumer material is a **technical manual**. Its purpose is to give instructions and information about a product or a process. Most include step-by-step instructions, diagrams, and explanations of features.

Another type of consumer material is a **product review**. Product reviews help you make informed decisions about purchases. A review typically includes a description of product features along with criticisms, praise, and ratings. It is important to learn how to use the opinions of others and still draw your own conclusions about a product.

A **textbook** and an **instructional text** both serve the same purpose. However, each has a different format and structure. For example, a textbook about botany will teach you about plant life, but an instructional text on the same subject will teach you how to plant and maintain a garden.

Bias, Opinion, and Argument

Some informational texts will attempt to persuade readers. It is important to identify persuasive techniques and to be able to judge opposing arguments.

A **pro-con** structure presents both sides of an issue.

- Pro: School uniforms help make students equal.
- Con: School uniforms take away individuality.

A **proposition-support** structure presents certain statements of opinion and then gives reasons to support them.

- School uniforms are a good idea because they promote unity, are cost-effective, and help prevent teasing about clothing.

Tip

When reading an informational text, think about whether the author is trying to persuade you or is just presenting the facts.

Check-Up

► What type of text would you use to help you set up your computer?

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Apply It

Directions

Think about the structure and purpose of each passage below. Use this information to answer the questions that follow.

Passage 1

Own the Road!

The Mappin' Global Positioning System (GPS) can get you where you want to go. Using satellite signals, this portable device creates an electronic map, showing users where they are located. It also gives voice directions to aid users in finding any address.

The Mappin' GPS has been remodeled and upgraded based on consumer research and input. You can now download updated maps of any city in the world. The device can also be used as a handheld navigator or as a mobile unit for your automobile. The larger battery enables you to use the system for up to four hours without recharging. The unit's voice directions are available in 50 languages and four different accents!

Passage 2

Rating ★☆☆☆

New Mappin' GPS Worse Than Original

The new Mappin' GPS is just a more expensive repackaging of the original with a new set of useless or annoying features. Take the new voice module, for example. Why do we need the voice to have a British, American, Spanish, or Russian accent when it is speaking in English? Is this for the benefit of people from those countries who use the device? Because the Mappin' GPS has a language option. Yet another example of a ridiculous "improvement."

The ads for the new Mappin' GPS emphasize longer battery life. Longer battery life is useful for people whose car adaptor is broken or who are using the unit to walk around a city. However, longer battery life means larger batteries.

The new battery in the Mappin' GPS easily weighs four pounds. As a handheld device, that will get heavy in a hurry. The extra weight also doesn't help it stick to your windshield with its weak suction cup (mine falls at least twice a car ride).

Don't buy this product. It is neither new nor improved. Try the Traveler's Friend. It has a lighter, longer lasting battery and stays on the windshield.

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1 The purpose of Passage 1 is to

A persuade a customer to use the new language feature

B explain how to use the new features of the unit

C persuade a customer to purchase the device

D describe how the Mappin' GPS is used

2 Read the following lines from Passage 2.

The ads for the new Mappin' GPS emphasize longer battery life. Longer battery life is useful for people whose car adaptor is broken or who are using the unit to walk around a city. However, longer battery life means larger batteries.

The new battery in the Mappin' GPS easily weighs four pounds. As a handheld device, that will get heavy in a hurry. The extra weight also doesn't help it stick to your windshield with its weak suction cup (mine falls at least twice a car ride).

This is an example of

A a consumer manual

B a proposition-support technique

C a technical manual

D a pro-con technique

3 What is the author's purpose in Passage 2?

A to inform the reader about problems with the unit

B to convince the reader to buy the system

C to persuade the reader that the new features are necessary

D to explain why the new system is better than the old system

4 How can you tell that Passage 2 is a consumer review?

A It gives information about battery life.

B A rating of the product is given.

C Information is given about the product.

D The author is trying to persuade the reader to buy something.

5 In Passage 2, what evidence does the author provide to support the claim that the mounting needs improvement?

A other customers' reviews

B the opinion of a friend

C personal experience

D the unit's owner manual

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Informational Texts: Analysis

Lesson 3

There are different strategies that you can use to analyze and interpret the text that you read.

Stating the Main Idea

The **main idea** is the central thought or message of a text.

- The main idea may be the author's primary argument or a summary of information contained in a text.
- If the main idea is an opinion or argument, you must be able to compare it to other ideas on the same subject to see if it is valid.
- A text should include supporting details and examples that reinforce the main idea.

Tip

Think of the main idea as an umbrella that covers all of the supporting details. If it omits or conflicts with a detail in the passage, it is too narrow and isn't the main idea.

Summarizing Text

When you **summarize** text, you state the information in a passage briefly so that the information can be explained to others.

- A summary should accurately describe the main idea(s) of the passage.
- Be sure to include the most important supporting details in a summary and omit minor details.
- Remember that you should write summaries in your own words.

Drawing Conclusions

Authors do not always tell you everything about a topic in a text. Sometimes you have to **draw conclusions** as you read. A good conclusion is not an opinion or even a random guess. When you draw conclusions, you go beyond the words in a text to form reasonable judgments about the information you read.

For example, suppose an author tells you that automobile A gets 30 miles on a gallon of gas. The author may also state that automobile B is the most fuel-efficient car on the market. You could draw a conclusion that automobile B gets more than 30 miles on a gallon of gas.

- Conclusions should always be supported by the facts and examples stated in a passage.
- You should combine your personal knowledge with the information an author gives you to draw conclusions.

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Apply It

Directions
Think about the main idea and supporting details as you read. Then answer the questions that follow.

The Great Barrier Reef

The Great Barrier Reef is one of the Seven Natural Wonders of the World. It is a coral reef, which is a limestone formation that lies just above or below the surface of the sea. Located off the northeast coast of Australia, the Great Barrier Reef is famous for its stunning natural beauty, varied and exotic marine life, and brilliant underwater colors.

The Great Barrier Reef is actually a group of coral reefs, the largest in the world. It extends for about 1,200 miles—a distance equal to more than one-third of the way across the continental United States. Some parts of the Great Barrier Reef lie as far as 150 miles from the coast, whereas others are only 10 miles away.

Scientists believe that the Great Barrier Reef began forming about a half-million years ago. The hardened skeletons of dead water animals, known as polyps, are the foundation for the reef's coral. Billions of living coral polyps have attached themselves to these skeletons. Some polyps are less than an inch in diameter, while others can reach a foot in length. Polyps may appear in an array of colors: purple, blue, green, yellow, and red. These fragile organisms give the reef its extraordinary appearance.

The Great Barrier Reef is home to diverse forms of life. In addition to 300 species of polyps, there are about 1,500 kinds of tropical fish that live in the reef. Many of these fish can easily be viewed by people snorkeling around the reef.

The Great Barrier Reef is also home to many species of birds. These birds feed off the fish and live and nest on the small islands found on or near the reef. To protect the nesting sites, the Queensland Parks and Wildlife Service has designated certain islands as off-limits to the public during nesting seasons. The park management is hopeful that such protective practices will help preserve the birds' natural habitats.

Each year, thousands of tourists flock to the reef to experience its beauty and greatness. Their arrival on sightseeing boats, diving boats, and fishing boats that anchor on or near the reef can damage the fragile ecosystem that lies beneath the surface. In addition, petroleum companies, eager to drill in the area for oil, can bring complete ruin to a reef in the event of a spill. Human presence, unless carefully controlled, will lead to disaster for the reef.

In an effort to protect the reef, the Australian government has made most of it a national park. The law prohibits people from collecting any of the reef's coral, and park management makes a concerted effort to educate visitors about how to use the park in an environmentally friendly way. Conservationists, meanwhile, continue to work to prevent petroleum companies from drilling on or near the reef.

In spite of these challenges, the Great Barrier Reef remains one of the most breathtaking spots in the world. Its varied animal, plant, and sea life make it a true natural wonder.

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1 The foundation of the reef's coral

A is made of petroleum
B is made from polyps
C is made from seashells
D is a nesting place for exotic birds

2 It is clear from the passage that the author

A thinks that drilling in the coral reef should be allowed if spills are prevented
B thinks that Australia will give in to oil interests
C believes that conservation efforts are important to protecting natural wonders
D would argue against the need for bird nesting sites in and around parklands

3 Which of the following sentences from the passage is an opinion?

A The Great Barrier Reef is one of the Seven Natural Wonders of the World.
B The Great Barrier Reef is a group of coral reefs that extend for about 1,200 miles.
C The Great Barrier Reef is home to diverse forms of life.
D The Great Barrier Reef remains one of the most breathtaking spots in the world.

4 Which of the following would be a good title for this passage?

A How the Great Barrier Reef Was Formed
B Environmentalists and Their Fight for the Reef
C One of the Seven Natural Wonders of the World
D Human Interaction and its Effects on Nature

5 Which of the following questions cannot be answered based on information from the passage?

A How do oil companies know there is oil near the reef?
B What colors are coral polyps?
C What are conservationists working to prevent from happening near the reef?
D How did the coral reefs form?

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Literary Text: Types and Features

Lesson 4

Poetry is a type of creative writing that uses expressive and descriptive language to create mood and images. It is important to be able to identify the types of poetry by their structure, rhyme, and purpose. Several types of poems are listed below.

- A **ballad** is a poem that tells a story, often of a hero or a love interest. It has characters and a plot. "The Ballad of Casey Jones" is an example.
- A **couplet** refers to two lines of verse in a poem, one right after the other, that rhyme with each other.
- An **elegy** is a poem written as a tribute to the dead. It is somber and mournful. "Annabel Lee" by Edgar Allen Poe is an example of an elegy.
- An **epic** is a long poem, often several pages or even book-length, that tells a story, usually of an adventure or a series of heroic deeds.
- An **ode** is a poem of praise. It often has to do with topics such as love, nature, and the human condition. Many odes convey strong emotions, such as feelings of joy or triumph.
- A **sonnet** is a rhymed poem that is a total of 14 lines. Shakespeare's sonnets are among the most famous of this type of poem.

Tip

Pay close attention to a poet's use of word choice to convey mood or feeling in a poem.

Fiction refers to stories that are made up. They are usually found in novels or short stories. Several types of fiction are listed below.

- **Historical fiction** is set in the past and refers to events that really happened to real people in history.
- **Science fiction** is set in the future and often includes imagined inventions, space travel, or environmental and social changes here on Earth.
- A **mystery** is a story in which a mysterious problem, such as a crime, occurs and a main character attempts to solve the problem. Usually the reader is given clues throughout the story, and the mystery is solved at the end.
- **Folklore** refers to stories that are passed down from one generation to the next. Originally they were spoken but not written down. These stories often help the reader understand a culture's traditional beliefs and customs.
- **Mythology** refers to stories that often use fantasy and superhuman characters to illustrate life lessons or unexplained phenomena.

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Apply It

Directions

This poem was written after the assassination of President Abraham Lincoln. It is important to know that, after four years of fighting, the Civil War had just ended. Read the poem, and then answer the questions that follow.

O Captain! My Captain!

by
Walt Whitman

O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack[1], the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel[2], the vessel grim and daring:
    But O heart! heart! heart!
      O the bleeding drops of red,
        Where on the deck my Captain lies,
        Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning:
    Here, Captain! dear father!
      This arm beneath your head;
    It is some dream that on the deck,
      You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship comes in with object won:
    Exult, O shores, and ring, O bells!
      But I, with mournful tread,
    Walk the deck my Captain lies,
      Fallen cold and dead.

---

[1]**rack:** storm or jolt

[2]**keel:** the main timber that runs the length of a boat's bottom; a *steady keel* is a straight, even course

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1 "O Captain! My Captain!" is an example of what type of poem?

A a ballad
B an epic
C an elegy
D a sonnet

2 Read the following lines from the poem.

O Captain! my Captain!
our fearful trip is done;

The ship has weather'd every rack,
the prize we sought is won;

The *fearful trip* refers to

A the Civil War
B Lincoln's assassination
C a presidential election
D a rough sea voyage

3 Why does the speaker refer to the captain as "father"?

A President Lincoln actually was the speaker's father.
B The speaker is expressing respect for Lincoln.
C The captain is coming home to see his children.
D President Lincoln is known as the father of the country.

4 Read the following lines from the poem.

The ship is anchor'd safe and sound,
its voyage closed and done;

From fearful trip, the victor ship
comes in with object won:

This is an example of

A a sonnet
B a ballad
C a couplet
D an epic

5 The speaker refers to Lincoln as a captain in order to

A point out how it was that Lincoln came to power
B pay tribute to Lincoln's time in the navy during the war
C explain the causes of the Civil War
D emphasize Lincoln's leadership of the country during crisis

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Literary Text: Elements

Lesson 5

When you read a story, think about the message that the author is trying to communicate through plot, characters, and other literary tools.

Plot refers to the pattern of events in a story. The plot will move toward a climax (the point of greatest tension) and then a **resolution** (the point where the climax is resolved and the story is nearing its end).

A **character** is a person or animal in a story. A character can influence the events of the story and the way in which **conflicts** (struggles between characters against outside forces) are resolved.

The **theme** is the main idea or topic of the story. The reader must think about the work as a whole to determine the theme.

- Examples of themes are friendship, loyalty, good versus evil, and humans versus nature.

The **setting** is the time and place in which the story occurs. The setting helps create the **mood**, or feeling, in the story.

Point of view is the relationship of the narrator to the story.

- **First person:** The narrator is a character referred to as "I" in the story.
- **Third person:** The narrator is outside the story and refers to characters using the words *he*, *she*, or *they*.
- **Limited:** The narrator does not know all the thoughts and actions of the characters.
- **Omniscient:** The narrator knows all the thoughts and actions of the characters.
- **Subjective:** The story is told from the narrator's personal perspective.
- **Objective:** The narration is distanced and informational.

Tip

Use the story's setting, characters, and conflicts to help you determine the theme.

Literary devices are ways in which the author uses language or imagery to tell the story. Some common ones are listed below.

- **Symbolism** is the use of an object, person, place, or idea to represent something else. For example, a lion often symbolizes courage.
- **Irony** is the way the author uses words to express the opposite meaning. Irony also refers to a development in plot where the events that occur are the opposite of what the reader expects.

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Apply It

Directions
Read the passage below, and then answer the questions that follow.

Lost

We were lost! I knew it the second I saw the mark Hans had made on a tree an hour earlier. We had walked and walked through the snow and had just gone in a great big circle.

I was scared. I was hungry and tired too, but mostly I was scared. I glanced over at Hans and could tell he was scared too. Of course, he wouldn't want his little brother to see that he was frightened. But I did see it, and that scared me even more. We sat down on a log, and Hans made me eat the last of our peanut and raisin snacks. He saved nothing for himself.

After we rested a while, Hans said we should get up and start walking again. He said we shouldn't let ourselves get cold, even though we'd be home soon. I could almost see the wheels turning in his head as he tried to figure out what to do without letting me know he was worried. Suddenly Hans stopped in his tracks. I stopped too. He had his head tilted, listening. So I listened too. There is was, very faint and far away—voices calling. We walked toward the voices, slowly at first, and then faster and faster. Finally we saw them, on the other side of a clearing—Mom and Dad! We ran to meet them. Mom looked worried, but Dad looked mad.

"Where were you two? Were you lost?" he asked.

Hans started to answer, but I interrupted him. "We weren't lost, Dad. Hans knew where we were the whole time, but I got tired and had to rest a lot on the way home."

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1 What is the setting of the story?

A the woods in the winter
B a campground in the summer
C a farm in the evening
D the ocean in the winter

2 What is the resolution to the conflict of the passage?

A The boys travel in circles.
B The boys eat the last of their food.
C The boys' father is angry.
D The boys are found.

3 From what point of view is the story told?

A third person
B first person
C omniscient
D objective

4 Which of the following words BEST describes the overall mood of the passage?

A cheerful
B desperate
C lighthearted
D peaceful

5 Which of the following BEST describes the theme of the story?

A people against nature
B good versus evil
C choosing right and wrong
D difficulties of family life

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The Writing Process

Lesson 6

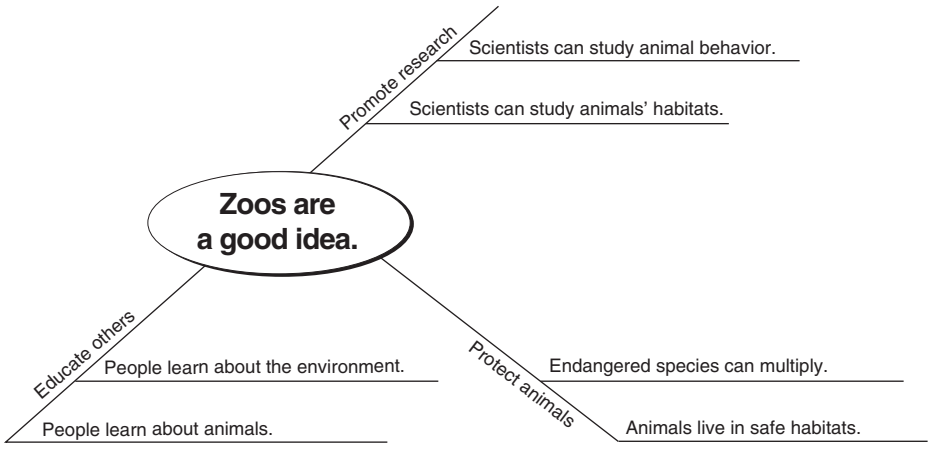
In this lesson you will review ways to plan for and complete a writing project.

Prewriting

You can create graphic organizers, such as diagrams and charts, to organize your ideas for writing. For example, if you want to organize main points and supporting details, you might create a **spider diagram** like the one below.

Suppose you have to write a persuasive essay that argues whether or not zoos are a good idea. If your position is that zoos are a good idea, your diagram may appear as follows.

Topic: Zoos
Theme: Zoos are a good idea.
Main points: promote research, educate others, protect animals
Details: Scientists can study animal behavior and habitats; people learn about animals and the environment; animals live in safe habitats, and endangered species can multiply.



Tip

Different graphic organizers work for different pieces. Try several prewriting strategies to find one or two that work well for you and your piece.

Drafting and Writing

Keep these points in mind when drafting compositions.

- Engage the reader's **interest** and make your **purpose** clear.
- Develop the topic with **supporting details**.
- Include a summarizing **conclusion**.
- Document any sources used and include a **bibliography** (the list of sources you used to find information for your essay or report).

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The Writing Process (continued)

Reviewing and Editing

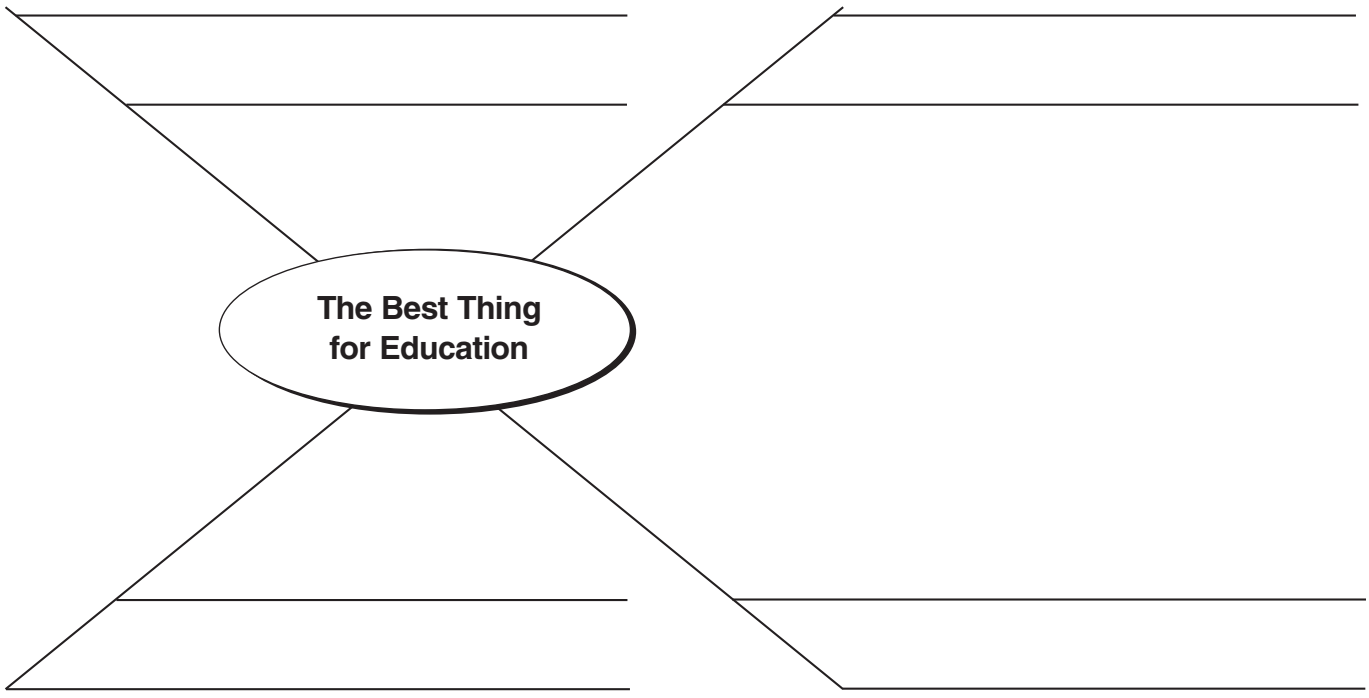
After writing a first draft, reread what you have written to make sure your ideas are clearly stated and organized. Then **review**, **revise**, and **edit** your piece in order to present a final paper that is clearly written and grammatically correct. Pay special attention to capitalization, punctuation, spelling, and grammar. Make sure you use complete sentences.

Apply It

Planning a Persuasive Essay

Read the prompt below. Then fill in the spider diagram to organize your ideas. You can change the diagram to fit your purposes.

Suppose you are writing a magazine article. The topic for the magazine is "The Internet and Education." The theme for the article should be "The Internet is the best thing to happen to education." Decide if you agree or disagree with this theme. Remember to choose at least three reasons to support your position and provide supporting details.



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The Internet Is the Best Thing to Happen to Education

Use the spider diagram on page 22 to help you write your essay on the Internet and education. Write an article that is at least three paragraphs in length. It should convince the reader of your position.

As you write, ask yourself the following questions:

- **What is my purpose for writing the article?**
- **What is my position or main idea?**
- **What are the specific details that support my argument?**
- **Is the organization of my article logical? Does it have an introduction, a body, and a conclusion?**

Title: _____

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Writing Applications

Lesson 7

When you take the ISTEP+ next fall, you will be asked to write in different genres, or types of text. You also will answer questions about the writing process. Here are some of the types of writing that you may encounter.

Narrative Fiction

- Your story should tell about an event or situation. Use important details to fill in the story.
- Your writing should convey your attitude toward the subject.
- You should use literary elements such as dialogue, plot, character development, and vivid description.

Response to Literature

- You may be asked to write about something you have read. Your writing should show that you understand the piece.
- Your response may include inferences (logical conclusions) based on evidence in the text. Refer back to the text with specific examples and details to support your ideas.
- You should use clear ideas and language. Write in complete sentences.

Persuasive Essay

- Make sure you state your thesis (opinion or position) clearly. Support your argument with examples, reasoning, evidence, and emotional appeals.
- Address your readers' concerns and arguments. A good way to do this in your writing is to discuss the opinion of the other side and then to state why you don't support that opinion. Back up your own belief with examples.

Technical Document

- If you are writing a set of instructions, pay attention to the sequence of activities.
- Use headings to separate different sections of text.

Tip

Be sure you keep in mind the main purpose of your writing and which literary elements are most appropriate to the genre of your piece.

Check-Up

- ► Why would you include your opposition's ideas in a persuasive piece?
- ► How would the purpose of a persuasive essay differ from a technical document?

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Apply It

Directions
Read the selections below, and then answer the questions that follow.

"Louisa May Alcott: Author and Civil War Nurse"

Little Women is the best-known work of author Louisa May Alcott. Published after the end of the Civil War, the book is based on the lives of the author and her sisters. Although it was by far her most successful work, it was not her first.

Alcott's writing career began at the age of 20 with the publication of her poem "Sunlight." Throughout her early career, she wrote many poems and short stories for magazines. At the age of 22, she began to write fairy tales, romantic thrillers, and other novels, mostly to earn money. At a time when few opportunities were open to women, Alcott supported women's right to work. With her meager income, she had long provided for her family.

Upon the outbreak of the Civil War, Alcott seized the chance to defend a cause in which she deeply believed—the abolition of slavery. At the age of 30, she joined the war effort. She had originally wished to serve as a soldier. However, women were not allowed in battle at that time. As a result, armed with skills gained in nursing her family, she became a Civil War nurse. Alcott's work as a nurse served as a milestone in her career.

Student Council Bylaws

ARTICLE II. OFFICER DESCRIPTIONS

Section 1, President

(a) follow all the rules as set forth in the bylaws

(b) attend all functions or send a representative

(c) coordinate activities and supervise other officers

Section 2, Secretary

(a) take roll at all meetings

(b) maintain all written correspondence

(c) write minutes of all meetings

Section 3, Treasurer

(a) handle all receipts and bills

(b) keep accurate records of all transactions

(c) present a budget to the Council for approval

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1 "Louisa May Alcott: Author and Civil War Nurse" is an example of what type of writing?

A response to literature
B autobiography
C biography
D persuasive essay

2 The student council bylaws are what type of writing?

A technical document
B persuasive essay
C autobiography
D response to literature

3 Read the sentence below.

Alcott was attracted to the cause of ending slavery.

Which of the following words would be a more precise word choice than *attracted?*

A repelled
B indifferent
C motivated
D committed

4 Which group would MOST LIKELY model its own rules on these bylaws?

A a rival school
B a student activities club
C a parents group
D band members

5 What formatting styles does the author of the student council bylaws use to make the piece easier to read?

_____

_____

_____

_____

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Lesson
8

Language Conventions and Proofreading

Proofreading is an important part of the writing process. It helps you make sure that the text you have written is without errors. When proofreading your writing, you want to check for correct grammar, punctuation, capitalization, and spelling. The points listed below will help you proofread.

Sentence structure refers to how a sentence is constructed. Check the sentence to make sure that parts of speech are parallel, or consistent. For example, if one of the verbs is in the past tense, other verbs should be in the past tense if they describe the same thought or action in a phrase or sentence.

- *Incorrect*: He *crashed* his bike and *walks* it across the finish line.
- *Correct*: He *crashed* his bike and *walked* it across the finish line.

Make your writing lively and varied by using different sentence types. Look at the examples below:

- *Simple*: The dog is happy.
- *Complex*: The dog is happy now that its owner is home.
- *Compound*: The dog is happy its owner is home, and he can't wait to play fetch.

Tip

Make a proofreading checklist that you can use when editing your own writing.

Always edit your work for correct **grammar**. Correctly use **infinitives** and **participles**. An infinitive is formed by the word *to* and the base form of a verb (for example: *to give*). A participle is formed by adding an ending, such as *-ing, -ed, -en,* or *-t* to the base form of a verb (for example: *eating, given,* and *lived*).

Be sure to proofread your writing to correct any punctuation or spelling errors. Pay special attention to frequently misspelled words, such as their/there/they're. Also double-check that **proper nouns** (nouns that stand for specific people, places, and things) are capitalized. Examples of proper nouns are: Sarah, Indiana, and Lincoln Middle School.

Check-Up

- ► What should you look for when checking verb tense?
- ► How can compound sentences make your writing more interesting?

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1 Which is the correct way to punctuate this sentence?

A I rushed to school; but I still got a tardy slip.

B I rushed to school: but I still got a tardy slip.

C I rushed to school–but I still got a tardy slip.

D I rushed to school, but I still got a tardy slip.

2 Which sentence is NOT parallel in construction?

A My sister opened her presents and thanked her guests.

B Yesterday we played games, ate cake, and are hitting the piñata.

C I want to give my sister a game for her birthday.

D Giving presents is as much fun as getting them.

3 Which sentence contains an infinitive?

A Maya wants to write a great novel.

B The road to Boseville passes through Oakton.

C Curtis is taking violin lessons.

D My new dress fits me to perfection.

4 Which sentence is a compound sentence?

A Katie invited Susan, Tia, and Abbey to her house.

B They worked on their homework, and then they had a snack.

C They finished their project, including the bibliography.

D The girls hoped they would get an A on their group project.

5 Which sentence contains a participle?

A My grandmother is living with us.

B My little brother likes to take my schoolbooks and hide them.

C Last week, he went into my room without permission.

D I was proud last week when my brother won the spelling bee.

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6 Rewrite the following sentence correctly in the space below.

Drew came to the game at parks stadium late and needs to leave early.

_____

_____

_____

7 Rewrite the following sentence correctly in the space below.

The boys earned there camping badge last week after weaks of working on it.

_____

_____

_____

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Test Practice

Section 1

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Test Practice
Section 1

Directions

In this part of the test, you are going to read a story, an article, and a narrative. You will answer questions about what you read after each selection. You may look back at the reading selections as often as you like in order to answer the questions.

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This selection is taken from *A Study in Scarlet*, the first book about the fictional nineteenth-century detective Sherlock Holmes. In this passage, Holmes describes his work to Dr. John H. Watson, who later becomes Holmes's assistant.

A Study in Scarlet

"Well, I have a trade of my own [Holmes said]. I suppose I am the only one in the world. I'm a consulting detective, if you can understand what that is. Here in London we have lots of Government detectives and lots of private ones. When these fellows are at fault they come to me, and I manage to put them on the right scent. They lay all the evidence before me, and I am generally able, by the help of my knowledge of the history of crime, to set them straight. There is a strong family resemblance about misdeeds, and if you have all the details of a thousand at your finger ends, it is odd if you can't unravel the thousand and first. Lestrade is a well-known detective. He got himself into a fog recently over a forgery case, and that was what brought him here."

"And these other people?"

"They are mostly sent on by private inquiry agencies. They are all people who are in trouble about something, and want a little enlightening. I listen to their story, they listen to my comments, and then I pocket my fee."

"But do you mean to say," I said, "that without leaving your room you can unravel some knot which other men can make nothing of, although they have seen every detail for themselves?"

"Quite so. I have a kind of intuition that way. Now and again a case turns up which is a little more complex. Then I have to bustle about and see things with my own eyes. You see I have a lot of special knowledge which I apply to the problem, and which facilitates matters wonderfully. Those rules of deduction laid down in that article which aroused your scorn, are invaluable to me in practical work. Observation with me is second nature. You appeared to be surprised when I told you, on our first meeting, that you had come from Afghanistan."

"You were told, no doubt."

"Nothing of the sort. I knew you came from Afghanistan. From long habit the train of thoughts ran so swiftly through my mind, that I arrived at the conclusion without being conscious of intermediate steps. There were such steps, however. The train of reasoning ran, 'Here is a gentleman of a medical type, but with the air of a military man. Clearly an army doctor, then. He has just come from the tropics, for his face is dark, and that is not the natural tint of his skin, for his wrists are fair. He has undergone hardship and sickness, as his haggard face says clearly. His left arm has been injured. He holds it in a stiff and unnatural manner. Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in Afghanistan.' The whole train of thought did not occupy a second. I then remarked that you came from Afghanistan, and you were astonished."

"It is simple enough as you explain it," I said, smiling. "You remind me of Edgar Allan Poe's Dupin. I had no idea that such individuals did exist outside of stories."

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GO ON ▶

1 Read the following lines from the passage.

From long habit the train of thoughts ran so swiftly through my mind, that I arrived at the conclusion without being conscious of intermediate steps.

In these lines, the "train of thoughts" refers to

A a means of transportation
B a line of thinking
C a vivid imagination
D a series of questions

2 What is the primary purpose of this section in serving the overall story?

A It helps us understand Watson's character and motivations.
B It introduces the character of Dupin from Edgar Allan Poe.
C It explains Holmes's work and how he does it.
D It shows that Holmes will need Watson's assistance later on.

3 This conversation between Holmes and Watson most likely takes place

A during a chase
B in Afghanistan
C on the battlefield
D in Holmes's house

4 Based on this passage, one can conclude that the author

A admires intelligence and scholarship
B likes those who practice medicine
C was in the military for a time
D regards intuition as irrational

5 Read the following line from the story.

He has undergone hardship and sickness, as his haggard face says clearly.

What does the word *haggard* mean?

A robust
B stern
C confused
D exhausted

6 The table below contains statements of observation that Holmes makes of Watson and his conclusions based on that evidence.

Observation	Conclusion
Seems like a medical man but with a military air.	Watson is an army doctor.
	Watson was recently in a hot, sunny environment.
He holds his arm stiffly.	Watson's been injured in action.

Which statement best fills in the blank section of the table?

A He is surprised at Holmes's deduction.
B He looks haggard and ill.
C His face is dark but his wrists are pale.
D The English army is in Afghanistan.

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GO ON▶

The Conservation President

In 1901, following the assassination of President William McKinley, Vice President Theodore Roosevelt took the oath of office. Up to that time, the general public had believed that the United States had an endless supply of natural resources. It is true that some effort had been made to preserve the wilderness. For instance, Yellowstone Park, the first national park, had been set up in 1872. However, there was no consistent government policy.

During his nearly eight years in office, Roosevelt did more than any president before him to protect our natural resources. He added some 150 million acres to the national forests. (These acres are made up of five national parks, four wildlife refuges, and 51 bird reservations.) He pushed through the Reclamation Act of 1902. This Act called for irrigation[1] to reclaim arid lands in the West. In 1907 he set up the Inland Waterways Commission. Its first act was to take a geographic inventory, the first of its kind, of all the natural resources in the United States.

Several factors lay behind Roosevelt's conservation campaign. His own love of the outdoors was part of it. In his youth, he had been a cowboy and a rancher. In addition, by opposing lumber, mining, and grazing lobbyists, he continued his fight against the rich and powerful. He was committed to help the common man, not "to help the rich man make more profit for his company."

Three men played a large role in the success of Roosevelt's conservation campaign. They were Gifford Pinchot, F. H. Newell, and W. J. McGee. While Roosevelt was governor of New York (1898–1899), Pinchot and Newell had helped him to work out state conservation policies. As president, Roosevelt placed the conservation of natural resources in the hands of experts committed to working together. He made Pinchot, a forestry expert, head of the Bureau of Forestry (now the U.S. Forest Service). Newell, a hydraulics[2] engineer, became director of the Geological Survey. McGee, a conservationist and scientist, helped shape policy. Before this, all was in the hands of battling clerks and bureaucrats who were often influenced by private interests.

Several national parks and monuments honor Roosevelt. For example, there is Theodore Roosevelt National Park in western North Dakota, which includes a ranch he ran in the 1800s. Also, Theodore Roosevelt's face is one of four giant carvings of U.S. presidents to adorn Mount Rushmore in South Dakota.

---

[1]**irrigation:** the artificial watering of dry land by means of sprinklers, ditches, pipes, or other methods

[2]**hydraulics:** a field of science that deals with the properties and uses of liquids in motion

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GO ON ▶

7 The passage contains the words *geographic* and *geological*. Both words contain the word part *geo* which refers to

A the sun
B the earth
C the president
D irrigation

8 Which of the following would be the best title for this passage?

A "Roosevelt: the Environmental President"
B "The Domestic Policies of Roosevelt"
C "The People Who Influenced Roosevelt"
D "How America Honors Roosevelt"

9 Which of Roosevelt's actions BEST demonstrates his attitude toward lobbyists and businessmen?

A He created the Inland Waterways Commission.
B He introduced the Reclamation Act of 1902.
C He appointed upstanding experts to manage natural resources.
D He took land from businesses in order to create parks.

10 How does the third paragraph of the passage support the author's main idea?

A It describes actions Roosevelt took while in office.
B It explains Roosevelt's fight against big business.
C It describes the American attitude to nature.
D It explains how Roosevelt's attitudes toward conservation were formed.

11 The author uses which of the following techniques to support the main idea?

A stating an argument then proving it wrong
B giving several examples that prove his point
C quoting respected experts
D choosing one example and elaborating upon it

12 Read the following lines from the passage.

He was committed to help the common man, not "to help the rich man make more profit for his company."

It can be concluded from this statement that Roosevelt

A helped small businesses with federal funds
B preserved land for future logging
C viewed big business with suspicion
D was becoming a very rich man

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GO ON▶

Progress

by
Anna Williamson

I don't know exactly when it happened, but sometime between the year I was eleven and the year I was twenty-six, a terrible thing happened in Lawson County. The beautiful stretches of farmland and meadow with small white houses and three-acre vegetable gardens have vanished. The curving two-lane road that was County Highway 13 has changed beyond recognition, and the tiny store at the intersection with Dairyland Road has disappeared.

The land isn't gone. Where would it go? But it's hidden now. Where there were pastures and cornfields right up to the foot of the mountains, there are now sprawling brick "estates." Their garages have doors like huge blind eyes.

There must be children here still, but they, too, are invisible. None of them have set up card tables on the front edges of their yards to sell strawberries that they spent the morning picking. None of them are swinging from apple trees or walking knee deep through fields of wild flowers. There are no strawberry patches, no apple trees, no wildflowers.

I'm sure it has been gradual, this horrible transformation. After my grandfather died, I had no reason to visit Lawson County. I missed the days of gathering fruit and swimming in the community pool and taking long walks to nowhere. I missed the peaceful nights, silent but for the ever-present sound of crickets. But with Grandpa gone and his old house sold, there was no reason to go there, and we didn't go.

I'm glad we stopped going. If we hadn't, I'd have seen the city come creeping out to swallow everything in its way. I'd have heard it chew up the barns. It's painful to see that everything I loved there is gone—everything except the mountains, for even the city can't devour the mountains. It would have been far worse to watch it go.

13 Which of the following phrases from the passage is an example of a simile?

- **A** pastures and cornfields right up to the foot of the mountains
- **B** their garages have doors like huge blind eyes
- **C** even the city can't devour the mountains
- **D** silent but for the ever-present sound of crickets

14 Which of the following BEST describes the theme of the piece?

- **A** man versus machine
- **B** youth versus experience
- **C** nature versus progress
- **D** good versus evil

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GO ON ▶

15 Why is the author grateful that she didn't continue to visit the town?

A It would have been more painful to see the slow process of change.

B She was able to spend more time with her grandfather before he died.

C She knew it would eventually become too expensive to visit.

D The families with young children who once lived there had left.

16 Read the following lines from the passage.

There must be children here still, but they, too, are invisible. None of them have set up card tables on the front edges of their yards to sell strawberries that they spent the morning picking. None of them are swinging from apple trees or walking knee deep through fields of wild flowers. There are no strawberry patches, no apple trees, no wildflowers.

Why does the author most likely mention these activities?

A She has always wanted to do them herself.

B She dislikes it when children do these things.

C When she returned, she saw children playing like this.

D She probably did these things when she was a child.

17 Read the following sentence from the passage.

Where there were pastures and cornfields right up to the foot of the mountains, there are now sprawling brick "estates."

What does the word *sprawling* mean in this sentence?

A beautiful

B convenient

C ruined

D oversized

18 Read the following lines from the passage:

I'd have seen the city come creeping out to swallow everything in its way. I'd have heard it chew up the barns . . . everything except the mountains . . .

The author uses this metaphor in order to

A personify the city as something that destroys

B explain why the city did not move into the mountains

C describe the process of development

D help the reader visualize the changes in her town

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GO ON ▶

19 Read the following sentence from the passage.

I'm sure it has been gradual, this horrible transformation.

What does the word *transformation* mean in this sentence?

A creation
B design
C destruction
D change

20 What is the general mood of the passage?

A happy
B mysterious
C sad
D suspenseful

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STOP

Test Practice

Section 2

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Test Practice
Section 2

Directions

In this part of the test, you are going to read a story and a speech. You will answer questions about what you read after each selection. You may look back at the reading selections as often as you like in order to answer the questions.

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Professor Todd's Used Car

Adapted from a story by
L.H. Robbins

He was a meek little man with sagging frame, dim headlights, and a weak ignition[1]. He anxiously pressed the salesperson to tell him which of us used cars on the lot was the slowest and safest.

The salesperson laid his hand upon me and declared soberly: "You can't possibly go wrong with this one, Mr. Todd." To a red-haired boy he called, "Willie, drive Mr. Todd out for a lesson."

We ran to the park and stopped beside a lawn. "Take the wheel," said Willie.

Mr. Todd objected. "Let me watch you awhile," he pleaded. "You see, I'm new at this sort of thing. In mechanical matters I am helpless. I might run somebody down or crash into a tree. I—I don't feel quite up to it today, so just let me ride around with you and get used to the—the motion, as it were."

"All you need is nerve," Willie replied. "The quickest way for you to get the nerve is to grab hold here and, as it were, drive."

"Driving, they say, *does* give a man self-confidence," our passenger observed.

Mr. Todd clasped the wheel with quivering hands and braced himself for the ordeal.

"Set it in low gear until its speed is up," Willie said. "Then shift it into high."

It was too mechanical for Mr. Todd. Willie tried again to explain what Mr. Todd needed to do. Under our pupil's hesitant manipulation we began to romp through the park at a rate of one mile an hour.

Willie fretted. "Shoot it some gas," he said. "Come on, no need to be scared." Willie pulled down the throttle[2] lever to feed more gasoline to the engine.

My sudden roaring was mingled with frightened outcries from Mr. Todd. "Stop! Wait a minute! Whoa! Help!"

Fortunately for my radiator, the lamppost into which he steered me was not well secured to the ground. He looked at the wreckage—a shattered headlight—and declared that he had learned as much about driving as he could process in one session.

"This is the only lesson I can give you free," said Willie. "You had better keep on while the learning is cheap."

But Mr. Todd refused. Cramming was harmful to the student, he insisted. He put off the evil hour by hiring Willie as a private tutor for the remaining afternoons of the month.

I have met many odd people but only one Mr. Todd. He would visit me in the barn and look at me in awe by the half-hour. Yet I liked him; I felt drawn toward him in sympathy, for he and I were fellow victims of the proud Mrs. Todd.

In my travels I have never encountered a glacier. When I do run across one I shall be reminded, I am certain, of Mrs. Todd.

"So you are still alive?" were her cordial

---

[1]**ignition:** the part of an automobile that sparks the fuel to start the engine

[2]**throttle:** the part of an automobile that controls the supply of fuel to the engine

GO ON▶

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words as we rolled into the yard on the first afternoon. "Yes, my dear." His tone was almost apologetic.

"Did he drive it?" she asked Willie.

"More or less," Willie replied honestly.

She looked me over coldly. When she finished, I had shrunk to the dimensions of a wheelbarrow. When Mr. Todd sized me up at the car lot only an hour before, I had felt as imposing as a sixteen-wheel truck.

"Put it in the barn," said Mrs. Todd, "before a bird carries it off."

I began to suspect that I was not entirely welcome in that household . . . .

At nights, when no one knew, Mr. Todd would sneak into the barn and sit at the wheel. He would pretend to start me up and then make believe he was driving.

"First, I release the brake," he would mutter. "Now I put it in gear and ever so gently let in the clutch[3]. We're off! As we gather speed I pull the gear-lever back, then over, then forward. Was that right? At any rate we are now traveling north, on Witherspoon Street. I see another car approaching from the east, on a course perpendicular to mine. The other driver has the right of way, as Willie puts it, so I slip the clutch out and ease on the brake . . ."

Thus in his imagination would he drive, plodding down the highway in his mind.

In time, believe it or not, Mr. Todd became a capable driver. One remembered day we went for a run in the country. On an empty ten-mile stretch, he startled me by giving me enough gas to travel at the speed-limit! I felt so good I could have blown my radiator cap off to him.

For he was a master I could trust—and all my fellow used cars will understand what comfort that knowledge provides. I vowed I would do anything for that man! On that very trip, indeed, I carried him the last homeward mile on nothing in my tank but a faint odor.

---

[3]**clutch:** the part of an automobile that engages and disengages the engine so that the driver can change gears, or increase and decrease speed

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GO ON▶

1 The narrator of this story is

A a used automobile
B a professor
C a professor's friend
D a driving instructor

2 Why does Mr. Todd choose the automobile he buys in the story?

A It is his favorite color.
B It is the one his wife likes.
C It is the one Willie recommends.
D It is slow and safe.

3 Mr. Todd's first driving lesson ends when

A his teacher tells him that his time is over
B he drives the car into a lamppost
C he discovers that the car is out of gas
D the instructor decides Mr. Todd isn't ready to continue

4 Read the sentence below.

Mr. Todd clasped the wheel with quivering hands and braced himself for the ordeal.

The word *ordeal* means

A uncontrolled excitement
B hard impact
C sudden acceleration
D nerve-wracking experience

5 By the end of the story, Mr. Todd has become

A closer to Mrs. Todd
B a professional driving instructor
C a better driver
D a famous race car driver

6 The author probably wrote this story to

A teach readers how to drive a car
B warn readers not to buy used cars
C amuse readers with a comic tale
D inform readers about the life of a great scholar

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GO ON ▶

The Gettysburg Address

This speech was given by U. S. President Abraham Lincoln on November 19, 1863, in Gettysburg, Pennsylvania, the site of one of the most important battles of the Civil War. Although it is short in length, it is considered one of the most famous speeches ever given by a United States president.

Four score[1] and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived[2] and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow[3]—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly[4] advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain[5]—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

---

[1]**score:** twenty

[2]**conceived:** created; formed

[3]**hallow:** to make sacred or holy; a synonym for *consecrate*

[4]**nobly:** bravely and uprightly

[5]**in vain:** for no good purpose; uselessly

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7 Read the opening sentence from "The Gettysburg Address."

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

In this sentence, the word *proposition* means

A principle
B religion
C disagreement
D uncertainty

8 At what event did Lincoln give "The Gettysburg Address"?

A Lincoln's first presidential inauguration
B a Fourth of July celebration
C the dedication of a Civil War memorial
D the surrender of the Confederacy at the end of the Civil War

9 Which answer best sums up the main idea of "The Gettysburg Address"?

A The soldiers who died at Gettysburg died to protect freedom.
B The nation is currently at war.
C The war is for a noble cause.
D The living should find ways to pay tribute to the dead.

10 Read this sentence from "The Gettysburg Address."

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground.

What was Lincoln's purpose in making this statement?

A to lower the expectations of those listening to this speech
B to emphasize that the soldiers had already consecrated the ground
C to point out that the town of Gettysburg could never be rebuilt after the war
D to criticize those who came to Gettysburg to consecrate the area

11 What is the relationship between the first and second paragraphs of "The Gettysburg Address"?

A They compare the different ways in which freedom can be challenged.
B The second paragraph disputes an idea explained in the first paragraph.
C The second paragraph provides support for the ideas in the first paragraph.
D They contrast how the nation began with how it was during the Civil War.

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12 Read the following sentence from "The Gettysburg Address":

The world will little note, nor long remember what we say here, but it can never forget what they did here.

We can conclude from this statement that Lincoln believed

A his speech would be one of the most famous speeches in history

B that continuing the Civil War was pointless

C people would always remember the battle and those who fought

D his speech would cause the Confederate States to demand peace

13 How many years after the birth of the nation did Lincoln give "The Gettysburg Address"?

A 7

B 20

C 80

D 87

14 Which sentence is written correctly?

A The essay that has the fewest mistakes win the contest.

B The essay, having the fewest mistakes, wins the contest.

C Having the fewest mistakes, the essay wins the contest.

D The essay that has the fewest mistakes wins the contest.

15 Manuel has written the following paragraph. Use it to answer the question that follows.

Many people have suddenly become interested in alternative fuel sources. Lately newspapers, magazines, and television shows regularly feature stories on different ways to supply the nation's energy. I believe this is due to the increase in oil prices. As oil prices have risen, so has the interest in new ways to fuel cars and provide electricity.

Which of the following examples would further support Manuel's argument?

A While gas was cheap, alternative fuel sources were not discussed as frequently as they are today.

B A car owner can easily and inexpensively convert a car so it uses alternative fuels.

C When oil prices were at their highest, alternative fuels were mocked by the press.

D Alternative fuels have begun to become very expensive, as well.

16 Which of the following sentences has correct capitalization?

A We had a family picnic on the Fourth of July.

B We had a family picnic on the Fourth of july.

C We had a family picnic on the fourth of july.

D We had a Family picnic on the Fourth of July.

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17 Read the following paragraph.

Helga called Marta names in response. Marta screamed at Helga first. My two sisters got into a terrible fight. My mother stopped them before things got worse.

Which sentence should come FIRST in the paragraph?

A My mother stopped them before things got worse.
B My two sisters got into a terrible fight.
C Helga called Marta names in response.
D Marta screamed at Helga first.

18 Which sentence is written correctly?

A The story is about having loyalty, friendship, and having a good time together.
B The story is about being loyal, friends, and having a good time together.
C The story is about good times together and also having loyalty and friendship.
D The story is about loyalty, friendship, and good times together.

19 Which sentence has correct punctuation?

A "Julian asked his coach." Can I see you after practice?
B We'll have an essay contest, our teacher said "after you turn in your reports."
C "Please rinse your plate after you finish eating," my mother said.
D "How many costumes do we need," our director asked.

20 What is wrong with the sentence below?

Jay told Ana, "Drawing cartoons and to play sports are my favorite hobbies."

A Proper nouns are not capitalized.
B Sentence structure is not parallel.
C Commas are in the wrong place.
D Adjectives are misused.

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Test Practice

Section 3

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Test Practice
Section 3

Directions

In this part of the test, you are going to write a story. You will use a prewriting tool to help you plan and organize your writing. You should use the guidelines at the end of this section to edit your work.

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Write a Story

Write a story in which the main character must learn a new skill that he or she finds difficult. The story may be humorous, serious, or informative. Make sure your story includes detailed events, a description of the character, and a setting.

Directions

Before you begin to write, use the prewriting tool on page 55. As you plan your story, be sure that you:

- **Give a vivid and clear description of the character and setting.**
- **Present the events in sequence, using proper transitions.**
- **Include a beginning, a middle, and an end.**

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Plan Your Story

Prewriting Tool: Use the outline below to help plan out your story before you begin writing. You do not need to fill in all of the spaces provided. This is only a tool to help you organize your ideas.

Setting: _____

_____

Character description: _____

_____

New skill and why it is difficult for the character to learn: _____

_____

Narrative Sequence

How it begins: _____

_____

_____

How it happens: _____

_____

_____

How it ends: _____

_____

_____

Concluding remarks: _____

_____

_____

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Story

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Editing Your Story

1. Did you use proper spelling and punctuation?
2. Are your sentences varied in type and complexity?
3. Did you use effective transitions so that your story flows logically?
4. Do all of your subjects/verbs and pronouns/antecedents agree in case and number?
5. Is verb tense consistent throughout your story?
6. Did you use words correctly, according to the rules of standard English?
7. Is the point of view consistent?

STOP

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Test Practice

Section 4

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Test Practice
Section 4

Directions

In this part of the test, you are going to read two poems and a story. After each selection, you will answer questions about what you read. You may look back at the reading selections as often as you like in order to answer the questions. After you read the selections and answer the questions, you will plan and write an essay. Then you will answer some questions.

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Stopping by Woods on a Snowy Evening

by
Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

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1 Suppose that the letter *a* stands for a group of words that rhyme, and the letter *b* stands for another group of words that rhyme in a different way. Which rhyme pattern is reflected in each stanza of the passage?

A a-a-b-b
B a-b-a-b
C a-a-b-a
D a-b-a-a

2 The setting influences the mood of the poem by creating a sense of

A fear
B quiet
C anticipation
D cheer

3 In lines 11 and 12, which technique does the poet use to create a sensory image of the sound of snow?

A repetition of the soft sound of "s"
B metaphor of a broom sweeping the snow
C personification of the wind blowing the snow
D a simile comparing the snow and the wind

4 Read lines 14–16. These lines most likely refer to

A an appointment in town which has brought him into the woods
B the need to hurry in order to care for his horse who is cold
C responsibilities the narrator has yet to fulfill in his life
D a promise the narrator has made to be on time

5 The woods are a symbol for which of the following?

A death
B responsibilities
C the future
D dreams

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from *Rain Music*

by
Joseph Seamon Cotter Jr.

On the dusty earth-drum
Beats the falling rain;
Now a whispered murmur,
Now a louder strain.

Slender, silvery drumsticks,
On an ancient drum,
Beat the mellow music
Bidding life to come.

Chords of earth awakened,
Notes of greening spring,
Rise and fall triumphant
Over every thing.

---

6 In the metaphor in this poem, what is the earth compared to?

A a drum
B dust
C the rain
D mellow music

7 What is the rain compared to?

A life
B chords
C drumsticks
D the earth

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GO ON ▶

8 What is the music that the speaker hears?

A drumsticks beating on a drum
B rain falling on the earth
C the beginning of life
D ancient cultures

9 Cotter's poem is an example of

A an epic
B an elegy
C a ballad
D an ode

10 Frost's and Cotter's poems have both similarities and differences in theme, mood, and language. List one way in which the poems are similar and one way in which they are different.

Similarity:

Difference:

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from The School Days of an Indian Girl

1: The Land of Red Apples
by Zitkala´ Sa

There were eight in our party of bronzed children who were going East with the missionaries. Among us were three young braves, two tall girls, and we three little ones, Judéwin, Thowin, and I.

We had been very impatient to start on our journey to the Red Apple Country, which, we were told, lay a little beyond the great circular horizon of the Western prairie. Under a sky of rosy apples we dreamt of roaming as freely and happily as we had chased the cloud shadows on the Dakota plains. We had anticipated much pleasure from a ride on the iron horse, but the throngs of staring palefaces disturbed and troubled us.

On the train, fair women, with tottering babies on each arm, stopped their haste and scrutinized the children of absent mothers. Large men, with heavy bundles in their hands, halted near by, and riveted their glassy blue eyes upon us.

I sank deep into the corner of my seat, for I resented being watched. Directly in front of me, children who were no larger than I hung themselves upon the backs of their seats, with their bold white faces toward me. Sometimes they took their forefingers out of their mouths and pointed at my moccasined feet. Their mothers, instead of reproving such rude curiosity, looked closely at me, and attracted their children's further notice to my blanket. This embarrassed me, and kept me constantly on the verge of tears.

. . .I heard one of my comrades call out my name. I saw the missionary standing very near, tossing candies and gums into our midst. This amused us all, and we tried to see who could catch the most of the sweetmeats.

Though we rode for several days inside of the iron horse, I do not recall a single thing about our luncheons.

It was night when we reached the school grounds. The lights from the windows of the large buildings fell upon some of the icicled trees that stood beneath them. We were led toward an open door, where the brightness of the lights within flooded out over the heads of the excited palefaces who blocked our way. My body trembled more from fear than from the snow I trod upon.

Entering the house, I stood close against the wall. . . . My only safety seemed to be in keeping next to the wall. As I was wondering in which direction to escape from all this confusion, two warm hands grasped me firmly, and in the same moment I was tossed high in midair. A rosy-cheeked paleface woman caught me in her arms. I was both frightened and insulted by such trifling. . . . My mother had never made a plaything of her wee daughter. Remembering this I began to cry aloud. . . .

I was tucked into bed with one of the tall girls, because she talked to me in my mother tongue and seemed to soothe me.

I had arrived in the wonderful land of rosy skies, but I was not happy, as I had thought I should be. My long travel and the bewildering sights had exhausted me. I fell asleep, heaving deep, tired sobs. My tears were left to dry themselves in streaks, because neither my aunt nor my mother was near to wipe them away.

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11 Read the following line.

Sometimes they took their forefingers out of their mouths and pointed at my moccasined feet.

What is a *moccasin*?

A a blanket
B a stool
C a shoe
D a hat

12 This passage is an example of

A a newspaper article
B an autobiographical narrative
C a persuasive essay
D a technical manual

13 Read the following line.

We rode for several days inside of the iron horse.

The author uses the phrase "iron horse" to refer to

A the train on which she is riding
B the people who are staring at her
C the hard, cold seat she has to sleep on
D the school grounds she is traveling to

14 During her ride to her new school, the author is disturbed by the fact that

A she doesn't know the other children
B the people around her are staring at her
C she didn't want to travel by train
D the trip is taking much longer than she expected

15 Read the following line.

I was both frightened and insulted by such trifling.

What does the word *trifling* mean?

A yelling
B enjoyment
C discussion
D treatment

16 It can be concluded from the passage that the author is

A a school teacher
B a teenager
C a new pupil
D a missionary

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17 Look at the diagram below. Use it to answer the question that follows.

Explanation for the trip
The trip itself
Arriving at the school
Reaction to the whole event

Which of the following statements best completes the summary?

A The welcoming
B Crying in the night
C Getting tossed by a teacher
D Going to sleep the first night

18 In the passage, the author discusses several things that distressed her during her ordeal. Name two of the things she mentions that upset her during her relocation to the school.

_____

_____

_____

_____

_____

_____

19 During the trip and her arrival, the author mentions a few things that made her feel better. Name two of these comforts.

_____

_____

_____

_____

_____

_____

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Starting Fresh

20 The author of the previous story describes the difficult experiences of going someplace new. Think of a time in your life when you had to go someplace or try something new. Describe the experience, how you felt, and how the experience changed you. Be sure to use vivid descriptions of the event, explain your feelings clearly, and describe how you are different because of the experience.

Directions

Before you begin to write, use the prewriting tool on page 70. As you plan your story, be sure that you:

- **Choose one event and describe it clearly and vividly.**
- **Explain how the event made you feel as it happened.**
- **Describe how you feel about the event now.**
- **Discuss the ways in which the event changed you or helped you in some way.**

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Plan Your Story

Prewriting Tool: Use the outline below to help plan out your story before you begin writing. You do not need to fill in all of the spaces provided. This is only a tool to help you organize your ideas.

Chosen Event: _____

_____

_____

Narrative Sequence

Why I had to go someplace new: _____

_____

_____

How it happened: _____

_____

_____

How I felt: _____

_____

_____

How it has affected me: _____

_____

_____

Concluding remarks: _____

_____

_____

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Story

Title: _____

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Editing Your Story

1. Did you use proper spelling and punctuation?
2. Are your sentences varied in type and complexity?
3. Did you use effective transitions so that your story flows logically?
4. Do all of your subjects/verbs and pronouns/antecedents agree in case and number?
5. Is verb tense consistent throughout your story?
6. Did you use words correctly, according to the rules of standard English?
7. Did you use parallelism correctly?

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21 Deshawn just finished reading a magazine article about the history of secret codes and code breakers. At the end of the article is the following bibliography:

Payton, Marion et al., ed. *A Dictionary of Codes and Code Breakers.*
New York: Pendleton Press, 2005.

Sarian, Phillip. *A Giant Book of Historical Codes.*
Chicago: Hartford College Press, 2003.

Jessup, Rebecca. *The Code Breakers of World War II.*
Los Angeles: Newburg, Fitch and Trian Publishing Co., 2006.

Brown, Fiola. *Encoding and Decoding: A How-to Manual.*
Detroit: Educational Partners Press, 2005.

Greenburg, Mark. *A Complete History of Codes from Caesar to Enigma.*
Boston: Historical Book Co., 2004.

Deshawn decides to write a biography about a code breaker for his research report. Which two sources above should he consult first and why?

_____

_____

_____

_____

_____

_____

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Read the paragraph below from Deshawn's research report. Use it to answer the questions that follow.

1. Alan Turing was one of the most brilliant code breakers the Allies had during World War II. **2.** It was he who discovered a flaw in the German codes. **3.** The German army had strict rules about how certain communications had to be worded. **4.** Turing knew that around 9 A.M. every morning the German High Command sent out a weather report. **5.** He knew that the report had to have the words "weather" and a list of European cities. **6.** This information helped him and other code breakers discover the code for that day's communications. **7.** The German army's insistence on rules was their downfall.

---

22 Which of the following sentences from the passage is an opinion?

- **A** Sentence 1
- **B** Sentence 6
- **C** Sentence 4
- **D** Sentence 3

23 Which of the following BEST summarizes the paragraph?

- **A** The German army had strict rules about how messages were worded.
- **B** Alan Turing helped crack the secret German codes during World War II.
- **C** The German High Command placed a priority on the weather during the war.
- **D** The German codes during World War II were easy to break.

24 Which of the following sentences from the passage reveals a bias?

- **A** Sentence 6
- **B** Sentence 5
- **C** Sentence 7
- **D** Sentence 2

25 What was the flaw in the German codes?

- **A** They included the same type of information every day.
- **B** The reports came out at 9 A.M. every day.
- **C** The German High Command came up with the codes.
- **D** The codes had many spelling errors.

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