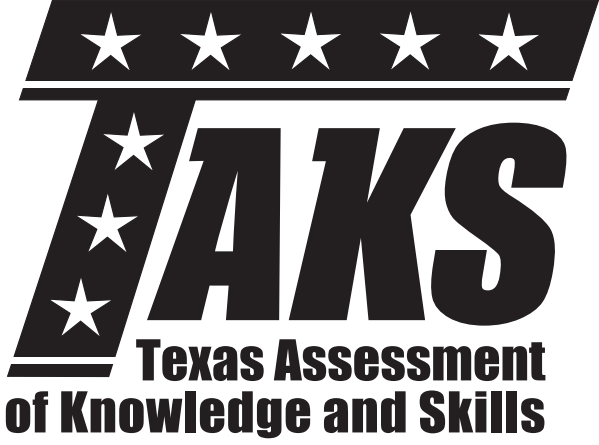


STUDENT NAME _____



GRADE 10
ENGLISH LANGUAGE ARTS

READING
AND
WRITTEN
COMPOSITION

DIRECTIONS

Read the two selections and the viewing and representing piece. Then answer the questions that follow.

Set Free

by Helen Peppe

1 The dog sat on the grass near the house, his tongue out. There was a red collar around his neck. A long cable wound from his red collar to a hook on the house. It was strong. The boy knew it was strong. Everyone knew it was strong. They had seen the dog lunge and jerk at the end of the thick cord barking at the cars, the cats, the people, forcing against the cable and hook with its black chest. It hurt the boy to see the dog strain so frantically, so uselessly. He hoped that the cable would break so that the dog could be free. The boy felt the dog's frustration as if it were his own. He knew it was like the frustration he felt when his father held him tight in his arms and wouldn't let go. Even though it was a game, and his father laughed, he hated it. It was no game to him. At those times, the boy felt hate that he was incapable of expressing to anyone, but he knew the dog knew how he felt. It was not right for the dog to be tied just as it was not right for his father to hug him tight and laugh at him as he struggled to free himself. The pain was too real to the boy; he had to do something.

My notes about what I am
reading

2 The boy walked to the dog and gently rubbed his black pointed ears. The dog responded by licking the boy's hand and butting him with his smooth black head. The boy slid his small hand under the dog's collar. The fur was hot and ruffled. He knew it would be easy to unfasten the clip from the hook on the collar, but other things were not so easy. The question of where the dog would go ran through the boy's head. Would he just run so fast that no one could catch him, not even his father, who could do anything? And the question that the boy wondered the most, would the dog ever come back?

3 The boy loved the dog. The dog was the only one who shared his hate and anger. The dog was his closest friend.

4 The boy removed his fingers from the collar and instead wrapped his small arms around the dog's neck. The dog endured this new form of attention for a minute, then struggled free, although he still sat next to the boy.

5 The boy sat down on the grass. A new thought entered his mind. His father would be angry when he discovered that the dog was gone. The dog had cost a lot of money and

they had had him for only six months. They had needed a watch dog, a Doberman, his father had insisted. No other dog scared people enough.

6 The boy had found this to be true. The kids next door had not taken his bike or played on his tire swing since the dog had come. Cats had certainly been scarce too. His father hated the mess that cats made and they all hated the yowling of the cats fighting under their windows at night. The boy didn't like cats. They were not like dogs, and no one could convince him that they were as fun to play with or that they did not make as much mess. He could smell the difference when he went to his friends' houses in the city. He moved toward the dog again, this time gratefully, and patted the dog's head. Maybe if he let the dog loose, the cats would come back. The boy instantly realized that it was a selfish thought. Enduring the cats would be a small price for the dog's freedom. He made a move to set the dog free, but just at that moment his mother came out of the house with the dog's supper. The boy wished that he had thought of this himself. It would have been terrible to let the dog loose without his supper.

7 His mother patted him on the head and told him that his own dinner would be ready soon. The boy nodded but stayed where he was. It would have been awful if the dog had had to eat out of garbage cans to get his supper like the dogs he saw on his way to school. The boy hated that. He wished that he could feed all the dogs in the neighborhood so that they wouldn't have to eat someone's old potato peels and beef gristle. But the boy knew that he did not have enough money. At eight, he barely had enough to weight his piggy bank down. On windy days he always had to remove his bank from the sill or he would find it on the floor, the black eyes of the pig staring up at the ceiling lamenting its inadequacy.

8 The dog sure was hungry. The boy knew his mother did not feed the dog enough. An eighty-five pound dog needed more than one bowl of food a day. It wasn't right. But his mother had gotten mad at him for bringing the dog his own mashed potatoes. The boy had always hated potatoes even though his mother always insisted that they didn't taste like potatoes when they were mashed. He still had stray lumps of potato in his jacket pocket. He was beginning to think that he would never be able to forget about trying to feed the dog his potatoes. And anyway, the dog hadn't liked

them either. That was how his mother had found out. Mashed potatoes don't disappear very quickly from black pavement. The boy smiled. He was glad that the dog didn't like potatoes either, even mashed. The boy bet that the dog also wouldn't like liver. For that reason, he hadn't tried to sneak it to him. It was not right to feed liver to people who did not like it. The slimy liver residue lasted indefinitely on the dinner plate destroying the taste of the best elbow macaroni.

9 He wished his mother felt the way he and the dog did. But no one seemed to care how he or the dog felt. Anyone could see that the dog needed to run, but his father only walked him once a day. The boy knew that wasn't enough. The dog had so much energy. And the boy's mother wouldn't go near the dog unless it was to feed him or clean up his messes. She said that the dog was dangerous. She had wanted to get a poodle. She thought that Dobermans were too much like Pit Bulls. But his father had insisted on a Doberman. No other dog could do it, he said. As far as the boy knew, his father had been right.

10 The dog started toward his dog house, then turned and studied the boy. It was obvious that the dog was puzzled by the extra attention. The boy thought instead that the dog was looking to him for more food. The boy turned an angry look toward the house. His mother should know better. She was the one always talking about paying twenty-five dollars a month to adopt a foster child. But his father always made a disgusted face and said there were better things they could do with twenty-five dollars. But the boy knew though, that his mother sent money secretly. He wished that he could do things secretly too, but his parents always found out.

11 He wondered what his father would do when he saw that the dog was gone. Maybe he wouldn't do much. His father had called the dog the boy's when there had been a mess in the driveway last week. Maybe the boy had the right to do with the dog what he wanted. This thought made the boy move again toward the dog's collar.

12 The dog's short black hair tickled the boy's fingers. The boy looked anxiously toward the house. He hoped his mother was busy, maybe on the telephone. She was on the telephone a lot. The hook felt cold on the boy's fingers in relation to the dog's fur. He slid his fingers around the metal clasp. For a minute, he hesitated. He hoped that the

dog would not get lost. This misgiving was quickly suppressed with the thought of the dog's approaching happiness, and, before he could change his mind, he undid the metal clasp. With his hand still on the dog's collar, he kissed the dog, and hugged him tightly. A tear squeezed out between the boy's lids. He hoped that the dog would come back. He was his only real friend.

13 He released the dog's collar from his sweaty hands and stood back feeling miserable at the near separation. The dog yawned and stretched, glad to be free from the boy's restrictive arms. He looked at the boy; then he licked his whiskered mouth for the last vestiges of his supper. The boy waved his hand slowly and whispered a bye. The dog stretched again and yawned with a high pitched sound. Then he moved toward the side of his dog house, lifted his leg, and urinated against the rough boards. He gave the boy another look as if to ask, "Are you through? Is there anything else?" then moved to the front of his dog house and kicked up his hind legs scratching up the grass.

14 Then the dog went inside, turned around, and laid down resting his pointed nose on his strong paws. The boy stared at him in confusion then walked to the dog house. The dog raised his eyes not bothering to lift his head. "You're loose," the boy whispered. "Don't you realize that?" The dog closed his heavy lids with a grunt. There was a gurgle from the depths of his black rounded stomach.

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Summer of the Raccoons

by Fred Bauer

My notes about what I am
reading

- 1 If I'd had my way, the story would have ended that day where it began—on the sixth hole at Stony Brook.
- 2 “What was that bawling?” my wife, Shirley, asked, interrupting me in mid-swing. Without another word she marched into a mucky undergrowth and re-emerged carrying something alive.
- 3 “*Rrrit, rrit, rrit,*” it screamed.
- 4 “It’s an orphaned raccoon,” she said, gently stroking a mud-matted ball of gray fur.
- 5 “Its mother is probably ten yards away, has rabies and is about to attack,” I scolded.
- 6 “No, it’s alone and starving—that’s why the little thing is out of its nest. Here, take it,” she ordered. “I think there’s another baby over there.”
- 7 In a minute she returned with a squalling bookend—just as mud-encrusted and emaciated as the first. She wrapped the two complaining ingrates in her sweater. I knew that look. We were going to have two more mouths to feed.
- 8 “Just remember,” I declared, “they’re your bundles to look after.” But of all the family proclamations I have made over the years, none was wider of the mark.
- 9 When, like Shirley and me, you have four children, you don’t think much about empty nests. You don’t think the noisy, exuberant procession of kids and their friends will ever end. But the bedrooms will someday empty, the hot bath water will miraculously return, and the sounds that make a family will echo only in the scrapbook of your mind.
- 10 Shirley and I had gone through the parting ritual with Laraine and Steve and Christopher. Now there was only Daniel, who was chafing to trade his room at home for a pad at Penn State. So I was looking forward to my share of a little peace and quiet—not raccoons.
- 11 “What do you feed baby raccoons?” I asked the game protector over the phone the next morning. We had cleaned them up, made them a bed in a box of rags, added a ticking

clock in the hope it would calm them, found old baby bottles in the basement, fed them warm milk and got them to sleep, all without floorwalking the first night.

12 However, they revived and began their machine-gun chant shortly after Shirley had run out the door, heading for classes. In anticipation of a soon-to-be empty nest, she had gone back to college to get a master's degree so she could teach.

13 Meanwhile, I had my own work to do—various publishing projects that I handle from home. As the only child remaining with us, Daniel was my potential raccoon-relief man. Or so I hoped.

14 “Whose bright idea was this?” he asked with the tart tongue of a teenager.

15 “Your mother thought you needed something more to earn your allowance,” I cracked. “Will you heat some milk for them?”

16 “Sorry, I’m late for school,” he called over his shoulder. He and I were at that awkward testing stage, somewhere between my flagging authority and his rush for independence.

17 The major problem with trying to feed the raccoons was one of flow. Milk was flowing out of the bottle too fast and through the kits the same way.

18 “Thinner milk and less corn syrup,” the wildlife man suggested, adding that he would send along a brochure for raising them. “The object,” he coached, “is to take care of them until they can go back to the woods and take care of themselves.”

19 “I’ll do anything I can to make that happen,” I assured him. “They’re about eight ounces each”—I had weighed them on my postage scale. “They’ll be old enough to be on their own in a couple more weeks, right?”

20 “Not quite,” he said. “Come fall, if all goes well, they’ll be ready.”

21 *I’ll strangle them before then*, I said under my breath. I prepared a new formula and tried it on one. The kit coughed and sputtered like a clogged carburetor. The hole in the nipple was too big.

22 *Maybe I could feed them better with a doll’s bottle*, I concluded, and set out to find one. At a toy store, I found

some miniature bottles, one of which was attached to a specially plumbed doll named Betsy Wetsy. “My Betsys are wetsy enough,” I told the clerk—declining doll and diapers, but taking the bottle.

23 Back home, I tried feeding the raccoons again. Miracle of miracles, they sucked contentedly and fell asleep. (Only twelve more weeks to September, I counted down.)

24 During the next month and a half I functioned faithfully as day-care nanny for Bonnie and Clyde, named for their bandit-like masks. The kits apparently considered me their mother. When I held them at feeding time, they still spoke in the same scratchy voice, but now it was a contented hum. The only time they may have perceived me to be an impostor came when they climbed on my shoulders, parted my hair and pawed in vain for a nipple.

25 Before long the kits graduated to cereal and bananas. When they became more active, our back-yard birdbath became an instant attraction. Bonnie, the extrovert of the two, ladled the water worshipfully with her paws like a priest conducting a baptism. Clyde followed suit, but cautiously, as if the water might be combustible. Next Bonnie discovered the joy of food and water together, and thereafter every morsel had to be dipped before being eaten.

26 By July the kits weighed about three pounds. I built a screened-in cage and moved them outdoors. When they had adjusted well to their new quarters, Daniel suggested we free them to explore the woods and forage for food.

27 “I don’t want them to get lost or hurt out there,” I said, sounding more like a mother hen than a surrogate father raccoon.

28 “They should get used to being on their own,” Daniel insisted. We left their door ajar so they could wander during the day. At night, we called them home by banging together their food bowls. They came out of the woods at a gallop.

29 Still, I was afraid we might be rushing their initiation to the wild. One windy afternoon while Daniel and I were playing catch in the back yard, I spotted Bonnie, twenty feet off the ground, precariously tightrope-walking the bouncing branches of a mulberry tree. She had eaten her fill of berries and was trying to get down, or so I thought.

- 30 “Be careful, babe,” I called, running to the tree. “Quick, Dan, get a ladder!”
- 31 “Let her go,” he said calmly. “She’s on an adventure. Don’t spoil her fun.” And he was on the money. When I returned later, she was snoozing serenely in the mulberry’s cradling arms.
- 32 However, the raccoons did get into trouble one night when they let themselves out of their cage with those dexterous forepaws. Shirley and I were awakened at 2 A.M. by a horrendous scream.
- 33 “What was that?” I asked, bolting upright.
- 34 “The raccoons?” she wondered.
- 35 “They’re in trouble!” Tossing off the covers, I grabbed a flashlight and ran outside in my skivvies.
- 36 As I came around the south side of the house, I heard something rattle the eaves and jump into the maple tree. Next, I got jumped. First by Bonnie, landing on my shoulder, then by her brother, shinnying up my leg. Circling my neck, they jabbered their excitement: “*Rrrrit, rrrit, rrrit!*”
- 37 “It’s okay, I’ve got ya, you’re safe,” I said, cuddling them in my arms. Apparently a wild raccoon, defending its territory, had attacked Clyde. He had a bloody shoulder that didn’t appear serious; Bonnie was fine.
- 38 July gave way to August, and August to September. Soon the days were getting shorter, and the raccoons were six-pound butterballs. I was fascinated by their creativity and intelligence. One evening after I banged their food bowls together, there was no reply. When I reported anxiously at the breakfast table that they hadn’t come in the night before, Daniel laughed at my concern.
- 39 “Now we’ll see if you’re as good a teacher as a mother raccoon.”
- 40 “I already know the answer,” I said. “By the way, what time did you get in last night?”
- 41 “About midnight,” he answered.
- 42 “Your eyes say later.”
- 43 “I’m not a baby anymore,” he shot back.
- 44 Outside, I beckoned the raccoons again, and this time they reported: effervescent Bonnie in a flat-out sprint, Clyde in a tagalong amble.

45 Near the end of September they were missing a week, and I suggested to Shirley that they were probably gone for good.

46 “You know it’s a mistake trying to hold on to anything that no longer needs you,” she counseled.

47 “Who’s holding on?” I protested. But when I continued scanning the woods, hoping to catch sight of them, I knew she was right. Reluctantly, I dismantled their pen, stored their bowls and put them out of my mind. Or tried to. But they had got more of a hold on my heart than I ever thought possible. What I had considered a nuisance had, in fact, been a gift; what I had labeled a burden, a blessing. *Why is it, I asked myself, that with so many people and things, we only appreciate them fully after they’re gone?*

48 One Saturday near the end of October, Shirley, Daniel and I were in the back yard raking leaves when I spotted a ringed tail beyond the gate that opens to the woods. “Look, Shirley,” I whispered. And though I had no idea if it was one of ours, I called, “Bonnie . . . Clyde.”

49 The magnificently marked animal rose on its hind legs and looked us over inquisitively. For a frozen moment, we faced off, statue-like. Then I called again, and the animal moved in our direction. It was Bonnie, and we went to meet her. Kneeling, I held out my hand, which she licked while I rubbed her neck. She purred her most satisfied *rrrit, rrrit, rrrit*.

50 “Go get a banana for her,” I suggested to Daniel.

51 “No, it’s time she made it on her own,” he replied firmly. “She’s a big girl now. Don’t do anything for her that she can do for herself.”

52 I looked at Shirley and winked. Tall, broad-shouldered Daniel wasn’t talking raccoons. He was talking parents. *The object is to take care of them until they can take care of themselves*, a haunting voice echoed. It was time to let go.

53 After rubbing Bonnie’s neck one last time, I stepped back. She sensed my release and bounded off joyfully in the direction from which she had come.

54 “Have a good life,” I called after her. Then she dipped behind a tree and was gone.

“Summer of the Raccoons” by Fred Bauer. Reprinted by permission of the author from the August 1992 Reader’s Digest. © 1992 Fred Bauer.

Sending your child to college is a difficult process both physically and emotionally. These four strategies make it easier.

SENDING

Your Kids to

COLLEGE

1

Do your homework.

Many books have been written about what parents can expect and how they can help. Read at least two of them.

2

Help them prepare.

Read the school's catalog and make sure students understand important deadlines, such as dropping a class or filing for financial aid. Learn about services offered on campus, such as the student health center and dormitories.

3

Establish financial boundaries.

Help students start a bank account and apply for a low-interest credit card. Practice keeping a monthly budget with them. Review spending every couple of months to make sure students are on target.

4

Be supportive, available, and understanding.

Write often. But give them room. If they don't always write back, it's not because they don't love you.



Use “Set Free” (pp. 4–7) to answer questions 1–11.

- 1 One of the reasons the boy hesitates before releasing the dog is that he —
- A fears the dog might be run over by a car
 - B realizes how angry his mother will be
 - C worries that he will lose the dog
 - D thinks the dog will come back

- 2 Read the following dictionary entry.

watch \ˈwäch\ *n* **1.** a portable timepiece
2. a guard or sentinel **3.** a period of duty; shift
4. a notice or bulletin indicating severe weather

Which definition best matches the meaning of the word *watch* as it is used in paragraph 5?

- F Definition 1
 - G Definition 2
 - H Definition 3
 - J Definition 4
- 3 How is the boy’s father involved in the dog’s care?
- A He feeds the dog twice a day.
 - B He walks the dog once a day.
 - C He cleans up the dog’s messes.
 - D He gives the dog a lot of affection.

- 4 What is paragraph 1 mainly about?

- F The boy identifies with the dog’s confinement.
- G The dog is unhappy with his situation.
- H The boy is angry with his father.
- J The dog lunges and jerks against his cable.

- 5 The story’s point of view helps the reader understand —

- A the mother’s loneliness
- B the boy’s frustration
- C the father’s anger
- D the dog’s contentment

- 6 The climax of the story occurs when —

- F the boy considers freeing the dog
- G the mother feeds the dog
- H the dog goes into his doghouse
- J the boy releases the dog’s collar

7 The author develops the character of the boy's father through —

- A the father's dialogue with his son
- B the boy's perspective
- C the author's own thoughts
- D the dog's actions

8 What does the "gurgle from the depths of his black rounded stomach" symbolize in paragraph 14?

- F The dog's rebellion
- G The dog's freedom
- H The dog's confusion
- J The dog's contentment

9 The boy assumes that the dog —

- A will snap the chain
- B dislikes the father
- C is unhappy
- D has no feelings

10 What can the reader conclude about the boy's feelings toward the children next door?

- F He enjoys riding their bicycles and playing on their tire swing.
- G He likes them more than he likes his friends in the city.
- H He doesn't approve of the way they treat their cats.
- J He dislikes them for using his possessions.

11 The author of "Set Free" builds suspense by —

- A describing the mother's actions when she is afraid of the dog
- B having the boy think about the consequences of freeing the dog
- C suggesting that the dog is unstable and may turn on the boy
- D presenting evidence of the father's temper when the boy misbehaves

Use “Summer of the Raccoons” (pp. 8–12) to answer questions 12–22.

- 12 In paragraph 26, the word *forage* means —
- F search
 - G cry
 - H prepare
 - J shop
- 13 The first seven paragraphs of the selection are mainly about the author and his wife —
- A finding two baby raccoons
 - B playing golf at Stony Brook
 - C arguing about responsibility
 - D seeking peace and quiet
- 14 How did the raccoons look when Shirley first found them?
- F Lifeless
 - G Injured
 - H Underfed
 - J Clean
- 15 Which of the following is the best summary of “Summer of the Raccoons”?
- A Daniel, the author’s son, was preparing to go to college at Penn State. Daniel’s three older siblings had already left home. When his parents brought home two baby raccoons, he offered his father advice but no real help. Eventually his father learned to feed and care for the baby raccoons on his own.
 - B While playing golf, the author found two baby raccoons. He called a wildlife expert, who told him that he would have to care for the animals all summer. The author was frustrated but continued to take care of the animals. Eventually he discovered that miniature bottles made for a specific doll were perfect for feeding the raccoons. The raccoons ate well and soon became strong enough to eat cereal and bananas.
 - C The author built a wooden pen to house two orphaned raccoons that he and his wife found. At his son Daniel’s suggestion, the author left the door to the pen open so the two raccoons could venture outside. He worried about the animals as they explored the world, but Daniel assured his father that they would be fine.
 - D Despite the author’s initial resistance to caring for two orphaned raccoons, he was enchanted by the animals and grew to love them. The raccoons began to stay away from home longer as they grew up, and the author found it difficult to let them go. His son, who would soon be leaving home too, helped his father understand that he had done his job; the animals would now have to take care of themselves.

- 16** The raccoons were named after two famous robbers because —
- F** they were always stealing food
 - G** their markings looked like masks
 - H** their voices were scratchy
 - J** they climbed into the author’s hair

- 17** Which sentence expresses a theme of the selection?
- A** *“I don’t want them to get lost or hurt out there,” I said, sounding more like a mother hen than a surrogate father raccoon.*
 - B** *As the only child remaining with us, Daniel was my potential raccoon-relief man.*
 - C** *“The object,” he coached, “is to take care of them until they can go back to the woods and take care of themselves.”*
 - D** *When I held them at feeding time, they still spoke in the same scratchy voice, but now it was a contented hum.*

- 18** The author uses figurative language twice in paragraph 25 to —
- F** describe the backyard setting
 - G** compare the raccoons to children playing
 - H** illustrate the beauty of the raccoons’ habitat
 - J** contrast the personalities of the two raccoons

- 19** In paragraph 27, the author writes that he was more like a mother hen than a father raccoon to indicate that he was —
- A** overly concerned about the safety of the baby raccoons
 - B** eager to separate himself from the raccoons
 - C** extremely proud of the progress the raccoons had made
 - D** annoyed about having to accept responsibility for the raccoons

20 Which of the following lines from the selection supports the idea that Daniel identified with the baby raccoons?

- F** *“Go get a banana for her,” I suggested to Daniel.*
- G** *Soon the days were getting shorter, and the raccoons were six-pound butterballs.*
- H** *“Don’t do anything for her that she can do for herself.”*
- J** *You don’t think the noisy, exuberant procession of kids and their friends will ever end.*

21 Which line from the selection supports the conclusion that the author was interested in his son’s safety and well-being?

- A** *“By the way, what time did you get in last night?”*
- B** *“Your mother thought you needed something more to earn your allowance,” I cracked.*
- C** *“You know it’s a mistake trying to hold on to anything that no longer needs you,” she counseled.*
- D** *“It’s okay, I’ve got ya, you’re safe,” I said, cuddling them in my arms.*

22 At the beginning of the selection, the author describes the raccoons with words such as “orphaned,” “alone,” “starving,” and “baby” to make the reader feel —

- F** anger and resolve
- G** guilt and dismay
- H** concern and sympathy
- J** happiness and contentment

**Use “Set Free” and “Summer of the Raccoons” (pp. 4–12)
to answer questions 23–25.**

- 23** Which of the following is a theme shared by the two selections?
- A** A person can learn a great deal from nature.
 - B** Parents have a responsibility to care for their children.
 - C** A full stomach is more important than freedom.
 - D** It is hard to let go of something or someone you love.
- 24** While the father in “Set Free” wants to keep the dog chained up, the father in “Summer of the Raccoons” feels obligated to —
- F** free his animals to live in the wild
 - G** keep the adult raccoons in a cage
 - H** train the animals to live in the house
 - J** give the baby raccoons to a wildlife expert
- 25** Which line from “Set Free” would the father in “Summer of the Raccoons” empathize with most?
- A** *Maybe the boy had the right to do with the dog what he wanted.*
 - B** *His father hated the mess that cats made and they all hated the yowling of the cats fighting under their windows at night.*
 - C** *He wished that he could feed all the dogs in the neighborhood so that they wouldn't have to eat someone's old potato peels and beef gristle.*
 - D** *And the question that the boy wondered the most, would the dog ever come back?*

**Use the visual representation on page 13
to answer questions 26–28.**

26 This graphic is mainly about how to —

- F** send kids to college
- G** drop a college class
- H** pay for college
- J** read a college catalog

28 This graphic would most likely appear —

- F** in a magazine
- G** on a billboard
- H** in a movie
- J** on television

27 Who is the intended audience for this graphic?

- A** Teachers and principals
- B** University administrators
- C** Students in small school districts
- D** Parents of college-bound teens

DIRECTIONS

Answer the following questions in the space provided on the answer document.

29 In “Set Free,” why does the boy want to free the dog? Support your answer with evidence from the selection.

30 In “Summer of the Raccoons,” what lesson did the author learn from his experience? Explain your answer and support it with evidence from the selection.

31 What is one similarity between the actions of the boy in “Set Free” and the actions of the father in “Summer of the Raccoons”? Explain your answer and support it with evidence from **both** selections.

BE SURE YOU HAVE WRITTEN YOUR ANSWERS
ON THE ANSWER DOCUMENT.

WRITTEN COMPOSITION

Write an essay about a time you made an important choice.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO
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PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.

The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1** What is the most effective way to combine sentences 2 and 3?
- A** It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
 - B** It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
 - C** It started as a result of the efforts of a dedicated woman named Clara Barton.
 - D** It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2** What change, if any, should be made in sentence 4?

- F** Change *was* to **is**
- G** Insert a comma after *Civil War*
- H** Change *lead* to **led**
- J** Make no change

- S-3** What change, if any, should be made in sentence 6?

- A** Change *Government* to **government**
- B** Change *selected* to **sellected**
- C** Change *her* to **herself**
- D** Make no change



REVISING AND EDITING

DO NOT GO ON TO THE REVISING AND EDITING SECTION.
WHEN YOU FINISH THE READING AND WRITTEN
COMPOSITION SECTION, RAISE YOUR HAND AND WAIT
FOR A TEST ADMINISTRATOR TO ASSIST YOU.



DIRECTIONS

Read the following passages and mark your answers on page 2 of your answer document. Remember that you are NOT permitted to use dictionaries or other reference materials on this section of the test.

Alonso's English teacher asked each of her students to write a report about an admirable person. Alonso wrote this report about a famous neurosurgeon. He would like you to read his paper and think about the corrections and improvements he should make. When you finish reading, answer the questions that follow.



Dr. Benjamin Carson gives a motivational speech to students in New Mexico.

Striving for Greatness

(1) Dr. Benjamin Carson is the director of pediatric neurosurgery at Johns Hopkins hospital in Baltimore, Maryland. (2) He is renowned for his expertise in separating conjoined twins. (3) He has also refined some brain surgery techniques that control seizures. (4) His list of accomplishments and honors is long. (5) Because of his success, you might be surprised to learn what Carson's childhood was like.

(6) Carson was born in 1951 in Detroit, Michigan. (7) Today about one million people live in Detroit. (8) When he was only eight, his father left the family, and his parents subsequently divorced. (9) His mother had only a third-grade education and worked long hours as a maid to support her two sons. (10) The family lived in poverty.

(11) Carson went to school, but he was not a good student. (12) He called himself the dumbest kid in the class. (13) The other children frequently teased him. (14) Carson's mother knew that it was the answer for her children, education. (15) She made Carson and his brother limit their television viewing to two programs a week. (16) Each week they were also required to read two books and submit a written report to her on each one. (17) Years later Carson learned that his mother had never even been able to read the reports.

(18) Eventually Carson's life began to improve. (19) In fifth grade he visited an eye doctor and was fitted for glasses. (20) For the first time since he had started school, he could see the chalkboard. (21) He was thrilled to watch his grades go from Fs to Ds. (22) But his mother continued to insist, "You can do better than that."

(23) As time went on, Carson rose to the head of his class, won the respect of others, and started to recognize his own abilities. (24) He became an avid reader, and this offered him new possibilities. (25) He started to believe that he

could create his own future. (26) And became determined to achieve his potential.

(27) Today Carson is an unquestionably gifted neurosurgeon. (28) He is also a motivational speaker. (29) He encourages people of all backgrounds. (30) He reminds his audiences that education is the key to success and that children need to reach for excellence. (31) Although his early days were quite challenging Ben Carson overcame the obstacles in his path and is now making a profound impact on the world.

Photo courtesy of © AP Photo/Roswell Daily Record, Aaron J. Walker.

32 What change, if any, should be made in sentence 1?

- F** Change *director* to **directer**
- G** Insert a comma after *neurosurgery*
- H** Change *hospital* to **Hospital**
- J** Make no change

33 What is the most effective way to improve the organization of the second paragraph (sentences 6–10)?

- A** Switch sentences 6 and 8
- B** Delete sentence 7
- C** Move sentence 7 to the end of the paragraph
- D** Delete sentence 10

34 Which transition word or phrase should be added to the beginning of sentence 12?

- F** In fact,
- G** However,
- H** Coincidentally,
- J** Finally,

35 What is the most effective way to revise sentence 14?

- A** Carson’s mother knew that education was the answer for her children.
- B** Carson’s mother knew the answer for her children, it was education.
- C** Carson’s mother knew. That education was the answer for her children.
- D** Carson’s mother knew what the answer was for her children and that it was education.

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

- F Change *limit* to **limits**
- G Change *there* to **their**
- H Change *viewing* to **veiwing**
- J Make no change

37 What change, if any, should be made in sentence 18?

- A Change *Eventually* to **Eventualy**
- B Insert **it** after *life*
- C Change *begun* to **began**
- D Make no change

38 What change should be made in sentence 23?

- F Change *rose* to **rised**
- G Delete the comma after *class*
- H Change *started* to **starting**
- J Change *abilitys* to **abilities**

39 What change, if any, should be made in sentence 26?

- A Change *And* to **He**
- B Change *determined* to **determinded**
- C Change *potential* to **potentially**
- D Make no change

40 What is the most effective way to combine sentences 28 and 29?

- F He is also a motivational speaker who encourages people of all backgrounds.
- G He is also a motivational speaker, he encourages people of all backgrounds.
- H He is also a motivational speaker, and he also encourages people of all backgrounds.
- J Also a motivational speaker encouraging people of all backgrounds.

41 What change, if any, should be made in sentence 31?

- A Change *quite* to **quiet**
- B Insert a comma after *challenging*
- C Change *profound* to **profunder**
- D Make no change

In response to an English assignment, Vanessa wrote this story about a memorable day. Read Vanessa's story and look for ways she might correct and improve it. When you finish reading, answer the questions that follow.

Inspection Day

(1) I yawned and gulped a bit more coffee as I stumbled into work at the pizza parlor that Saturday morning. (2) I was so sleepy that I failed to notice that the parking lot was more crowded than usual. (3) The sign on the door read "Closed Until 4:00." (4) That should have reminded me that this day would be different. (5) But I didn't remember until I saw the mops, buckets, and brooms and there was the upbeat music booming from the speakers. (6) Today was inspection day.

(7) My boss Harry is the sort of man who can make even the most boring jobs seem fun. (8) Today, however, he looked very serious. (9) He insisted that the shop had to be spotless by the time the inspector arrived. (10) But the twinkle in his eye suggested that he planned to make the work enjoyable. (11) Harry assigned jobs, he checked off each task on his clipboard. (12) When he called my name, he looked up with a sly, mischievous smile. (13) He said, "I have a very special job for you, Vanessa." (14) He pointed at the large pizza oven.

(15) The inside of the oven was caked with the remains of every pizza that had been made since the last inspection. (16) I wasn't excited about cleaning it, but I knew I had no choice. (17) Someone had to crawl inside to clean it.

(18) I grabbed the oven cleaner, rubber gloves, paper towels, and scrub brush and squeezed inside the oven. (19) Quickly I went to work. (20) I was surprised by how efficiently the oven cleaner ate through all the grime.

(21) I was wearing a protective mask and safety goggles, so I didn't have to worry about the fumes hurting my lungs or burning my eyes. (22) It was actually kind of fun to watch the remnants of all those pizzas just vanish!

(23) I scrubbed until the scrubbing job was finally done and finished.

(24) You couldn't have asked for a cleaner oven. (25) However, my uniform was another story. (26) After everybody had a good laugh about how silly I looked, Harry rewarded me by letting me go home early. (27) I cleaned up and then decided to ask some friends to join me for dinner. (28) But this was one night that I wasn't interested in eating pizza!

42 What change, if any, should be made in sentence 2?

- F Change *failed* to **fail**
- G Change *notice* to **notise**
- H Change *then* to **than**
- J Make no change

43 What change, if any, should be made in sentence 5?

- A Change *saw* to **seen**
- B Change *there was* to **heard**
- C Insert a comma after *music*
- D Make no change

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

- F Change *who* to **he**
- G Change *borring* to **boring**
- H Change *fun* to **funner**
- J Make no change

45 What change, if any, should be made in sentence 10?

- A Change *suggested* to **suggested**
- B Change *he* to **they**
- C Change *enjoyment* to **enjoyable**
- D Make no change

46 What revision, if any, is needed in sentence 11?

- F Harry assigned jobs. Checking off each task on his clipboard.
- G As Harry assigned jobs, he checked off each task on his clipboard.
- H Assigning jobs and checking off each task. Harry used his clipboard.
- J No revision is needed.

47 What change, if any, should be made in sentence 13?

- A Change *said* to **says**
- B Delete the comma after *you*
- C Insert quotation marks at the end of the sentence
- D Make no change

48 Which sentence could best follow sentence 17 to support the idea in that sentence?

- F** The oven had to be cleaned by someone.
- G** I'm glad my mother cleans the oven at home.
- H** Some pizza parlors have wood-burning ovens.
- J** I was the only one small enough to fit.

49 Which transition word or phrase could be added to the beginning of sentence 21?

- A** Initially,
- B** As a result,
- C** Fortunately,
- D** Similarly,

50 What is the most effective way to revise sentence 23?

- F** I scrubbed until the scrubbing job, it was finally done and finished.
- G** I scrubbed until the job was finally done, it was finished.
- H** I scrubbed until the job. It was finally done and finished.
- J** I scrubbed until the job was finally finished.

51 Vanessa wants to add the following sentence to the last paragraph (sentences 23–28):

It was covered in black soot!

Where is the best place to insert this sentence?

- A** After sentence 25
- B** After sentence 26
- C** After sentence 27
- D** After sentence 28

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

