Gauge progress and inform instruction with data-driven assessment.
# TABLE OF CONTENTS

3  **Assessment Overview**  
The Assessment Overview describes StudySync's approach to assessment as well as each component of the Texas StudySync Assessment cycle.

10  **Screening and Diagnostic**  
The Grade-level Readiness Screeners and Reading Comprehension Diagnostics assess students' preparedness as well as their reading comprehension and fluency.

34  **Benchmark Assessment**  
The three Benchmark Assessments are leveled throughout the school year to gather valid and reliable data for a comprehensive understanding of students' progress toward TEKS mastery at specific intervals.

52  **Instruction & Formative Assessment**  
Daily assessments, including Reading Quizzes that assess student comprehension of ELAR unit texts, are embedded in Texas StudySync instruction to provide real-time data on progress towards TEKS mastery.

71  **Review and Reteach**  
Spotlight Skills are targeted lessons that reteach and remediate without assigning additional readings. Each Core ELAR Skill lesson has a corresponding Spotlight Skill lesson.

89  **End-of-Unit Assessment**  
At the end of each unit, students are assessed on their mastery of key instructional content, and their ability to write in response to prompts across a series of genres.

111  **Test Preparation and Practice**  
Tests and skill lessons in Texas Test Preparation and Practice focus of the reading and writing skills that make up the content of end-of-year testing.
ASSESSMENT OVERVIEW

Assessment guides instruction in Texas StudySync. Ongoing benchmark, formative, and summative assessments provide teachers with the information they need to help every student progress toward TEKS mastery. Progress monitoring and reporting tools allow teachers to easily track student gains and revise instruction according to remediation needs. Best of all, StudySync embeds scaffolded instruction and provides extra lessons so teachers have resources at the ready to meet the needs of every learner in their classrooms.
SCREENING AND DIAGNOSTIC ASSESSMENTS

At the beginning of the year, two important assessments guide instruction for teachers: the Grade-Level Readiness Screener, and the Reading Diagnostic Assessment.

The Grade-Level Readiness Screener assesses students’ preparedness with relation to TEKS-aligned skills and content from the previous grade-level. Teachers can use this assessment to determine student strengths as well as reteaching and remediation needs.

The second set of assessments for the beginning of the year are the Reading Comprehension Diagnostic and Maze Fluency assessment which focuses on reading comprehension and fluency, key indicators of student literacy at Grades 9-12.

BENCHMARK ASSESSMENT

The Benchmark Assessment assesses students’ progress in TEKS mastery throughout the school year. Three assessment forms – to be delivered at the beginning of the school year, after the completion of Unit 2, and again after the completion of Unit 4 – provide a valid and reliable measure of students’ advancement.

An additional feature, the Administrator Item Bank, allows administrators to pull items from a selection of over 150 questions per grade-level to create their own Benchmarks and replicate a testing environment district-wide.
INSTRUCTION AND FORMATIVE ASSESSMENT

Every day, teachers have the opportunity to deepen their understanding of student’s strengths and needs through Progress Monitoring. The instructional path clearly identifies TEKS and ELPS coverage in every Texas StudySync lesson. Each lesson embeds activities across domains to ensure students are building foundational language and comprehension skills and progressing toward mastery of reading, writing, and research and inquiry standards every day.

Progress monitoring charts detail which standards are covered in each instructional sequence, identify standards tested on state assessments, and guide teachers toward resources for reteaching and remediation.

Text questions, quick checks for success, turn and talk activities, and many other short cycle Formative Assessments are embedded in every Texas StudySync lesson plan to provide teachers low-stakes opportunities to monitor student performance.

Every Texas StudySync lesson offers students an opportunity to demonstrate progress toward standards mastery. Responding to sources, auto-graded Reading Quizzes, skills mastery checks, and longer written responses in the Extended Writing Projects all include TEKS and ELPS labeling. When students complete assignments digitally, Texas StudySync tracks performance by standard. Data reporting tools provide teachers a comprehensive view of their students and their class’s progress toward mastery of each standard.
4 REVIEW AND RETEACH

Each unit concludes with review and assessment. The pacing guide suggests time for teachers to revisit key concepts with which students may have struggled during core instruction and application. Review and reteaching is guided by the data tracking tools in Texas StudySync that allow teachers to view day-to-day student performance on all TEKS and ELPS.

Spotlight Skills are targeted lessons that provide resources to reteach or remediate without assigning additional readings. Each Core ELAR Skill lesson has a corresponding, TEKS-aligned, Spotlight Skill lesson. Spotlight Skills can be assigned at any point in the year, but the end of each unit provides a natural moment to pause, review data collected throughout the unit, and reteach skills students have not yet mastered.
End-of-Unit Assessments report on the outcome of student learning. As students complete each unit of the reading program, they will be assessed on their understanding of key instructional content and their ability to write in response to prompts across a series of genres. The results serve as a summative assessment by providing a status of current achievement in relation to student progress through the TEKS-aligned curriculum. The results of the assessments can be used to inform subsequent instruction, aid in making leveling and grouping decisions, and point toward areas in need of reteaching or remediation.

### Content | Assessed Skills & TEKS
---|---
**READING**
**Miscommunication**
- Genre: Fiction
- Word Count: 703
- Lexile: 1080L
  - Setting 10.6(D)*
  - Context Clues 10.2(B)*
  - Text Evidence 10.5(C)*
  - Making Inferences 10.4(F)*
  - Theme 10.6(A)*
  - Author’s Purpose and Message 10.8(A)*

**A Way Out**
- Genre: Non-Fiction
- Word Count: 505
- Lexile: 1080L
  - Language, Style, and Audience 10.8(D)*
  - Making Inferences 10.4(F)*
  - Context Clues 10.2(B)*
  - Text Evidence 10.5(C)*
  - Author’s Purpose and Message 10.8(A)*
  - Making Connections 10.4(E)* **PAIRED**
  - Compare and Contrast*, Short Constructed Response 10.5(B), 10.5(F) **PAIRED**

**A Sea of Change**
- Genre: Non-Fiction
- Word Count: 484
- Lexile: 1110L
  - Setting 10.6(D)*
  - Text Evidence 10.5(C)*
  - Word Meaning 10.2(A)*
  - Making Inferences 10.4(F)*
  - Language, Style, and Audience 10.8(D)*
  - Making Connections 10.4(E)* **PAIRED**
  - Compare and Contrast*, Short Constructed Response 10.5(B), 10.5(F) **PAIRED**

**The Secret**
- Genre: Fiction
- Word Count: 943
- Lexile: 1120L
  - Text Evidence 10.5(C)*
  - Setting 10.6(D)*
  - Word Meaning 10.2(A)*
  - Author’s Purpose and Message 10.8(A)*
  - Theme 10.6(A)*
  - Language, Style, and Audience 10.8(D)*

**REVISITING AND EDITING**
**Student Passage #1**
  - Supporting Details 10.9(C)*
  - Thesis Statement 10.9(C)*
  - Introductions and Conclusions 10.9(C)*

**Student Passage #2**
  - Semicolons 10.9(D)(v)*
  - Spelling 10.9(D)(v)*
  - Sentence Capitalization 10.9(D)(iv)*

**WRITING**
**Prompt:** Narrative Writing
  - Argumentative Writing 10.9(B)(i), 10.10(C), 10.9(B)(ii), 10.9(D)

At the close of each instructional unit, students will be assessed on that unit’s skills in the unit assessment. The results will be used to inform grouping and additional instructional needs. The reporting associated with the assessment can be shared with students and parents to highlight the following:

- ✔ Skill strengths
- ✔ Skill deficiencies
- ✔ Standard and skill proficiency levels
- ✔ Across-unit growth
TEST PREPARATION AND PRACTICE

Texas Test Preparation and Practice serves as a benchmarking tool, provides students practice and familiarity with the item types and testing demands they will encounter in end-of-year assessment, and features skills-based lessons that walk students through a model and apply format.

The **Skill Lessons** focus of those reading and writing skills that make up the content of end-of-year testing, providing students with instruction and practice to prepare for gate-keeping assessments.

The **State Test Preparation** assessments can be administered to students throughout the year, leading up to end-of-year testing. In grades 11 and 12, these include ACT and SAT practice tests. Students’ growing mastery of the curriculum should evidence increasing scores at each administration and can point to student readiness for high-stakes testing and provide a picture of student year-long achievement.

DATA AND TRACKING

StudySync assessments are grounded in research, aligned with the curriculum, and designed to familiarize students with items and approaches associated with end-of-year Texas testing, as well as the SAT and ACT in Grades 11 and 12.

The assessments use existing testing designs as their validity structure and alignment model. The construct validity of the assessments is high because the questions reflect the skills as they are taught in the program. The items measure how well the students understood the skills and provide a reliable portrait of student mastery and progress.

In addition, StudySync Grade-Level Readiness Screeners and Benchmarks are unique for their high reliability: they have been field-tested extensively, ensuring the effectiveness of every item in these assessments.
Data Tracking and Presentation Tools

Data tracking and presentation tools help teachers use the results of assessments to identify which standards and skills present particular challenges for students, as well as where students are excelling and are ready for enrichment. Using the StudySync Gradebook, teachers can effectively decide how to scaffold instruction and provide remediation support for individual students.

Tracking tools for these assessments will provide teachers with a raw score as well as a breakdown of students’ performance against standards and performance against skills. In addition, color-coded reporting will allow teachers to quickly and easily monitor students’ performance and needs.

**Green**
Student is on track for grade-level mastery or beyond.

**Yellow**
Student may require scaffolded instruction to get back on track toward grade-level performance.

**Red**
Teacher should use diagnostic assessments to determine whether the student requires foundational skill intervention.

Access Tab
StudySync’s Assess tab includes test banks and instant data reporting on students’ performance and TEKS mastery. Teachers can create, edit, and share online using the electronic test bank to customize and generate TEKS-aligned assessments. Through StudySync’s Assess tab, teachers have a wide range of tools and opportunities to understand and communicate their students’ preparedness and progress throughout the school year.
1 SCREENING AND DIAGNOSTIC

Overview

At the beginning of the school year, there is a lot to learn about students in order to make data-informed decisions with regards to instruction. In Texas StudySync, the Readiness Screener and the Reading Comprehension Diagnostic provide teachers with uniquely valid and reliable assessments that will yield crucial preparedness data about each individual student.

The Readiness Screener uses existing testing designs as its validity structure and alignment model. It has also been field-tested repeatedly, ensuring the effectiveness of every item in the assessment. The items provide a reliable portrait of student mastery of TEKS-aligned skills at the beginning of the school year, including Reading, Revising and Editing Skills, Short Answer Response Writing skills.

In the Reading Comprehension Diagnostic students are presented with two grade-level appropriate passages, each accompanied by 5 items focused on assessing text understanding. The first set of passages is set at 10th grade complexity, with grades 10-12 following. The text complexity grows in difficulty with each grade level set. These levels correspond to what students need to be able to handle at each grade level, and they are far enough apart that they should generate performance differences between grade levels.

Students also need to be fluent in order to be proficient readers. Maze fluency passages are provided to administer a fluency assessment. Students should reach the expected cut-off numbers listed below:

- ✔ Fall—20 correct words
- ✔ Winter—24 correct words
- ✔ Spring—28 correct words

The digital version of these assessments can be assigned from the Assess tab inside your StudySync account. The paper-based version of the assessment can also be printed from the same tab.

READINESS SCREENER
Readiness Screener - Grade 10 - Form 1

READING DIAGNOSTIC ASSESSMENT
Reading Diagnostic - Grade 10 - Form 1

Samples of the Readiness Screener and Reading Comprehension Diagnostic are available in this Assessment Sampler.
READINESS SCREENER - FORM 1

READ THE PASSAGE “DEPARTURE.” THEN ANSWER THE QUESTIONS.

Departure

1 Young George Willard got out of bed at four in the morning. It was April and the young tree leaves were just coming out of their buds. The trees along the residence streets in Winesburg are maple and the seeds are winged. When the wind blows they whirl crazily about, filling the air and making a carpet underfoot.

2 George came downstairs into the hotel office carrying a brown leather bag. His trunk was packed for departure. Since two o’clock he had been awake thinking of the journey he was about to take and wondering what he would find at the end of his journey. The boy who slept in the hotel office lay on a cot by the door. His mouth was open and he snored lustily. George crept past the cot and went out into the silent deserted main street. The east was pink with the dawn and long streaks of light climbed into the sky where a few stars still shone.

3 Beyond the last house on Trunion Pike in Winesburg there is a great stretch of open fields. The fields are owned by farmers who live in town and drive homeward at evening along Trunion Pike in light creaking wagons. In the fields are planted berries and small fruits. In the late afternoon in the hot summers when the road and the fields are covered with dust, a smoky haze lies over the great flat basin of land. To look across it is like looking out across the sea. In the spring when the land is green the effect is somewhat different. The land becomes a wide green billiard table on which tiny human insects toil up and down.

4 All through his boyhood and young manhood George Willard had been in the habit of walking on Trunion Pike. He had been in the midst of the great open place on winter nights when it was covered with snow and only the moon looked down at him; he had been there in the fall when bleak winds blew and on summer evenings when the air vibrated with the song of insects. On the April morning he wanted to go there again, to walk again in the silence. He did walk to where the road dipped down by a little stream two miles from town and then turned and walked silently back again. When he got to Main Street clerks were sweeping the sidewalks before the stores. “Hey, you George. How does it feel to be going away?” they asked.

5 The westbound train leaves Winesburg at seven forty-five in the morning. Tom Little is conductor. His train runs from Cleveland to where it connects with a great trunk line railroad with terminals in Chicago and New York. Tom has what in railroad circles is called an “easy run.” Every evening he returns to his family. In the fall and spring he spends his Sundays fishing in Lake Erie. He has a round red face and small blue eyes. He knows the people in the towns along his railroad better than a city man knows the people who live in his apartment building.
6 George came down the little incline from the New Willard House at seven o’clock. Tom Willard carried his bag. The son had become taller than the father.

7 On the station platform everyone shook the young man’s hand. More than a dozen people waited about. Then they talked of their own affairs. Even Will Henderson, who was lazy and often slept until nine, had got out of bed. George was embarrassed. Gertrude Wilmot, a tall thin woman of fifty who worked in the Winesburg post office, came along the station platform. She had never before paid any attention to George. Now she stopped and put out her hand. In two words she voiced what everyone felt. “Good luck,” she said sharply and then turning went on her way.

8 When the train came into the station George felt relieved. He scampered hurriedly aboard. Helen White came running along Main Street hoping to have a parting word with him, but he had found a seat and did not see her. When the train started Tom Little punched his ticket, grinned and, although he knew George well and knew on what adventure he was just setting out, made no comment. Tom had seen a thousand George Willards go out of their towns to the city. It was a commonplace enough incident with him. In the smoking car there was a man who had just invited Tom to go on a fishing trip to Sandusky Bay. He wanted to accept the invitation and talk over details.

9 George glanced up and down the car to be sure no one was looking, then took out his pocketbook and counted his money. His mind was occupied with a desire not to appear green. Almost the last words his father had said to him concerned the matter of his behavior when he got to the city. “Be a sharp one,” Tom Willard had said. “Keep your eyes on your money. Be awake. That’s the ticket. Don’t let anyone think you’re a greenhorn.”

10 After George counted his money he looked out of the window and was surprised to see that the train was still in Winesburg.

11 The young man, going out of his town to meet the adventure of life, began to think but he did not think of anything very big or dramatic. Things like his mother’s death, his departure from Winesburg, the uncertainty of his future life in the city, the serious and larger aspects of his life did not come into his mind.

12 He thought of little things—Turk Smollet wheeling boards through the main street of his town in the morning, a tall woman, beautifully gowned, who had once stayed overnight at his father’s hotel, Butch Wheeler the lamp lighter of Winesburg hurrying through the streets on a summer evening and holding a torch in his hand, Helen White standing by a window in the Winesburg post office and putting a stamp on an envelope.

13 The young man’s mind was carried away by his growing passion for dreams. One looking at him would not have thought him particularly sharp. With the recollection of little things occupying his mind he closed his eyes and leaned back in the
car seat. He stayed that way for a long time and when he aroused himself and again looked out of the car window the town of Winesburg had disappeared and his life there had become but a background on which to paint the dreams of his manhood.

1 lustily: vigorously

Abridgment from “Departure” from Winesburg, Ohio by Sherwood Anderson, 1919

**Question 1:** Which statement from the passage is most representative of the central theme?

A. Young George Willard got out of bed at four in the morning. It was April and the young tree leaves were just coming out of their buds.

B. On the April morning he wanted to go there again, to walk again in the silence. He did walk to where the road dipped down by a little stream two miles from town and then turned and walked silently back again.

C. After George counted his money he looked out of the window and was surprised to see that the train was still in Winesburg.

D. He stayed that way for a long time and when he aroused himself and again looked out of the car window the town of Winesburg had disappeared and his life there had become but a background on which to paint the dreams of his manhood.

**TEKS:** 9.6(A)

**Question 2:** Which detail best supports the idea that Tom Little regards George’s departure as a commonplace event?

A. Tom pauses to grin at George when he is punching his train ticket.

B. Tom knows George very well and is aware of the adventure he is pursuing.

C. Tom is familiar with George and all the other people in the towns along his run.

D. Tom is more interested in talking over the details of a fishing trip than speaking with George.

**TEKS:** 9.5(C)

**Question 3:** Which sentence best explains why George focuses on small things when he is about to embark on the journey of his life?

A. He is attempting to take care of the commonplace details.

B. **He is trying to fix in his memory things that he may not see again.**

C. He is having difficulty since his life thus far has been absent of any real problems.

D. He is resting from the overwhelming experience of having so many people make a fuss about him.

**TEKS:** 9.6(B)
Question 4: How does the organization of this passage help the reader understand its theme?

A. The passage is organized in flashbacks, which helps the reader understand George’s motivation.
B. The passage is organized in random order, which helps the reader feel the conflicting emotions of the characters.
C. The author describes the town and landscape first and at length, which helps the reader understand the importance of the setting.
D. The author describes the town and George’s familiarity with it first, which helps the reader know the importance of George leaving.

TEKS: 9.6(C)

Question 5: Look at this photograph.

In this image and in the passage, how is the theme of departure best described?

A. In the image, departure can best be described as sad, while in the passage, it can best be described as humorous.
B. In the image, departure can best be described as colorful, while in the passage, it can best be described as dull.
C. In the image, departure can best be described as lighthearted, while in the passage, it can best be described as significant.
D. In the image, departure can best be described as joyous, while in the passage, it can best be described as frightening.

TEKS: 9.8(C)

Question 6: Read these sentences from the passage.

Almost the last words his father had said to him concerned the matter of his behavior when he got to the city. “Be a sharp one,” Tom Willard had said. “Keep your eyes on your money. Be awake. That’s the ticket. Don’t let anyone think you’re a greenhorn.”

What is the meaning of the word greenhorn in the last sentence?

A. a youthful and vigorous person
B. a rude and disrespectful person
C. someone who appears pale or sickly
D. someone who is unsophisticated or childlike

TEKS: 9.2(B)

Question 7: Explain what the interactions between George and his father demonstrate about their relationship. Support your response with details from the passage.

☑️ Tom Willard feels protective toward his son. Even though George is taller than he is, Tom still carries his son’s bag. Also, he gives George fatherly advice about protecting his money. George obviously respects his father because this advice is George’s first concern once he is alone.

TEKS: 9.7(C)
How To Shop Safely Online

1 What is the best way to save parking charges and avoid crowds at the mall? You can shop online. More and more consumers are finding online shopping the most convenient way to make purchases. In 2010, online sales on the day after Thanksgiving were 15.9 percent higher than they were in 2009. New technology even makes it possible to shop from mobile devices. However, there is a downside to this new and easy shopping access. Not every online site is safe from hackers, and some sites deliberately try to mislead consumers.

2 Spoofing and Phishing
Some websites use web addresses that are formatted to look almost the same as legitimate sites. This tactic is called spoofing. The site may also use icons and trademarks similar to those on safe sites. A spoofed website often engages in another illegitimate activity called phishing. The object of phishing is to obtain credit card, bank account, or Social Security numbers from an unsuspecting consumer. On one of these sites, you might believe you are charging a pair of hiking boots, when you are actually providing some stranger with the information needed to book a flight to Acapulco on your credit card.

3 There are some commonsense ways to recognize a spoofed site. Check the web address carefully to make sure the domain name is in bold type. Make sure there are no typographical errors in the name. Spoofers often use a name that is just a few letters different from a legitimate site. Pay careful attention to any warnings from your web browser saying that a site is potentially unsafe. Keep your browser updated so you have the latest available protection.

4 Checking Site Safety
Most Internet browsers offer some way of checking site security. You can learn what safety options your browser offers by clicking “Tools” on the toolbar. Browser safety options usually tell you whether the information sent and received from the site is encrypted—that is, put into code. The safest sites use technology that scrambles your personal information when you make a purchase so that only your credit card company and the merchandiser can read it.

5 When you are buying something from a site and reach the screen that asks for your credit card information, check to make sure that the address begins with “HTTPS” rather than “HTTP.” HTTPS stands for “Secure HyperText Transfer Protocol” and means that the site uses enhanced security.

6 Other Resources
Certain companies, such as the Better Business Bureau, have seals of approval for sites that meet their standards. The American Bar Association sponsors a site called “safeshopping.org” with extensive information about safety and privacy.
concerns. For instance, they recommend paying online with a credit card because legal liability for unauthorized credit card charges is a maximum of $50. If you learn about safety issues and use what you have learned effectively, you can feel as safe shopping online as you do buying things at a store. And you will not have to search for a parking place or walk in the rain. Happy shopping!

**Question 1:** Which is the most likely reason the author begins the passage with facts about online shopping?

A. to convince readers of how popular online shopping has become
B. to provide information about online shopping that consumers should know
C. to introduce details about online shopping that will be discussed in the passage
D. to contrast the popularity of online shopping with drawbacks identified in the passage

**TEKS:** 9.7(D)(i)

**Question 2:** Read this sentence from the passage.

On one of these sites, you might believe you are charging a pair of hiking boots, when you are actually providing some stranger with the information needed to book a flight to Acapulco on your credit card.

The author included this sentence most likely to do what?

A. show that security systems are ineffective
B. dramatize how tricky some websites can be
C. suggest that irresponsible websites are on the rise
D. explain how easy it is to purchase something online

**TEKS:** 9.8(A)

**Question 3:** Read these sentences from the passage.

The American Bar Association sponsors a site called “safeshopping.org” with extensive information about safety and privacy concerns. For instance, they recommend paying online with a credit card because legal liability for unauthorized credit card charges is a maximum of $50.

What is the effect of these sentences in the passage?

A. The reader learns a valuable consumer tip about online shopping.
B. The reader learns that it is dangerous to use credit cards for online shopping.
C. The reader learns how many people worry about the safety of shopping online.
D. The reader learns that credit cards are the only payments allowed for shopping online.

**TEKS:** 9.7(D)(i)

**Question 4:** Which detail from the passage best helps develop the idea that there are things a consumer can do to shop safely online?

A. Some websites use web addresses that are formatted to look almost the same as legitimate sites.
B. The site may also use icons and trademarks similar to those on safe sites.
C. **Keep your browser updated so you have the latest available protection.**
D. Most Internet browsers offer some way of checking site security.

**TEKS:** 9.7(D)(i), 9.7(E), 9.8(A)

**FOR THE FOLLOWING QUESTIONS, YOU WILL USE YOUR WRITING SKILLS. READ THE DIRECTIONS AND ANSWER THE QUESTIONS.**

**Question 1:** Circle the correct answer. Check only one. Read these sentences.

The crescent moon was beautiful. Its luminous glow lit the sky.

Which revision combines the sentences most effectively?

A. The crescent moon was beautiful as its luminous glow lit the sky.
B. The crescent moon as its luminous glow lit the sky was beautiful.
C. The crescent moon as it lit the sky was beautiful with its luminous glow.
D. The crescent moon, and its luminous glow, were beautiful, and lit the sky.

**TEKS:** 9.9(D)(i)

**Question 2:** Which of these sentences is written correctly?

A. These were the first two people to walk on the moon; Neil Armstrong and Buzz Aldrin.
B. Buzz Aldrin was the second person to walk on the moon; Neil Armstrong was the first.
C. The astronauts who walked on the moon in 1969; were Neil Armstrong and Buzz Aldrin.
D. Neil Armstrong, along with his fellow astronaut Buzz Aldrin; walked on the moon in 1969.

**TEKS:** 9.9(D)(v)

**Question 3:** Use this excerpt from a style guide to answer the question.

**Short Quotations**

To cite short quotations, use double quotation marks around the entire text of the quotation. Provide the author’s name within the surrounding text and the page citation in parentheses after the quotation. Punctuation marks such as periods and semicolons belong after the closing parenthesis.

Read the sentences.

According to author Rita Berman, personal observations help writers bring their creations to life. Berman states, *Use all of your senses. By personalizing the piece, you make it your own* (263).

Based on the information in the style guide, which of the revised citations is correct?

A. According to author Rita Berman, personal observations help writers bring their creations to life. Berman states, “*Use all of your senses. By personalizing the piece, you make it your own* (263).”
B. According to author Rita Berman, personal observations help writers bring their creations to life. Berman states, “Use all of your senses. By personalizing the piece, you make it your own. (263)”

C. According to author Rita Berman, personal observations help writers bring their creations to life. Berman states, “Use all of your senses. By personalizing the piece, you make it your own” (263).

D. According to author Rita Berman, personal observations help writers bring their creations to life. Berman states, “Use all of your senses. By personalizing the piece, you make it your own.” (263)

TEKS: 9.9(D)

Question 4: Read this sentence.
The jury took only 30 minutes to ____________; they convicted the defendant on all charges.
What is the correct spelling of the word that belongs in the blank?

A. deliberate
B. deliberite
C. delibirate
D. delibirite

TEKS: 9.9(D)(vi)

Question 5: Read this sentence.
After the runner tripped over a root in the trail, badly twisting his ankle, he ____________ in pain.
Which word belongs in the blank?

A. writhe
B. writhed
C. writhes
D. writhing

TEKS: 9.9(D)(ii)

Question 6: Read the sentence.
Concerned about being exact, Melissa reviewed the facts to make sure she was not making a false ____________ in her persuasive paper.
Which word belongs in the blank?

A. assert
B. asserting
C. assertion
D. assertive

TEKS: 9.2(A)
READ THE PASSAGE “IT WAS AS EASY AS ROLLING OFF A LOG.” THEN ANSWER THE QUESTIONS.

It Was As Easy As Rolling Off A Log

1. It was as easy as rolling off a log, or so they told me. Never could I imagine what that would entail. Having lived all my life in a tropical climate, I could not fathom how traversing the rugged trails on skis in snow that was up to eight feet deep would test me.

2. We set out bright and early that December morning. The air was crisp and refreshing, and the sky was a clear, brilliant blue. Anticipation filled the air as the group began skiing the first loop of the trail. With the goal of reaching the first warming hut by late morning, we pushed on. I was filled with a nervous excitement. I couldn’t wait to make it to our destination, but at the same time, I didn’t want to go so fast that I missed the beauty that surrounded me.

3. At first, the trail was smooth, allowing my skis to glide gently along as if they were floating on air. Bumps along the path, where the snow had been swept up by the wind, provided gentle reminders of how important it was to maintain one’s focus. Soon, however, we encountered a series of curves and downward slopes. We stopped, checked the maps, and discussed how we would traverse these obstacles. Setting out in single-file formation, each of us slowly maneuvered through the trail before us and gave a thumbs-up when we were successfully on the other side. As I watched each of my friends make it through unscathed, my hopelessly optimistic side took over, and the nervousness I felt subsided. Cautiously, I moved forward. "My turn," I thought. "I can do this!"

4. What seemed at first to be insurmountable soon seemed possible. As I made my way around each curve and down each slope, I could feel my confidence build. I was becoming more relaxed now and began to take in my surroundings. Feelings of expectation and excitement began to fill my every thought. Would I see a bull moose casually dining on huckleberry bushes? Or would I encounter a mother bear and her cubs as they entered their dens for a long winter’s hibernation? Would the sounds of rushing water of the waterfalls drown out the cries of the American bald eagle soaring above?

5. So consumed was I by the conversation I was having with myself that I did not notice the change in the terrain that lay ahead. Before I knew it, I was flat on my back in the snow, with my skis sticking straight out in front of me. Bewildered by what had just happened, I looked up to see my friends giving me a round of applause. Perplexed by the meaning of this gesture, I stood up, dusted off the snow, and took my bows. Inside I was embarrassed. How could I have not seen that curve coming? With pats on the back from the others and reassurances that falling down happens to everyone, I regained my confidence and continued on.
Question 1: Read this excerpt from the passage.

Anticipation filled the air as the group began skiing the first loop of the trail. With the goal of reaching the first warming hut by late morning, we pushed on. I was filled with a nervous excitement. I couldn't wait to make it to our destination, but at the same time, I didn't want to go so fast that I missed the beauty that surrounded me.

Which revision of the third sentence best conveys a more vivid picture of the writer's feelings?

A. I was filled with a nervous excitement, because I was very anxious to reach the hut.
B. I was filled with a nervous excitement, like a dancer onstage before the opening act.
C. I was filled with a nervous excitement, and I'm sure the other skiers in my group were also.
D. I was filled with a nervous excitement, like a member of an audience before a performance.

TEKS: 9.10(A)

Question 2: Read this sentence from the passage.

The air was Crisp and refreshing, and the sky was a clear, brilliant blue.

Which revision of the sentence best uses parallel structure?

A. The crisp and refreshing air, the brilliant blue sky, and the snow all added up to a picturesque winter day.
B. The refreshingly crisp air, brilliant blue sky, and blindingly white snow all added up to a picturesque winter day.
C. The refreshingly crisp air, brilliant blue sky, and snow so bright it almost blinded us all added up to a picturesque winter day.
D. The crisp and refreshing air, the clear, brilliant blue of the sky, and the blindingly white snow all added up to a picturesque winter day.

TEKS: 9.9(C)

Question 3: Which type of technology would best enhance and support the writer’s description of the skiing trip?

A. an online mapping tool that shows the trail that the writer skied on
B. a website that describes the mountain and its facilities and provides directions
C. a video filmed from a skier’s point of view that follows the same trail that the writer did
D. a series of slides showing graphs of temperature ranges in the mountains during the winter

TEKS: 9.9(D)
Question 4: Read this sentence from the passage.

As I watched each of my friends make it through unscathed, my hopelessly optimistic side took over, and the nervousness I felt subsided.

The phrase “hopelessly optimistic” suggests that the writer
   A. looks for irony and contradictions as a way to cope with a difficult situation
   B. believes that the best will happen, even when little evidence supports this belief
   C. feels equally inclined toward expecting the worst and toward expecting the best
   D. refrains from feeling any hope, to avoid worrying about hopes that may not be fulfilled

TEKS: 9.2(B), 9.7(B)

Question 5: Read this excerpt from the passage.

At first, the trail was smooth, allowing my skis to glide gently along as if they were floating on air. Bumps along the path, where the snow had been swept up by the wind, provided gentle reminders of how important it was to maintain one’s focus. Soon, however, we encountered a series of curves and downward slopes. We stopped, checked the maps, and discussed how we would traverse these obstacles.

Which revision of the third sentence best enhances the meaning of the paragraph?
   A. Soon, however, we encountered a series of curves and downward slopes that very quickly infuriated us.
   B. Soon, however, we encountered a series of curves and downward slopes that seemed too easy even for me.
   C. Soon, however, we encountered a series of curves and downward slopes that required more skill and caution.
   D. Soon, however, we encountered a series of curves and downward slopes that quickly transformed our journey.

TEKS: 9.9(C)

Question 6: Which of these would be the best concluding sentence to add after the final sentence of the passage?
   A. I couldn’t wait to get to the warming hut and end my embarrassment.
   B. I wondered if there would be worse slopes ahead that would give me trouble.
   C. A sudden, cold wind reminded me that winter is not just innocent, powdery snow.
   D. Now that the first fall was out of the way, I relaxed and enjoyed the rest of the trip.

TEKS: 9.9(B)(i)
Nature’s Venom: What Doesn’t Kill You Makes You Stronger

1 There are more than 100,000 venomous creatures on the planet, and the average person harbors a mixture of fear and fascination for each one of them. How many have beheld a scorpion or a snake, and wanted to both run away and watch curiously at the same time? It is the danger of the venom that compels most people to keep their distance. Yet, they still remain. Scientists have also been fascinated by venom for many years, but for a different reason. They, too, realize the danger that venom represents. However, they seek to more fully understand venom’s genetic makeup so that they can use it to heal rather than to harm.

2 All Venoms Are Not the Same
To comprehend how venom can be helpful, one must first understand its nature and how it operates. All venom is not created equal. Each animal develops its own venom “cocktail” to serve its survival purposes. Some cocktails are much more lethal than others. A single type of venom may have dozens to hundreds of different proteins, peptides, and molecules. Each has a different job that helps the venom to be effective in achieving its overall purpose. Some venoms aim to induce pain or to paralyze their victims. Others attack the nervous system or prevent blood from clotting. In general though, all venoms work in a fairly similar manner. They efficiently attack certain cells to do specific intense damage. The peptides and proteins of the venom act as toxins to target molecules in the body and fit into them perfectly to block their function.

3 Often, the very same molecules a venom targets must also be controlled to treat different diseases. Scientists are interested in using venoms to develop new medicines because part of the job is already done for them. They simply need to start with venoms that target the same molecules in the body for each specific disease. Then they can experiment to change the genetic makeup of each venom cocktail so that the venom no longer blocks the function of those molecules, but rather helps them in specific ways.

4 Of Snakes and Lizards (and so much more)
In fact, some venoms have already been successfully manipulated to develop medicines for blood pressure and diabetes. One of the most successful venom-derived drugs on the market was developed in the 1970s. It came from a peptide found in the venom of a snake—the Brazilian viper. Researchers discovered that the snake’s venom contains a protein that affects the angiotensin-converting enzyme (ACE), which raises blood pressure. They were able to successfully alter the venom, making it a non-toxic ACE-blocker. This ACE-blocker is able to treat high blood pressure very effectively.
Similarly, one of the newest drugs on the market was derived from a molecule found in the venom of a Gila monster, a type of lizard that lives in deserts of the southwestern United States. In 1992, a New York doctor identified a component in the Gila monster’s venom that controls blood sugar. Years later, a derived type 2 diabetic drug is on the market. It stimulates human cells to counterbalance sugar overload in the body. Yet, it will also remain inactive when sugar levels are normal.

Scientists are currently examining the venoms of countless other animals to see if their toxins hold any clues to medical discoveries. Spiders, scorpions, lizards, snakes, and many sea creatures are studied every day in an effort to develop treatments for illnesses such as autoimmune diseases, cancer, and chronic pain. Some scientists are utilizing a new type of screening process called “toxineering.” This process sorts through millions of spider toxins to find the ones that are most compatible in painkiller drugs. The procedure allows researchers to target toxins and venoms that could relate to specific illnesses, such as chronic pain or muscular dystrophy.

Other researchers are busy collecting venom or tissue samples of venomous creatures in an effort to develop “toxin libraries.” The samples in these libraries could then be combined in a variety of ways to help discover viable treatments. One such “Designer Toxin” was recently created from the venoms of three different scorpion species. It is able to block immune T cells associated with certain autoimmune diseases.

The world is simply changing too fast for the research to keep up with it. Undoubtedly, many important opportunities for discovery will be missed. Arguments to preserve nature for the love and beauty of it have largely been ignored. Perhaps a more compelling reason would be to explain the billions of dollars that companies could potentially lose if a toxin with medicinal potential is never found. Scientists are doing everything they can to save countless creatures around the world and the precious venoms they carry with them. It is important to them because they know these animals can change the field of medicine in the blink of an eye.
Question 1: Which detail from the text best supports the inference that the author is disappointed in conservation efforts?

A. The author suggests potential profits as a motivator to try to instill action.
B. The author discusses the possibility of millions of undiscovered venom toxins.
C. The author comments that the world is changing too fast for scientific research.
D. The author points out the existence of useful underwater venom sources in oceans.

Question 2: Select the best summary of the ideas in the text.

A. Venom has a greater potential to heal than to harm because of how it works. The venom of each animal works differently, and it is difficult to pair up each venom cocktail with the associated disease or illness that it might help. Researchers are using toxineering and creating toxin libraries to try to get a better idea of how venom works.
B. Venom works by attacking certain cells in a victim's body to do intense damage to a specific area. Medicine works in the same way as venom, but it works to help a body heal. If scientists can figure out how to change the genetic makeup of the proteins, peptides, and molecules of venom, anything is possible in the field of medicine.
C. Venom can be used to create medicine because it targets specific molecules in the body that are related to different diseases. Researchers have successfully developed venom-derived drugs already, and there are endless more possibilities. Specific scientific procedures are used to perform venom research as efficiently as possible, but opportunities for breakthroughs decrease as species become extinct.
D. Venom is helpful for the same reasons it is harmful. Animals like snakes and lizards have already proven to help medicine. Their venom has been used to create drugs that help with high blood pressure and type 2 diabetes. Many other venomous creatures have the potential to help the field of medicine, but it is difficult to find these animals and extract their venom to perform the necessary research.

Question 3: This question has two parts. First, answer part A. Then, answer part B.

Part A: Read this excerpt from the text and the directions that follow.

All Venoms Are Not the Same
To comprehend how venom can be helpful, one must first understand its nature and how it operates. All venom is not created equal. Each animal develops its own venom “cocktail” to serve its survival purposes. Some cocktails are much more lethal than others. A single type of venom may have dozens to hundreds of different proteins, peptides, and molecules. Each has a different job that helps the venom to be effective in achieving its overall purpose. Some venoms aim to induce pain or to paralyze their victims. Others attack the nervous system or prevent blood from clotting. In general though, all venoms work in a fairly similar manner. They efficiently attack certain cells to do specific intense damage. The peptides and proteins of the venom act as toxins to target molecules in the body and fit into them perfectly to block their function.
Often, the very same molecules a venom targets must also be controlled to treat different diseases. Scientists are interested in using venoms to develop new medicines because part of the job is already done for them. They simply need to start with venoms that target the same molecules in the body for each specific disease. Then they can experiment to change the genetic makeup of each venom cocktail so that the venom no longer blocks the function of those molecules, but rather helps them in specific ways.

Part A: Which central idea is expressed in the excerpt?

A. The peptides and proteins of venom can be manipulated.
B. Venom uses an efficient method of attack to be very effective.
C. The individual nature of venom makes it very useful for medicine.
D. Venom is similar to medicine because it is used to help an animal survive.

Part B: Which sentence from the text best supports your answer in part A?

A. “To comprehend how venom can be helpful, one must first understand its nature and how it operates.”
B. “Each animal develops its own venom ‘cocktail’ to serve its survival purposes.”
C. “In general though, all venoms work in a fairly similar manner.”
D. “Often, the very same molecules a venom targets must also be controlled to treat different diseases.”

Question 4: This question has two parts. First, answer part A. Then, answer part B.

Part A: Read this excerpt from the text and the directions that follow.

Of Snakes and Lizards (and so much more)
In fact, some venoms have already been successfully manipulated to develop medicines for blood pressure and diabetes. One of the most successful venom-derived drugs on the market was developed in the 1970s. It came from a peptide found in the venom of a snake—the Brazilian viper. Researchers discovered that the snake’s venom contains a protein that affects the angiotensin-converting enzyme (ACE), which raises blood pressure. They were able to successfully alter the venom, making it a non-toxic ACE-blocker. This ACE-blocker is able to treat high blood pressure very effectively.

Similarly, one of the newest drugs on the market was derived from a molecule found in the venom of a Gila monster, a type of lizard that lives in deserts of the southwestern United States. In 1992, a New York doctor identified a component in the Gila monster’s venom that controls blood sugar. Years later, a derived type 2 diabetic drug is on the market. It stimulates human cells to counterbalance sugar overload in the body. Yet, it will also remain inactive when sugar levels are normal.
Scientists are currently examining the venoms of countless other animals to see if their toxins hold any clues to medical discoveries. Spiders, scorpions, lizards, snakes, and many sea creatures are studied every day in an effort to develop treatments for illnesses such as autoimmune diseases, cancer, and chronic pain.

Select the sentence that explains how the Brazilian viper and the Gila monster are similar.

A. They both represent the benefits of performing toxineering as a research technique.
B. They both represent the benefits of changing the makeup of venom to improve medicine.
C. They both represent the ability of an animal to adapt its venom to the nature of its environment.
D. They both represent the ability of researchers to develop animals with venoms that target specific diseases.

Part B: Select the sentence from the text that best supports your answer in part A.

A. “In fact, some venoms have already been successfully manipulated to develop medicines for blood pressure and diabetes.”
B. “Researchers discovered that the snake’s venom contains a protein that affects the angiotensin-converting enzyme (ACE), which raises blood pressure.”
C. “In 1992, a New York doctor identified a component in the Gila monster’s venom that controls blood sugar.”
D. “Scientists are currently examining the venom of countless other animals to see if their toxins hold any clues to medical discoveries.”

Question 5: Based on the text, what conclusion can be drawn about the healing properties of venom?

A. If future medicines are based primarily on venom proteins, many of the world’s diseases will be eliminated.
B. Lack of preservation will likely destroy the chance of developing many life-saving medicines from venom.
C. When venom is extracted from an animal, the properties of the venom change so that they have much greater potential to heal.
D. The procedures for analyzing the genetic makeup of venom are crude at best and must improve to make any real progress in medicine.
Yesterday

1. I remember it like it was yesterday. It was New York City, 1993, and I had just graduated from Columbia Law School. I was a hot-shot kid who knew everything, and nobody could tell me differently. My own family didn’t bother giving me advice anymore because they knew I wouldn’t listen—that’s because I was out for one thing and one thing only: MONEY. Now don’t get me wrong, I wasn’t about to go breaking any laws to get that money, but I was determined to get it nonetheless. I worked 18 hours a day at one of the busiest law firms in Manhattan, nonstop, without breaks or lunches or anything else to distract me from my goal. I was out to prove myself to anyone and everyone, knowing as well as I knew anything that once I made it in New York, the money would follow—and it was so close that I could almost taste it.

2. I worked so hard and so long back then that I usually slept at the office, but sometimes I’d find myself in the rare situation where I’d be waiting for someone to get back to me on something, and I had nothing left to do in the meantime. It didn’t happen often, but it happened. Those were the days I caught the bus back to my apartment in Brooklyn. It was a small place—I mean the-size-of-a-closet small—with just two windows and not even a kitchen to cook a meal (not that I ever cooked anything back then anyway).

3. Well, this summer night, while I sat on a slow, smelly, crowded bus, I found myself looking up at one of the richest guys I’d ever seen. I knew he was rich because I knew what money looked like—I studied it day and night, and I had a sense for it. His suit was rich, and the cufflinks on his wrists were rich. His shoes and tie and briefcase were rich—even the hundred-dollar-haircut was rich. I had no idea what he was doing on my bus, but I guess he sensed that I was watching him because he looked my way and walked over to sit next to me.

4. Normally I would have been annoyed to have anyone invade my space while I was reading the financial section of the paper, but this guy intrigued me, and I found myself nodding at him in a familiar way to try to encourage conversation. I wanted to know everything I could about him; heck, I wanted to BE him.

5. He glanced down at my newspaper and said something about the economy, and that’s all it took. The next thing I knew we were talking about every possible hot topic of the time—unemployment, inflation, investments, politics, even the global economy and its impact on our respective businesses. It was the best conversation I’d ever had in my life. He asked me about myself and my goals as a lawyer, and I didn’t hold back—for once, someone agreed with me, too. He nodded and smiled when I talked about wealth and sacrifice, and I had a sense that he had taken the exact same path that I was on.
A few stops away from my apartment, I cut to the chase and asked how things had turned out for him, and I was relieved to learn that he had become a very wealthy man. It was as if I were looking at myself thirty years later, so I couldn’t resist finding out if his family felt foolish for not supporting him. That’s when he grew quiet, and the conversation turned. I’ll never forget what he said.

“My family and I fell out of touch years ago. I was always too busy for anything they invited me to, and then one day they just stopped calling. I never married, either—never had the time to get involved in any serious relationships, I guess. Besides, there’s always too much work to do, and why would I put someone through that kind of relationship? I’m better off alone so that I can get more work done and increase the cash flow.”

He winked and nudged me in the shoulder at that, but when he turned away I saw his eyes turn downward in a mixture of deep sadness and regret. It was unmistakable, and it sent chills down my spine.

My stop was next, so I stood up, and I found that strangely it was his stop, as well. We shook hands as we stepped off the bus, and I watched him walk a few buildings in the opposite direction before turning up the stairs. I was shocked to learn that he lived a few hundred feet away from me in a similar-looking apartment on the very same street.

I thought about that man for a long time afterwards, late into the night while the rest of the city slept, and on into the morning hours—and then I called in sick to work for the first time in my life and spent the rest of the day thinking about myself.

I don’t know what would have happened if our paths hadn’t crossed and I hadn’t met that stranger on the bus; my life would likely have continued on the same path, and I would have thought I was happy—until I realized too late that I wasn’t. But I was lucky enough to meet him that night so that I could see my own life through his eyes and change my destiny as a result. I do know one thing: if I ever run into him again, whether it be on a bus or a train or anywhere else in this city, I will happily tell him my story since that fateful day so that he will know he helped at least one person in his lonesome life.

Question 1: Read this statement about the text and the directions that follow.

The stranger on the bus has not progressed in life other than to make money.

Which detail from the text best supports this inference?

A. The stranger is many years older than the narrator but lives in a similar apartment.
B. The stranger speaks easily and knowledgably about many different financial topics.
C. The stranger takes special care in his appearance regarding his clothing and haircut.
D. The stranger tells little about his own life yet asks many questions about the narrator.
Question 7: Read the excerpt from the text and the directions that follow.

Well, this summer night, while I sat on a slow, smelly, crowded bus, I found myself looking up at one of the richest guys I’d ever seen. I knew he was rich because I knew what money looked like—I studied it day and night, and I had a sense for it. His suit was rich, and the cufflinks on his wrists were rich. His shoes and tie and briefcase were rich—even the hundred-dollar-haircut was rich. I had no idea what he was doing on my bus, but I guess he sensed that I was watching him because he looked my way and walked over to sit next to me.

Normally I would have been annoyed to have anyone invade my space while I was reading the financial section of the paper, but this guy intrigued me, and I found myself nodding at him in a familiar way to try to encourage conversation. I wanted to know everything I could about him; heck, I wanted to BE him.

He glanced down at my newspaper and said something about the economy, and that’s all it took. The next thing I knew we were talking about every possible hot topic of the time—unemployment, inflation, investments, politics, even the global economy and its impact on our respective businesses. It was the best conversation I’d ever had in my life. He asked me about myself and my goals as a lawyer, and I didn’t hold back—for once, someone agreed with me, too. He nodded and smiled when I talked about wealth and sacrifice, and I had a sense that he had taken the exact same path that I was on.

Select the sentence that best summarizes the excerpt.

A. The narrator meets himself many years later while riding a city bus.
B. The narrator meets a friend on a bus who changes his life forever.
C. The narrator feels surprised that someone so rich could understand him.
D. The narrator feels a connection with a man who represents his ambitions.

Question 2: This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the excerpt from the text and the directions that follow.

A. Big goals are achieved with many small steps.
B. Consider every option before making a decision.
C. Nothing is gained from the fulfillment of a false dream.
D. Learn from your mistakes so that you do not repeat them.

Part B: Which sentence from the text best supports your answer in part A?

A. “It was a small place—I mean the-size-of-a-closet small—with just two windows and not even a kitchen to cook a meal (not that I ever cooked anything back then anyway).”
B. “He nodded and smiled when I talked about wealth and sacrifice, and I had a sense that he, too, had taken the exact same path that I was on.”
C. “He winked and nudged me in the shoulder at that, but when he turned away I saw his eyes turn downward in a mixture of deep sadness and regret.”
D. “We shook hands as we stepped off the bus, and I watched him walk a few buildings in the opposite direction before turning up the stairs.”
**Question 3:** Read this excerpt from the text and the directions that follow.

A few stops away from my apartment, I cut to the chase and asked how things had turned out for him, and I was relieved to learn that he had become a very wealthy man. It was as if I were looking at myself thirty years later, so I couldn’t resist finding out if his family felt foolish for not supporting him. That’s when he grew quiet, and the conversation turned. I’ll never forget what he said.

Which sentence explains the relationship that develops between the narrator and the man on the bus?

A. The narrator and the man begin to cautiously trust each other.
B. **The narrator views the man as a mentor who can teach him some things.**
C. The narrator and the man provide each other with much-needed friendship.
D. The narrator suspects the man is a phony and tries to catch him in one of his lies.

**Question 4:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Select the statement that summarizes how the narrator changes in the text.

A. **He becomes wiser through the benefit of another’s experience.**
B. He becomes richer through the inheritance of a stranger’s wealth.
C. He becomes less judgmental of people who are different from him.
D. He becomes more receptive to opinions that do not agree with his own.

**Part B:** Select the sentence from the text that best supports your answer in part A.

A. “Now don’t get me wrong, I wasn’t about to go breaking any laws to get that money, but I was determined to get it nonetheless.”
B. “I was always too busy for anything they invited me to, and then one day they just stopped calling.”
C. “Besides, there’s always too much work to do, and why would I put someone through that kind of relationship?”
D. “But I was lucky enough to meet him that night so that I could see my own life through his eyes and change my destiny as a result.”
Nature’s Venom: What Doesn’t Kill You Makes You Stronger

There are more than 100,000 venomous creatures on the planet, and the average person harbors a mixture of fear and fascination for each one of them. How many have beheld a scorpion [for, yet, or] a snake, and wanted to both [flaw, foil, run] away and watch curiously at the [same, ally, vast] time? It is the danger of [now, the, out] venom that compels most people to [keep, elder, wedge] their distance. Yet, they still remain.

[Receipts, Valuable, Scientists] have also been fascinated by venom [in, for, his] many years, but for a different [vacant, reason, detour]. They, too, realize the danger that [venom, annual, bulletin] represents. However, they seek to more [anxiety, thickly, fully] understand venom’s genetic makeup so that [they, when, he] can use it to heal rather [conflict, whoever, than] to harm.

All Venoms Are Not the Same

To comprehend how venom [use, can, gear] be helpful, one must first understand [you, mend, its] nature and how it operates. All [helped, secret, venom] is not created equal. Each animal [listens, develops, merely] its own venom “cocktail” to serve [its, us, act] survival purposes. Some cocktails are much [more, trust, sweet] lethal than others. A single type [to, of, she] venom may have dozens to hundreds [of, as, not] different proteins, peptides, and molecules. Each [can, two, has] a different job that helps the [clicking, morning, venom] to be effective in achieving its [overall, flying, jolly] purpose. Some venoms aim to induce [dust, reply, pain] or to paralyze their victims. Others [swallow, aching, attack] the nervous system or prevent blood [off, from, age] clotting. In general though, all venoms [curly, work, save] in a fairly similar manner. They [efficiently, decision, without] attack certain cells to do specific [playful, thunder, intense] damage. The peptides and proteins of [the, and, but] venom act as toxins to target [powders, molecules, hatched] in the body and fit into [offices, them, mine] perfectly to block their function.

Often, [ever, out, the] very same molecules a venom targets [apart, think, must] also be controlled to treat different [diseases, quarters, against]. Scientists are interested in using venoms [of, to, at] develop new medicines because part of [shy, new, the] job is already done for them. [Who, They, Now] simply need to start with venoms [when, that, once] target the same molecules in the [body, fact, easily] for each specific disease. Then they [down, spin, can] experiment to change the genetic makeup [of, sky, but] each venom cocktail so that the [class, sad, venom] no longer blocks the function of [seem, those, mine] molecules, but rather helps them in [specific, finally, almost] ways.
Of Snakes and Lizards (and so much more)

In fact, some venoms have been successfully manipulated to develop medicines blood pressure and diabetes. One of [the, upon, out] most successful venom-derived drugs on the [always, tonight, market] was developed in the 1970s. It [joke, came, most] from a peptide found in the [belong, venom, island] of a snake—the Brazilian viper. [Researchers, Blazing, Schedules] discovered that the snake’s venom contains [by, up, a] protein that affects the angiotensin-converting enzyme (ACE), [light, very, which] raises blood pressure. They were able [to, in, we] successfully alter the venom, making it [so, a, but] non-toxic ACE-blocker. This ACE-blocker is able [of, to, else] treat high blood pressure very effectively.

[Somewhat, Hurried, Similarly], one of the newest drugs [on, with, the] market was derived from a molecule [shiny, found, hangs] in the venom of a Gila monster, [a, and, so] type of lizard that lives in [deserts, eager, contests] of the southwestern United States. In 1992, [us, a, at] New York doctor identified a component [in, off, no] the Gila monster’s venom that controls [color, blood, hungry] sugar. Years later, a derived type 2 [interested, beyond, diabetic] drug is on the market. It [embarrassed, repeating, stimulates] human cells to counterbalance sugar overload [in, too, not] the body. Yet, it will also [remain, deeper, wishing] inactive when sugar levels are normal.

[Interesting, Scientists, Belongings] are currently examining the venoms of [awfully, easier, countless] other animals to see if their [visitors, toxins, caught] hold any clues to medical discoveries. [Hollow, Branches, Spiders], scorpions, lizards, snakes, and many sea [creatures, reasons, inside] are studied every day in an [ascent, under, effort] to develop treatments for illnesses such [as, for, on] autoimmune diseases, cancer, and chronic pain.

[Fear, Some, Long] scientists are utilizing a new type [to, of, yet] screening process called “toxineering.” This process [buying, again, sorts] through millions of spider toxins to [thus, find, began] the ones that are most compatible [up, the, in] painkiller drugs. The procedure allows researchers [and, so, to] target toxins and venoms that could [relate, dark, clear] to specific illnesses, such as chronic [pain, school, into] or muscular dystrophy.

Other researchers are [quite, every, busy] collecting venom or tissue samples of [literary, venomous, everyone] creatures in an effort to develop “within, chuckle, toxin] libraries.” [The, Plan, Town] samples in these libraries could then [as, go, be] combined in a variety of ways [to, by, us] help discover viable treatments. One such “Designer Toxin” [next, was, sees] recently created from the venoms of [roomy, three, tripped] different scorpion species. It is able [of, me, to] block immune T cells associated with [certain, empty, before] autoimmune diseases.

The Sky Is the Limit
Researchers are only just [frightening, exhausted, beginning] to scratch the surface of what [gets, is, how] out there—they have studied fewer [news, both, than] 1,000 toxins, and there could be [real, foot, more] than 20 million toxins remaining. The [possibilities, footprints, underneath] of new and improved medicines, and [even, silly, twice] cures, are endless. The biggest challenge [am, or, is] not money or human resources, but [together, simply, people] time. Sadly, the animals that are [anyway, covers, waiting] to be discovered may go extinct [before, toward, causing] we know where they are and [also, them, what] they could do for the field [of, by, put] medicine. Specific species are in decline, [over, and, once] we may lose a third of [gray, all, spill] mammals on Earth in the not-too-distant [future, contented, neighbor]. Many types of ocean life are [also, loud, play] at risk, including underwater venom sources [until, walk, such] as cone snails and octopuses.

The [name, world, adding] is simply changing too fast for [over, since, the] research to keep up with it. [Hopefully, Towering, Undoubtedly], many important opportunities for discovery will [be, has, top] missed. Arguments to preserve nature for [the, ill, sly] love and beauty of it have [lower, doctor, largely] been ignored. Perhaps a more compelling [reason, tunnel, special] would be to explain the billions [by, of, at] dollars that companies could potentially lose [since, out, if] a toxin with medicinal potential is [between, never, lovely] found. Scientists are doing everything they [put, can, our] to save countless creatures around the [world, widest, answers] and the precious venoms they carry [with, despite, magic] them. It is important to them [fellow, until, because] they know these animals can change [after, the, onto] field of medicine in the blink [the, too, of] an eye.
At regular intervals throughout the school year, teachers should have a detailed understanding of students’ progress towards mastery of TEKS skills and standards. Three Benchmarks—one administered at the beginning of the year, another administered after Unit 2, and a final administered after Unit 4—will provide students and teachers with an accurate picture of students’ mastery of grade-level skills.

The three Benchmarks are composed of 35 multiple-choice and tech-enhanced items that assess Reading, Revising and Editing, as well as Language skills. These assessments are leveled throughout the school year to assess students’ TEKS preparedness at specific intervals:

- ✓ Benchmark 1: 33% of items on grade-level, 66% of items below grade-level
- ✓ Benchmark 2: 66% of items on grade-level, 33% of items below grade-level
- ✓ Benchmark 3: 100% of items on grade-level

The digital version of these assessments can be assigned from the Assess tab inside your StudySync account. The paper-based version of the assessment can also be printed from the same tab. See below for an overview of the Benchmarks available for Grade 10.

A sample of Benchmark - Grade 10 - Form 1 is available in this Assessment Sampler.
Why China Needs the Yellow River

1 The need for the Yellow River is immeasurable. As the river wends its way from the Qinghai-Tibet Plateau to the Bohai Sea, it brings life and opportunity to every village, town, and city along its course. Often called the “Mother River,” the Yellow River has nurtured Chinese civilization from the time of the Neolithic Banpo culture to the present day by providing water for drinking, bathing, irrigation, transportation, and industry.

2 Along the Yellow River system, which encompasses both the Yellow River and its tributaries, there are many demands for water. There are farms that grow millet, wheat, corn, and other food crops. There are factories that produce medicines, chemicals, paper, and numerous other commodities, and there are oil-, gas-, and coal-processing plants for creating energy. All have provided jobs and created wealth for many Chinese people. Today, China has the second-largest economy in the world.

But at What Cost?

3 Today, the Yellow River is overused and severely polluted. Intensive agriculture siphons off huge amounts of water each year, and much of it is wasted because of inefficient irrigation systems. Another problem is the large number of factories that are dependent on vast amounts of water to operate. These include coal-processing plants, chemical plants, and paper mills.

4 The pollution from these factories has affected the river in disastrous ways. Near paper mills, putrid gray foam floats on the surface. Wastewater from chemical factories has been turning the river magenta and bright orange. When oil spills occur, the water is coated with a greasy sheen, and ugly yellow bubbles seem to blister its surface. In many areas, sewage from factories and towns flows directly into the river. In some places, the water is too polluted to use for irrigation. Farmers have even reported animals dying shortly after drinking from the river. These two problems, overuse and pollution, actually magnify each other. When water levels decrease, there is not enough water movement to clear the pollution, which then builds up in greater and more dangerous concentrations.

Running Dry

5 In 1972, the waters of the Yellow River did not reach the sea. This happened again, several times, in the 1990s. In 1997, the Yellow River ran dry for 226 days, and 7.4 million acres of farmland withered. More recently, the government has been releasing reservoir water when the river runs dry. This is not a long-term solution, however, because worsening drought conditions may cause even the reservoir to dry up eventually.
6 Drought conditions affect the river from the Qinghai-Tibet Plateau to the North China Plain. Drought is caused by weather patterns, but is worsened by human activities. For example, when people need more land for planting, they remove trees and grasses to use every available space, even on steep mountainsides. This causes severe erosion. As a result, when it rains hard, the water, soil, and crops surge down the mountainside and into the river, causing flooding. Once the floodwaters subside, the drought continues. In a healthy ecosystem, established, deep-rooted trees and grasses hold the soil, while decomposing vegetation helps to keep in moisture. This means that the water does not wash away immediately. Instead, it slowly sinks deep into the land, replenishing essential groundwater.

7 In areas severely affected by drought conditions, China's economic miracle has become a disaster. Today, farmers in drought-stricken regions can barely grow enough to survive. When they turn to raising sheep and goats instead, these animals tear the little remaining vegetation out by the roots as they graze. This worsens erosion.

**But There Is Hope**

8 In recent years, the Chinese government and the World Bank have joined with local farmers to restore the healthy ecosystem that once gave rise to ancient Chinese culture. The Loess Plateau Watershed Rehabilitation Project has improved 13.5 thousand square miles of land, thereby lessening the risk of devastating cycles of flooding and drought.

9 The project was not an easy one. It required 500 million dollars, a decade of backbreaking labor, and difficult changes. Sheep and goats were confined to pens for feeding. People stopped farming on very steep hills and planted trees instead. Dams were carved into the hillsides to slow water runoff and retain fertile sediment. These tremendous efforts rehabilitated the area, improving both the economy and the ecology. With more water and farmable ground available, people were able to plant additional crops and fruit trees, as well as better feed for their livestock. To be sure, the Loess Plateau Watershed Rehabilitation Project can serve as an example to all concerned with their environment and the future.

---

1 wends: proceeds on or along
2 tributaries: smaller streams flowing into a larger one
3 putrid: containing decaying plant or animal life
4 ecosystem: the community of organisms that depend on one another in a given environment
5 sediment: solid matter that sinks to the bottom of a liquid

"Why China Needs the Yellow River" by Lisa Haag Kang, *Dig Into History*, © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket
Question 1: Read this sentence from the passage.
Drought is caused by weather patterns, but is worsened by human activities.
Choose two most likely reasons the author included the sentence in the passage.

Answers:
A. to explain the recent surge in China’s attention to ecology
B. to describe the cause of food shortages in areas of China
C. to establish that industries are responsible for the condition of the Yellow River
D. to establish that the condition of the Yellow River is connected to farming practices
E. to substantiate the formation of the Loess Plateau Watershed Rehabilitation Project

TEKS: 9.7(E)(i), 9.7(E)(ii)

Question 2: Read this sentence from the passage.
The need for the Yellow River is immeasurable.
Which variation of the word *immeasurable* is used correctly?

A. China’s residents recognized the immeasurability of the river’s importance.
B. The Chinese people immeasured the effects of the drought on the river’s usefulness.
C. China worked immeasurableness in the fight to restore the river to a state of abundance.
D. The immeasurably of the river was based on how much the Chinese people depended on it.

TEKS: 10.2(A)

Question 3: Choose two sentences that best reflect how the author uses vivid imagery to advance the purpose of the passage.

Wastewater from chemical factories has been turning the river magenta and bright orange. When oil spills occur, the water is coated with a greasy sheen, and ugly yellow bubbles seem to blister its surface. In many areas, sewage from factories and towns flows directly into the river. In some places, the water is too polluted to use for irrigation. Farmers have even reported animals dying shortly after drinking from the river. These two problems, overuse and pollution, actually magnify each other. When water levels decrease, there is not enough water movement to clear the pollution, which then builds up in greater and more dangerous concentrations.

A. Wastewater from chemical factories has been turning the river magenta and bright orange.
B. Farmers have even reported animals dying shortly after drinking from the river.
C. These two problems, overuse and pollution, actually magnify each other.
D. In many areas, sewage from factories and towns flows directly into the river.
E. When oil spills occur, the water is coated with a greasy sheen, and ugly yellow bubbles seem to blister its surface.
F. When water levels decrease, there is not enough water movement to clear the pollution, which then builds up in greater and more dangerous concentrations.

**TEKS:** 9.8(G)

**Question 4:** Group and sort each detail to match it with the central idea that it helps to refine.

<table>
<thead>
<tr>
<th>The Yellow River has impacted life in China for centuries.</th>
<th>Work is underway to reestablish a robust environment near the Yellow River.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The river has been nicknamed the &quot;Mother River&quot; because of its importance to the civilization.</td>
<td>Preserving foliage on hillsides prevents the land from sliding into the river.</td>
</tr>
<tr>
<td>Communities rely on the river to provide water for drinking and hygiene.</td>
<td>New farming techniques have been implemented to preserve the river water.</td>
</tr>
</tbody>
</table>

**TEKS:** 9.7(D)(i)

**Question 5:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read this sentence from the passage.
Once the floodwaters subside, the drought continues.
In the sentence, what does the word subside most nearly mean?

A. abate
B. elevate
C. merge
D. recur

**Part B:** Which detail from the passage best supports the answer to the previous question?

A. . . . overused and severely polluted.
B. . . . water levels decrease . . .
C. . . . a long-term solution . . .
D. . . . causes severe erosion.

**TEKS:** 9.2(B), 9.6(C)
**Question 6:** Choose **two** sentences that help develop the idea that the process of restoring China’s natural environment benefited the country both agriculturally and financially.

The project was not an easy one. It required 500 million dollars, a decade of backbreaking labor, and difficult changes. Sheep and goats were confined to pens for feeding. People stopped farming on very steep hills and planted trees instead. Dams were carved into the hillsides to slow water runoff and retain fertile sediment. These tremendous efforts rehabilitated the area, improving both the economy and the ecology. With more water and farmable ground available, people were able to plant additional crops and fruit trees, as well as better feed for their livestock. To be sure, the Loess Plateau Watershed Rehabilitation Project can serve as an example to all concerned with their environment and the future.

A. It required 500 million dollars, a decade of backbreaking labor, and difficult changes.

B. These tremendous efforts rehabilitated the area, improving both the economy and the ecology.

C. With more water and farmable ground available, people were able to plant additional crops and fruit trees, as well as better feed for their livestock.

D. To be sure, the Loess Plateau Watershed Rehabilitation Project can serve as an example to all concerned with their environment and the future.

E. Dams were carved into the hillsides to slow water runoff and retain fertile sediment.

F. People stopped farming on very steep hills and planted trees instead.

**TEKS:** 9.7(D)(i)
READ THE PASSAGE “A FARMER’S REBELLION.” THEN ANSWER THE QUESTIONS.

A Farmer’s Rebellion

1 There was no question about it: war was expensive. During the American Revolution, the states had funded their fighting efforts by borrowing money from two of the wealthiest groups of Americans—the merchants and the bankers. Once the Revolutionary War ended in 1776, these groups made a fairly reasonable demand: they wanted to be repaid. But there was a problem. The states did not have the funds, and the only way to raise them was to dramatically increase taxes on citizens, which only caused more problems.

2 During the middle 1780s, the war was over, but farmers found themselves among the groups who struggled the most financially. Thanks to a combination of poor harvests, a slow economy, and now extremely high taxes, farmers were drowning in debt. If they could not pay their taxes, however, the courts had another answer. They took control of the farms, put them up for auction, and then used the money to settle the overdue tax debt. If the farm did not sell or the purchase price was not sufficient to pay the debt, the destitute farmers were imprisoned.

3 Not every state faced this conflict. Some states decided to forgive the debts, while others issued extra paper money to help bolster the economy. Several states, however, adamantly refused to do this, including Massachusetts. Frustrated with mounting debts and possible imprisonment, Massachusetts farmers met to organize protests. They sent petitions to the government in Boston asking the legislature to lower tax rates and allow farmers to pay at least part of their debts with produce from their farms. The legislature turned its back on these requests, showing allegiance to the bankers and merchants instead.

4 The farmers reached a point where they were tired of being ignored and decided to rebel. Led by former Revolutionary War Captain Daniel Shays, they organized a protest in the fall of 1786. It was called Shays’ Rebellion, and the captain’s followers were called Shaysites. Together, the men marched into many towns throughout western Massachusetts. Armed with weapons, the farmers barged into county courthouses in an attempt to stop any court cases involving farmers losing their farms or being sentenced to prison.

5 For months, the Shaysites continued to fight against what they saw as a terrible injustice. When they attempted to attack the new federal arsenal in Springfield, Massachusetts, in January of 1787, however, they were met with a group of soldiers hired by merchants. Guns roared and soon four Shaysites had been killed and the rest had run, knowing they could not win the battle.

6 Shays’ Rebellion was officially over—but its influence was not. The Shaysites focused a light on a fatal flaw in the Articles of Confederation. Under these rules, each individual state had been given the power to issue currency and collect
taxes. This meant the national government had no power to compel states to honor national obligations, such as the war debts owed to merchants and lawyers. It was clear that, under these rules, the states were more vulnerable to protests and rebellions than anyone had realized. To keep this under control, a stronger, more central government was going to be necessary.

7 In the summer of 1787, the Constitutional Convention met in Philadelphia to consider how the country’s Constitution should be written. Lessons learned from Shays’ Rebellion helped the drafters of the Constitution to write a document that would create a more powerful central government, and one that would be able to control money, taxes, and debts from a national level.

Question 1: Read these sentences from the passage.

During the American Revolution, the states had funded their fighting efforts by borrowing money from two of the wealthiest groups of Americans—the merchants and the bankers. Once the Revolutionary War ended in 1776, these groups made a fairly reasonable demand: they wanted to be repaid.

The author included these sentences most likely to do which two things?

A. to discuss why taxes were necessary to cover the continuing costs of war
B. to illustrate how the wealthiest in the country have always held political power
C. to explain that it was fair for the groups that funded the war to want repayment
D. to explain why states are no longer able to borrow money to support war efforts
E. to describe how the states had created the debt for which taxes were later raised to pay

TEKS: 10.8(A)

Question 2: Read this sentence from the passage.

The Shaysites focused a light on a fatal flaw in the Articles of Confederation.

Choose three sentences from the passage that demonstrate the “fatal flaw” present in the Articles of Confederation.

A. It was clear that, under these rules, the states were more vulnerable to protests and rebellions than anyone had realized.
B. To keep this under control, a stronger, more central government was going to be necessary.
C. Under these rules, each individual state had been given the power to issue currency and collect taxes.
D. This meant the national government had no power to compel states to honor national obligations, such as the war debts owed to merchants and lawyers.
E. Lessons learned from Shays’ Rebellion helped the drafters of the Constitution to write a document that would create a more powerful central government, and one that would be able to control money, taxes, and debts from a national level.
F. In the summer of 1787, the Constitutional Convention met in Philadelphia to consider how the country’s Constitution should be written.

TEKS: 10.2(B)
READ THE PASSAGE “THOMAS JEFFERSON ON SHAYS’ REBELLION.” THEN ANSWER THE QUESTIONS.

**Thomas Jefferson on Shays’ Rebellion**
Paris, November 13, 1787

1 The British ministry have so long hired their gazetteers to repeat, and model into every form, lies about our being in anarchy, that the world has at length believed them, the English nation has believed them, the ministers themselves have come to believe them, and what is more wonderful, we have believed them ourselves.

2 Yet where does this anarchy exist? Where did it ever exist, except in the single instance of Massachusetts? And can history produce an instance of rebellion so honorably conducted? I say nothing of its motives. They were founded in ignorance, not wickedness. God forbid we should ever be twenty years without such a rebellion. . . .

3 What country before, ever existed a century and a half without a rebellion? And what country can preserve its liberties, if its rulers are not warned from time to time, that this people preserve the spirit of resistance? Let them take arms. The remedy is to set them right as to facts, pardon and pacify them. . . .

4 The tree of liberty must be refreshed from time to time, with the blood of patriots and tyrants. It is its natural manure. Our convention has been too much impressed by the insurrection of Massachusetts; and on the spur of the moment, they are setting up a kite to keep the hen yard in order.

*Excerpt from Thomas Jefferson to William S. Smith, November 13, 1787.*

**Question 1:** Read these sentences from the letter.

Yet where does this anarchy exist? Where did it ever exist, except in the single instance of Massachusetts? And can history produce an instance of rebellion so honorably conducted? I say nothing of its motives. They were founded in ignorance, not wickedness.

Which **two** statements **best** express the concepts Jefferson attempted to convey?

A. Those who participated in Shays’ Rebellion were well-intentioned, but misinformed.
B. History shows that most protests against government tend to be violent and unruly.
C. It is good for a country to have frequent protests and uprisings similar to that of Shays’ Rebellion
D. Most people who participate in protests do not properly understand what it is they protest against.
E. Shays’ Rebellion was an isolated incident that did not accurately reflect the overall situation throughout the country.

**TEKS:** 10.8(A)
**Question 2:** Which word or phrase **best** matches the meaning of wonderful as it is used in the first paragraph of the letter?

A. incredible  
B. admirable  
C. having magic  
D. lacking any flaw  

**TEKS:** 10.2(A)

**Question 3:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which statement **most** accurately describes the conclusion reached in Thomas Jefferson's letter about Shays' Rebellion?

A. Minor events are often blown out of proportion and do not deserve any attention from the federal government.  
B. The influence of the media can determine how people around the world perceive events and can create the retelling of history.  
C. It is important for every country to undergo periods of revolt in order to gradually bring about change that represents the will of the people.  
D. It is best to allow those who feel abused and ignored by their government to speak up about their grievances and to give them the facts in return.

**Part B:** Which detail from the letter **best** supports the answer to the previous question?

A. . . . hired their gazetteers to repeat, and model into every form, lies about our being in anarchy, that the world has at length believed them . . .  
B. The remedy is to set them right as to facts, pardon and pacify them. . . .  
C. The tree of liberty must be refreshed from time to time, with the blood of patriots and tyrants.  
D. . . . and on the spur of the moment, they are setting up a kite to keep the hen yard in order.

**TEKS:** 10.6(C), 10.8(A)
THE FOLLOWING QUESTIONS COMPARE “A FARMER’S REBELLION” TO “THOMAS JEFFERSON ON SHAY’S REBELLION.”

**Question 1:** Drag and drop the claims in the correct order to support the argument that Shays’ Rebellion illustrated the necessity for a stronger national government. Not all statements will be used.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different states enforced different tax rules, while some states forgave the war debts altogether, which upset those in states with high taxes.</td>
<td>Farmers in Massachusetts decided to protest their taxes and the penalties they faced for not being able to pay them.</td>
<td>Tech-enhanced gear can be used by athletes in a variety of sports.</td>
</tr>
</tbody>
</table>

A. Technology can make a difference in every sport.  
B. Technology has changed the way athletes compete.  
C. In recent years, more athletes have depended on technology to improve their performance.  
D. The number of athletes who depend on high-tech devices, clothing, and gear is on the rise.  
E. The demand for tech-enhanced gear has led designers and engineers to continue to design new products.  
F. Sporting goods companies promise athletes better performance through the use of their high-tech, performance-enhancing gear.

**TEKS:** 10.7(E)(ii)

**Question 2:** Drag and drop each detail from the passage or letter to match it with the point of view it supports.

<table>
<thead>
<tr>
<th>Detail from Passage or Letter</th>
<th>Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>This meant the national government had no power to compel states to honor national obligations, such as the war debts owed to merchants and lawyers.</td>
<td>A central government was necessary in order to ensure states met their national obligations.</td>
</tr>
<tr>
<td>They were founded in ignorance, not wickedness. God forbid we should ever be twenty years without such a rebellion. . . .</td>
<td>The farmers who conducted the protests in Massachusetts often fought against things they did not understand.</td>
</tr>
<tr>
<td>Our convention has been too much impressed by the insurrection of Massachusetts; and on the spur of the moment, they are setting up a kite to keep the hen yard in order.</td>
<td>The single uprising in Massachusetts had too much influence on the creation of the central government.</td>
</tr>
</tbody>
</table>
Revising and Editing

**FOR THE FOLLOWING QUESTIONS, YOU WILL USE YOUR WRITING SKILLS. READ THE DIRECTIONS AND ANSWER THE QUESTIONS.**

**Question 1:** Read the paragraph from an essay a student is writing about organic foods.

The benefits of organic foods are becoming more apparent every day. Studies have shown that organic foods have more nutrients than nonorganic foods do. Many people participating in taste tests have said organic foods taste better. Organic foods have fewer pesticides, which are horrible chemicals that hurt people. Although organic foods may be harder to find, people who seek them out will bring home safer, healthier, and tastier products.

Now read this sentence from the paragraph.

Organic foods have fewer pesticides, which are horrible chemicals that hurt people.

Which two revisions of the sentence best maintain the objective tone of the paragraph?

A. Organic foods also contain fewer dangerous pesticides that could potentially harm consumers.

B. Pesticides are the worst thing in foods, so I think it’s great that organic foods don’t have many of them.

C. Organic foods can benefit the health of consumers because they do not have many harmful pesticides in them.

D. Organic foods are the best because they don’t have a lot of chemicals and pesticides in them like some bad foods do.

E. Here’s another good reason you should buy organic foods: they aren’t loaded with disgusting pesticides that can harm you.

**TEKS:** 9.9(D)

**Question 2:** Read this paragraph from an essay a student wrote about social media and answer the question that follows.

[1] As people become more reliant on social media for information and connection, they need to also recognize its dangers. [2] Almost half of all social media users have been exposed to false news reports. [3] Social media can also reduce the amount of facetoface interaction users have with other people. [4] Frequent social media users report increased feelings of isolation. [5] Users should be wary of social media and limit the amount of time they spend on it.

Which transition phrase should the student use before the word frequent in Sentence 4 to clarify the meaning of the paragraph?

A. As a result

B. In other words

C. On the contrary

D. As previously noted

**TEKS:** 9.9(B)i
Question 3: Read the sentence and then answer the question that follows.

Rocker snowboards have a reverse camber, and this banana shape is less likely to catch an edge. Which phrase should the writer insert in the sentence to improve its clarity?

A. meaning they touch the snow only in the middle of the board
B. a technology that has recently emerged in the snowboarding world
C. something snowboarders who enjoy riding in the parks will appreciate
D. an innovative and overdue technology for snowboarding professionals

TEKS: 9.9(B)(i)

Question 4: Read this paragraph from an essay a student is writing about an animal called a tardigrade.

Scientists have made fascinating discoveries about one of the most resilient animals on the planet: the tardigrade. Also known as water bears, these eight-legged, water-dwelling creatures are only half a millimeter long. They can hibernate when away from water for up to 30 years. Water bears are so durable that they can even survive on the ocean floor or in the vacuum of space.

Which two conclusions best follow from and support the information presented?

A. It's hard to believe that tardigrades can survive in the vacuum of space.
B. The name “tardigrade” comes from the Latin word meaning “slow-moving.”
C. Water bears could potentially provide insights into how animals evolve to survive.
D. The durability of tardigrades should continue to be a subject of scientific research.
E. Water bears can also be found in the peaks of the Himalayas, so scientists should focus their research there.
F. Scientists have noted that tardigrades walk in a similar way to bears, which is why tardigrades have the nickname “water bears.”

TEKS: 9.9(B)(i)

Question 5: Dionte is writing a paper about the effects of sports-related concussions. Read what Dionte has written so far. Then answer the question.

Concussions occur when a person sustains a blow to the head that causes the brain to strike the sides of the skull. Sports account for a large amount of concussions sustained by individuals—especially school sports. Those most at risk for suffering severe concussion symptoms are athletes under the age of twenty-five.

Select the most relevant fact to support Dionte’s argument.

A. Almost two million Americans sustain a concussion every year.
B. A concussed person may exhibit symptoms such as slurred speech and apparent confusion.
C. Nearly one-third of all professional football players will have long-term problems caused by concussions.
D. Young people who suffer from a concussion take a longer time to recover from the injury because their brains are not yet fully developed.

TEKS: 10.9(B)(i)
Research

FOR THE FOLLOWING QUESTIONS, YOU WILL USE YOUR RESEARCH SKILLS. READ THE DIRECTIONS AND ANSWER THE QUESTIONS.

Question 1: A student synthesized information from three sources for research he conducted on the Vietnam War. He took the following notes from these sources. Read the notes and answer the question that follows.

Notes:
✓ The Vietnam War was fought between communist North Vietnam and democratic South Vietnam.

✓ The United States entered the Vietnam War as a means of keeping communism from spreading in Southeast Asia.

✓ Even though the United States' involvement in the war lasted sixteen years, it withdrew from Vietnam without a victory.

Which sentence best combines the information presented?
A. The United States was a very anticommunist country at the time of the Vietnam War.
B. The Vietnam War was a failure for the United States, even after sixteen years of involvement.
C. After the United States left Vietnam, South Vietnam reverted to its previous form of government.
D. The United States fought to keep communism from spreading to South Vietnam, but it was not successful.

TEKS: 10.11(D), 10.11(E), 10.11(F)

Question 2: A student is writing an essay about the voting age in the United States. Read the draft of the essay and answer the question that follows.

The voting age in the United States should be lowered to sixteen. Many sixteen-year-olds work jobs in their free time and pay taxes. As the Founding Fathers argued, there should be “no taxation without representation.” In addition, sixteen-year-olds learn about government and important issues in school, so they would be some of the most informed voters. Lowering the voting age is the American thing to do.

The student has found additional research for her essay. Which research would best support the student’s argument?
A. Citizens in Argentina are allowed to vote at sixteen years old, and eighteen-year-old citizens are required to vote.
B. Nationwide voter turnout in the 2012 United States presidential election was 54.9 percent, down from 58.2 percent in the 2008 election.
C. The time high school students spend in social studies classes has dropped over 25 percent since the early 2000s, with fewer lessons about elections.
D. Eighteen-year-olds in the United States gained the right to vote in 1971 by arguing that their contributions to society earned them the right to vote in elections.

TEKS: 10.11(G)(i), 10.11(G)(ii)
Question 3: A student is conducting a scientific investigation that involves testing different external battery packs. The question the student is researching asks what makes a battery effective.

Which two revisions of the research question appropriately narrow the project's scope?

A. Which battery pack should a student buy?
B. How many hours of phone calls can various battery packs power?
C. What design elements are associated with the best battery packs?
D. Are brand-name battery packs cheaper than selected generic packs?
E. Which of the selected external battery packs holds a charge for the longest?
F. Are domestically produced external battery packs better than imported ones?

TEKS: 9.11(A), 9.11(C)

Question 4: Jay is writing an essay about the influence of Chinese culture on Japan. He needs evidence to support his essay. Choose the two most relevant pieces of evidence for Jay's essay.

A. Chinese cuisine includes a variety of sushi dishes.
B. Chinese artwork has inspired cultures from all over the world.
C. Chinese religious practices became part of Japanese culture.
D. Both Japan and China once had imperial forms of government.

TEKS: 9.7(E)(ii)

Question 5: Read this paragraph from a student’s informational essay on India’s economy and answer the question that follows.

India established a planned economy in 1947. Instead of taking direct control of private property, the government kept control of the economy through “License Raj” (Rule of Licenses). Private enterprises needed to obtain licenses from the government to perform almost every aspect of their business. This was inefficient and impacted commerce in India for almost 50 years. Since 1990, India has worked to reduce the control of licensing agencies, improving the lives of millions.

What advantage would there be for the student to include twentieth-century economic data on India in the essay?

A. It would reveal some positive benefits of the License Raj.
B. It would provide evidence that the License Raj held back the economy.
C. It would show a more complex view of which professions the License Raj hurt most.
D. It would add information about how the License Raj harmed foreign companies operating in India.

TEKS: 10.11(G)(i), 10.11(G)(ii)
Language Skills

FOR THE FOLLOWING QUESTIONS, YOU WILL USE YOUR RESEARCH SKILLS. READ THE DIRECTIONS AND ANSWER THE QUESTIONS.

Question 1: Which two sentences contain correct parallel structure?

A. The student was asked to use in text citations, to cite sources, and to use MLA format.
B. In order to pass the course, you must pay attention, have taken notes, and to study hard.
C. Management said baking, cooking, and to clean are the main tasks associated with the job.
D. You will need the following items: sunscreen, a hat, comfortable shoes, and to wear long pants.
E. Requirements for qualification include completing the coursework, passing the exam, and obtaining a license.

TEKS: 10.9(D)v

Question 2: Read the sentence and answer the question that follows.

Adventurous children recklessly dared one another to hide in the old deserted mansion, until they were reprimanded for loitering.

Which word in the sentence is not spelled correctly?

A. Adventurous
B. desserted
C. reprimanded
D. loitering

TEKS: 10.9(D)vi

Question 3: Read this excerpt from a style guide.

For a source with three or fewer authors, list the authors’ last names in the text or in the parenthetical citation.

For example: Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

For a source with more than three authors, use the work’s bibliographic information as a guide for your citation. Provide the first author’s last name followed by et al. or list all the last names.

For example: Jones et al. counter Smith, Yang, and Moore’s argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (4). OR Legal experts counter Smith, Yang, and Moore’s argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (Jones et al. 4).

OR Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore’s argument by noting that the current spike in gun violence in America compels lawmakers to adjust gun laws (4).
Now read this sentence.
Marken, Truesdale, Ojimba, and Figeroa assert that simply counting calories will not help most people lose weight (Marken, Truesdale, Ojimba, and Figeroa 211).

According to the style guide, which revision should be made to the sentence?
A. (Marken, Truesdale, Ojimba, and Figeroa 211) should be changed to (211).
B. The scientists’ names should be moved from the beginning to the end of the sentence.
C. (Marken, Truesdale, Ojimba, and Figeroa 211) should be changed to include the article title.
D. There should be quotation marks around “simply counting calories will not help most people lose weight.”

**TEKS:** 10.9(D)

**Question 4:** Chase is writing a speech to convince his class that video gaming should be considered a sport. He wants to make sure that his sentences are interesting and that the argument is organized. Which paragraph best conveys the information?
A. Chess is considered a competitive sport because it requires practice and skill, is played all over the world, and has competitions for players and so does video gaming, but it is not considered a sport. Video gaming requires the same skills and also has competitions all over the world.
B. Video gaming is a sport. Video games are played all over the world. They require hours of practice as well as skill. Just like chess, which is considered a sport, video games have rules that the player must understand. The reason why chess is a sport is because it has competitions for players, but so does video gaming.
C. Video gaming is not considered a sport, even though it requires mostly the same skills as chess. The reason why chess is a sport is because it has competitions for players, but so does video gaming. They require hours of practice, as well as skill. Both chess and gaming are played all over the world, and both have competitions for players.
D. Video gaming should be considered a sport because it requires the same skills as the game of chess, which is considered a sport. Chess was declared to be a sport for two reasons: It is played worldwide, both for fun and in competitions, and it requires practice and skill. Since both of these are also true of video gaming, video gaming should be considered a sport too.

**TEKS:** 10.9(D)
INSTRUCTION & FORMATIVE ASSESSMENT

READING

StudySync's rigorous reading and writing routine hones foundational language and reading comprehension skills as students prepare to analyze and respond to multiple genres of increasingly complex texts.

Summaries provide quick overviews of every text in the program. With one click, teachers can deliver digital summaries and audio in English, Spanish, Cantonese, Mandarin, Vietnamese, Tagalog, or Haitian Creole.

Access Complex Text features identify aspects of every text that may pose challenges, particularly for English Language Learners and Approaching grade-level learners.

Over the course of the year, StudySync's curriculum challenges students to read texts of increasing complexity and length.
First Read lessons open the close reading routine. First Read instruction focuses on developing foundational language skills, reading comprehension skills, and vocabulary.

Every First Read begins with a movie trailer-like multimedia preview to grab students' attention and engage them in the reading to come.

The Teacher’s Edition, in both print and digital, features point-of-use think alouds, text questions, differentiation strategies, and a wealth of other resources to aid close reading instruction.

StudySyncTV models, collaborative conversations, peer review, and a host of other exercises encourage students to develop their own voices and ideas throughout the close reading process.
**Reading Skills**

Skill lessons follow First Reads. Each lesson employs the Gradual Release of Responsibility Model to instruct students toward TEKS mastery.

Concept Definition videos put student voices front and center to introduce key concept vocabulary.

Short, tech-enhanced vocab practice and Turn and Talk activities enrich and solidify students' understanding of concept vocabulary.

The Identification and Application section provides students a clear, repeatable process to identify key concepts and analyze their impact on a text.
Models present clear, repeatable processes for applying skills and include exemplar student annotations.

SkillsTV videos model effective reading strategies in relatable, student-friendly language.

Skills lessons conclude with short, auto-graded assessments that use the same format and question stems as Texas state assessments and provide teachers immediate feedback about student progress toward TEKS mastery.
Close Read

Close Read lessons conclude the reading routine as students respond in a variety of writing genres to demonstrate mastery of the skills in the lesson sequence.

Close Reads revisit selection vocabulary, enriching student understanding as they integrate acquired vocabulary into classroom discourse.

TEKS-aligned Skills Focus questions guide students to reread and analyze the text using the same highlighting and annotation strategies they saw modeled in the preceding Skill lesson.

At the end of each Close Read lesson, students draw on the skills they’ve acquired throughout the reading routine to engage in a collaborative conversation and write a short response to the text. Targeted rubrics ensure that writing assessment also supports TEKS mastery tracking.
Independent and Self-Selected Reading

Paired text sets in every Core ELAR unit challenge students to compare within and across genres.

Each Core ELAR unit contains at least three Independent Reading lessons per unit. These lessons scale back instruction and scaffolding to provide students opportunities to practice and apply the skills they’ve acquired with other texts.

Integrated Reading and Writing sections culminate with opportunities for students to self-select texts and respond in a form of their choosing.
Writing and Writing Process

Each Core ELAR unit’s Extended Writing Project (EWP) guides students through the process of writing multiparagraph essays in a variety of forms. Each EWP delivers explicit writing instruction through a combination of Writing Process and Skill lessons, guiding students—and their work—through the stages of Planning, Drafting, Revising, Editing, and Publishing.
Writing Skills

Specific, TEKS-aligned writing skills in each Extended Writing Project teach students the genre characteristics and craft necessary for writing in that specific form.

Writing skill lessons allow students to see the skill applied to the unit’s Student Model before they apply it to their own writing.

At the end of each skill lesson, students apply the skill to their own writing, breaking the process of writing a multiparagraph essay into discrete writing tasks.
Responding to Sources

In addition to the Extended Writing Project, Texas StudySync students write daily to respond to an increasingly challenging variety of sources that are read, heard, or viewed. This variety of writing activities is enhanced by class and group discussions, as well as teacher and peer review.

At the conclusion of each Close Read or Independent Read lesson, students engage in a collaborative conversation and respond to a writing prompt that challenges them to integrate their reading, writing, speaking, listening, and language skills.

Blasts challenge students to develop short, coherent statements in order to respond to a variety of topical issues, from breaking news to complex historical and global issues.
Peer Review

StudySync’s Peer Review platform allows teachers to assign immediate, anonymous peer review responses with any writing lesson. Peer review helps build students into skilled writers and critical thinkers by providing them with immediate feedback on their own writing and offering the opportunity to reflect critically as they analyze and respond to other students’ writing. Texas StudySync utilizes peer review to help transform classrooms into true communities of writers and readers in which students develop their own unique voices in a collaborative, mediated, and supportive environment.
Writer’s Workshop

Teachers using the Writer’s Workshop approach to teach, model, and assess writing will find that the Extended Writing Project (EWP) instruction meets their needs.

Skill models throughout each EWP include Connect to Mentor Text activities which ask students to examine texts from the unit and consider how they can emulate that text in their own writing.

Each Skill lesson culminates with an opportunity for students to transfer the skill they’ve learned to their own writing. This approach not only breaks the writing process into small, manageable pieces, but also allows students to practice each skill individually before combining several skills in the writing process lessons.

6+1 Traits of Writing

Teachers using the 6+1 Traits to teach writing can integrate this approach seamlessly with the Extended Writing Project in a variety of ways.

Specific lessons on Ideas and Organization provide explicit instruction on traits, while grammar lessons allow for focused instruction on conventions. Strategies for voice, sentence fluency, and word choice appear in every Revise lesson.

Rubrics grouped by trait allow teachers to give targeted and specific feedback, while the ability to upload alternative rubrics or adapt the rubrics on the site means teachers can focus their assessment and their students’ peer reviews on specific traits.
Grammar

Grammar instruction is embedded in the writing process to create a clear link and rationale for learning about conventions. Grammar skills are immediately contextualized as they are applied to students’ own writing.

Lessons conclude with three opportunities for practice in different formats including the style of questions they will encounter on state assessments.

The StudySync Skills library contains hundreds of additional grammar, usage, mechanics, and spelling lessons for extension, practice, and remediation.

Each grammar skill uses authentic texts to teach the skill in question, underscoring the link between knowledge of conventions and effective communication.
READING QUIZ 1

READ THE PASSAGE “CIVIL PEACE.” THEN ANSWER THE QUESTIONS.

Question 1: Which sentence from the passage most closely identifies a mystery that is not fully explained?

A. “The bicycle had a little history of its own.”
B. “That night he buried it in the little clearing in the bush where the dead of the camp, including his own youngest son, were buried.”
C. “At the end of a fortnight he had made a small fortune of one hundred and fifteen pounds.”
D. “He rubbed his eyes and looked again and it was still standing there before him.”

TEKS: 10.5(C), 10.6(C)

Question 2: “Civil Peace” is told in the ___________ tense, from a ___________ point of view.

A. past; first-person
B. past; third-person
C. present; first-person
D. present; third-person

TEKS: 10.5(C)

Question 3: The repetition of the quote below (paragraphs 2, 4, 7, 43) mainly suggests that Jonathan believes ___________.

Nothing puzzles God.

A. that there are things out of his control
B. that he is ungrateful for the good things in his life
C. that he has been unable to move forward after the war
D. that there is humor in his situation

TEKS: 9.5(C)

Question 4: What does the following passage mainly reveal about Jonathan’s homeland (paragraphs 28–29)?

“‘Awrighto. Now we talk business. We no be bad tief. We no like for make trouble. Trouble done finish. War done finish and all the katakata wey de for inside. No Civil War again. This time na Civil Peace. No be so?’
‘Na so!’ answered the horrible chorus.
A. The people who survive the war are required to educate others on the doctrines of peace.
B. Although there are thieves roaming the country, they view themselves as hardworking individuals.
C. The officials who fought in the war are unable to stop bartering that occurs among regular citizens.
D. Although the war is officially over, there are factions of people that continue to cause strife among others.

**TEKS:** 10.5(C), 10.4(G), 10.6(D)

**Question 5:** Which of the following sentences **best** summarizes this short story?

A. A man is grateful for what he has amidst a war-torn country and he works to rebuild life for his family.
B. A man gets involved in several schemes after the war and he takes advantage of the exhausted soldiers.
C. A man tries to secure his old job after the war is over but he eventually gives up when the company remains closed.
D. A man hides valuable possessions during a war and he must secretly retrace his steps to collect the wealth when the war ends.

**TEKS:** 10.5(C), 10.5(D)

**Question 6:** Which sentence from the passage **most strongly** supports the answer to Question 5?

A. “When he dug it up again a year later after the surrender all it needed was a little palm-oil greasing.”
B. “His standard charge per trip was six pounds and those who had the money were only glad to be rid of some of it in this way.”
C. “He paid the pounds, and moved in with his overjoyed family carrying five heads on their shoulders.”
D. “At first he went daily, then every other day and finally once a week, to the offices of the Coal Corporation where he used to be a miner, to find out what was what.”

**TEKS:** 10.5(C)

**Question 7:** Which inference about Jonathan and his family is **best** supported by the text?

A. They don’t have what it takes to survive.
B. They are authentic.
C. They are deceitful and scheming.
D. They are industrious.

**TEKS:** 10.5(C), 10.4(G), 10.6(B)

**Question 8:** Which statement from the passage most strongly supports the answer to Question 7?

A. “And here was Jonathan’s little zinc house of no regrets built with mud blocks quite intact!”
B. “His children picked mangoes near the military cemetery and sold them to soldiers’ wives for a few pennies—real pennies this time—and his wife started making breakfast akara balls for neighbors…”

C. “Though it was not right that a man in such extremity of agony should be blamed yet many in the queues that day were able to remark quietly on the victim’s carelessness…”

D. “Maria and the children sobbed inaudibly like lost souls.”

**TEKS:** 10.5(C)

**QUESTION 9:** Match each of the underlined words from the text with the synonym that is closest in meaning.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It wasn’t his disreputable rags, nor the toes peeping out of one blue and one brown canvas shoes….”</td>
<td>shabby</td>
</tr>
<tr>
<td>“He put it to immediate use as a taxi and accumulated a small pile of Biafran money ferrying camp officials and their families across the four-mile stretch…”</td>
<td>transporting</td>
</tr>
<tr>
<td>“Only two houses away a huge concrete edifice some wealthy contractor had put up just before the war was a mountain of rubble.”</td>
<td>structure</td>
</tr>
<tr>
<td>“Only two houses away a huge concrete edifice some wealthy contractor had put up just before the war was a mountain of rubble.”</td>
<td>debris</td>
</tr>
<tr>
<td>“The second time the knocking came it was so loud and imperious that the rickety old door could have fallen down.”</td>
<td>commanding</td>
</tr>
<tr>
<td>“The second time the knocking came it was so loud and imperious that the rickety old door could have fallen down.”</td>
<td>ramshackle</td>
</tr>
<tr>
<td>“Who is knocking?” he asked then, his voice parched and trembling.”</td>
<td>dry</td>
</tr>
</tbody>
</table>

**TEKS:** 10.5(C), 10.2(B)

**QUESTION 10:** Arrange the following events from the text in chronological order:

<table>
<thead>
<tr>
<th>First</th>
<th>One of Jonathan’s sons dies in the war.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>Jonathan digs up the bicycle he’d buried a year before.</td>
</tr>
<tr>
<td>Third</td>
<td>Jonathan hands over rebel money to the Treasury for a small reward.</td>
</tr>
<tr>
<td>Fourth</td>
<td>A group of men show up at Jonathan’s house to rob him.</td>
</tr>
</tbody>
</table>

**TEKS:** 10.5(D)
READING QUIZ 2

READ THE PASSAGE “THE POWER OF THE HERO’S JOURNEY” THEN ANSWER THE QUESTIONS.

Question 1: Which of these inferences is best supported by the following passage (paragraph 2)?

Since it was published, Campbell’s book has come to be revered by academics, authors, and filmmakers because it is a blueprint that helps unlock the structure and meaning of almost every story ever told. Knowing the plot points also helps us to write new ones. Just think about the popular stories of our lifetime: Star Wars, The Matrix, and Lord of the Rings—they all utilize the steps Campbell outlined in The Hero With A Thousand Faces. The archetype of the hero’s journey is important because it helps us understand the building blocks human beings have used to tell stories across time and cultures.

A. The writers of successful films learned from the plot structure outlined in Campbell’s book.
B. The writers of certain hollywood films plagiarized from Campbell’s book.
C. No film can be successful if it breaks Campbell’s plot structure.
D. Campbell analyzed Star Wars and The Matrix, which inspired Campbell to pursue his theory on the hero’s journey.

TEKS: 10.4(F), 10.4(G), 10.5(D), 10.6(A)

Question 2: Which of these conclusions about the hero’s journey is most strongly supported by the chart beneath paragraph 2?

A. The hero will meet with a goddess in order to receive supernatural assistance.
B. The Road of Trials is the most difficult moment for the hero throughout his/her journey.
C. The hero will cross at least two thresholds on his/her way to mastering two worlds.
D. The Initiation is the first stage of the hero’s journey.

TEKS: 10.4(F), 10.5(D), 10.7(D)(ii)

Question 3: The following passage (paragraphs 3–4) mainly suggests that ____________.

Remember how, in order to protect her sister Prim, Katniss volunteered to be a Tribute for the Hunger Games? After Katniss answers this call, we know her world will never be the same.

4. Refusal of the Call

Although Katniss skipped this step, most of the time the hero initially refuses the call. While ordinary life is boring, the hero prefers boredom and routine because change is scary. However, refusing the call doesn’t make it go away. Instead, the knock just gets louder, and if the hero continues to refuse, he or she suffers the consequences. Frodo is a good example of this, because he loves his comfortable life in the Shire and doesn’t want to leave. It is only after he is almost killed by the Ringwraiths that he realizes he will never be safe as long as the One Ring exists. Refusing the call means staying stuck and not growing. That wouldn’t make for a very good story, would it?
A. Katniss volunteering is a good example of altruism
B. *The Hunger Games* is a perfect example of a hero’s journey with a feminist protagonist
C. Frodo and Katniss follow nearly identical hero’s journeys
D. Katniss volunteering is an exception to Campbell’s rules of Departure

**TEKS:** 10.4(F), 10.5(D)

**Question 4:** Which of these statements is best supported by the section titled “Stage One: Departure”?

A. The hero’s mentor is almost always helpful while the threshold guardian is usually a less trustworthy guide.
B. The hero often begins to see the mentor as a father figure.
C. The more spiritual mentors the hero receives the more likely the hero is to succeed.
D. The hero’s mentor is almost always helpful while the threshold guardian is an evil force that challenges the hero.

**TEKS:** 10.4(F), 10.4(G), 10.6(B)

**Question 5:** Which of these statements is most strongly supported by the section titled “Stage Two: Initiation”?

A. The hero fully overcomes his/her weaknesses in the Road of Trials.
B. The hero’s weaknesses evident in The Road of Trials are directly confronted in the center point of the journey.
C. Physical temptations in the hero’s world are often presented by a giant scorpion or a human like demon.
D. All heroes must confront and defeat their fathers in a violent, central battle.

**TEKS:** 10.4(F)

**Question 6:** Which of these passages most strongly supports the correct answer to Question 5?

A. “Next, the hero encounters the Queen Goddess of the World, who represents the feminine and the entire Universe, good and bad alike.”
B. “This is the center point of our journey, when the hero must finally confront the person or thing that holds power over his or her life (remember the inner shortcomings that were left unchecked in Step 6?).”
C. “In *Star Wars*, this is when Luke confronts Darth Vader.”
D. “Every step before this one has led to this encounter, where the hero must accept all the terrible things in the universe, and in return is shown the bliss of the world.”

**TEKS:** 10.5(C)

**Question 7:** Which of these statements is most strongly supported by “Stage 3: Return”?

A. The hero can only be at peace with the world once the knowledge he/she gained is shared with others.
B. The hero can only be at peace if his/her true love is found.
C. The hero fully prevails only when both internal struggles and outside enemies are conquered.
D. The hero fully prevails only if the antagonist faces communal justice.

**TEKS:** 10.5(D)

**Question 8:** Which of these passages most strongly supports the correct answer to Question 7?
A. “If the hero can’t get home without help, or refuses to return, he or she might need some help from friends and allies. The ally who steps in to save the hero at this stage often comes as a surprise.”
B. “Recognizing Campbell’s Hero’s Journey in stories across time and cultures can help us better understand the archetypal structure of books and movies.”
C. “In Star Wars, Luke earns his Freedom to Live when he becomes one with the Force and is able to impart his wisdom to others.”
D. “Heroes become masters when they have conquered all fear by defeating external foes and internal doubt.”

**TEKS:** 10.5(C)

**Question 9:** Match the vocabulary word to its corresponding definition.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>the entry point</td>
<td>threshold</td>
</tr>
<tr>
<td>embodying a spirit or idea in physical form</td>
<td>incarnate</td>
</tr>
<tr>
<td>a typical or representative example</td>
<td>archetype</td>
</tr>
<tr>
<td>the highest state of development</td>
<td>apotheosis</td>
</tr>
<tr>
<td>a gift or reward</td>
<td>boon</td>
</tr>
</tbody>
</table>

**TEKS:** 10.2(B)
**Question 10:** Place the developments in the Hero’s Journey in linear order:

<table>
<thead>
<tr>
<th>First</th>
<th>The hero’s ordinary life takes a turn when a challenge presents itself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>After accepting the challenge, the hero gets aid in the form of a mentor.</td>
</tr>
<tr>
<td>Third</td>
<td>The hero is tempted to abandon his quest.</td>
</tr>
<tr>
<td>Fourth</td>
<td>The hero faces down imposing forces that are often symbolic of father-child dynamics.</td>
</tr>
<tr>
<td>Fifth</td>
<td>The hero must decide whether or not to return home.</td>
</tr>
</tbody>
</table>

**TEKS:** 10.7(E)(i), 10.7(E)(ii)
At the end of every unit in Texas StudySync, time is allotted for review and assessment. Review and reteaching is guided by the data tracking tools that allow teachers to view day-to-day student performance on all TEKS and ELPS.

To help students prepare for the End-Of-Unit Assessment teachers can use StudySync's Spotlight Skill lessons as a remediation tool. Spotlight Skill lessons provide explicit instruction and additional practice on the TEKS-aligned skills previously taught in the unit, offer a flexible method of review and remediation, and can be adapted to meet the needs of all learners in the classroom.

Spotlight Skill lessons are highly effective, flexible remediation tools because they...

- Utilize excerpts and are not connected to a Close Read lesson cycle or an Extended Writing.
- Are more accessible for students in need of remediation.
- Provide students with concrete examples and non-examples for each skill.
- Give students multiple opportunities to practice.

In addition, teachers can assign Spotlight Skill lessons utilizing a variety of methods that are informed by the formative data collected throughout unit instruction.

<table>
<thead>
<tr>
<th>Student Need</th>
<th>Spotlight Skill Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of the class can benefit from revisiting a specific skill.</td>
<td>A teacher might use the Spotlight Skill lesson for whole class instruction.</td>
</tr>
<tr>
<td>The majority of the class can benefit from revisiting several skills.</td>
<td>A teacher can create stations for each Spotlight Skill lesson. Students can rotate from station to station in order to acquire mastery of each skill.</td>
</tr>
<tr>
<td>Subgroups of students would benefit from revisiting specific skills.</td>
<td>A teacher might divide the class into groups and assign each group the skill they could most benefit from revisiting. The teacher can float from group, or work with the group who requires the most support. Students with mastery over the skill can also act as facilitators of a group and offer peer support. A teacher might also choose to assign Spotlight Skills as homework or an independent assignment.</td>
</tr>
</tbody>
</table>
The digital version of these lessons can be assigned from the Library - Skills tab inside your StudySync account.

**Spotlight Skills**

The following Spotlight Skill lessons are available for Reading, Writing, and Speaking and Listening reviewing and reteaching in Grade 10.

Samples of the “Character” and the “Narrative Techniques” Spotlight Skill lessons are available in this Assessment Sampler.

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Interpreting Text 10.5(G)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archetypes 10.6(B)</td>
<td>Language, Style, and Audience 10.8(D)</td>
</tr>
<tr>
<td>Argumentative Text Structure 10.7(E)(i), 10.7(E)(ii)</td>
<td>Literary Devices 10.8(E)</td>
</tr>
<tr>
<td>Arguments and Claims 10.7(E)(i)</td>
<td>Logical Fallacies 10.8(G)</td>
</tr>
<tr>
<td>Author’s Purpose and Message 10.8(A)</td>
<td>Making and Confirming Predictions 10.4(C)</td>
</tr>
<tr>
<td>Author’s Purpose and Text Structure 10.8(B)</td>
<td>Making Connections 10.4(E)</td>
</tr>
<tr>
<td>Body Paragraphs 10.9(B)(i)</td>
<td>Making Inferences 10.4(F)</td>
</tr>
<tr>
<td>Character 10.6(B)</td>
<td>Monitoring Comprehension 10.4(I)</td>
</tr>
<tr>
<td>Commentary 10.5(C), 10.9(B)(ii)</td>
<td>Multimodal and Digital Texts 10.7(F)</td>
</tr>
<tr>
<td>Compare and Contrast 10.5(B)</td>
<td>Paraphrasing 10.5(D)</td>
</tr>
<tr>
<td>Context Clues 10.2(B)</td>
<td>Plot 10.6(C)</td>
</tr>
<tr>
<td>Critiquing Research 10.11(B), 10.11(C), 10.11(D)</td>
<td>Poetic Devices 10.7(B)</td>
</tr>
<tr>
<td>Evidence and Counter Arguments 10.7(E)(i)</td>
<td>Poetic Structure 10.7(B)</td>
</tr>
<tr>
<td>Diction and Syntax 10.8(F)</td>
<td>Print and Graphic Features 10.8(C)</td>
</tr>
<tr>
<td>Dramatic Conventions and Elements 10.7(C)</td>
<td>Setting 10.6(D)</td>
</tr>
<tr>
<td>Elements of Informational Text 10.7(D)(ii)</td>
<td>Summarizing 10.5(D)</td>
</tr>
<tr>
<td>Establishing a Purpose for Reading 10.4(A)</td>
<td>Synthesizing 10.4(H)</td>
</tr>
<tr>
<td>Evaluating Details 10.4(G)</td>
<td>Text Structure and Organizational Design 10.7(D)(ii)</td>
</tr>
<tr>
<td>Evaluating Sources 10.11(G)(i), 10.11(G)(ii)</td>
<td>Theme 10.6(A)</td>
</tr>
<tr>
<td>Text Evidence 10.5(C)</td>
<td>Visualizing 10.4(D)</td>
</tr>
<tr>
<td>Figurative Language 10.2(B)</td>
<td>Word Meaning 10.2(A)</td>
</tr>
<tr>
<td>Generating Questions 10.11(A)</td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Speaking &amp; Listening Skills</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Cohesion 10.9(B)</td>
<td>Communicating Ideas 10.1(C)</td>
</tr>
<tr>
<td>Descriptive Details 10.10(A)</td>
<td>Collaborative Conversations 10.1(D)</td>
</tr>
<tr>
<td>Developing Ideas 10.9(B)(ii)</td>
<td>Considering Audience and Purpose 10.5(H)</td>
</tr>
<tr>
<td>Introductions and Conclusions 10.9(B)(i)</td>
<td>Engaging in Discourse 10.1(A)</td>
</tr>
<tr>
<td>Narrative Sequencing 10.9(B)(i)</td>
<td>Giving and Following Instructions 10.1(B)</td>
</tr>
<tr>
<td>Narrative Techniques 10.10(A)</td>
<td></td>
</tr>
<tr>
<td>Organizing an Oral Presentation 10.1(C)</td>
<td></td>
</tr>
<tr>
<td>Organizing Argumentative Writing 10.9(B)i</td>
<td></td>
</tr>
<tr>
<td>Organizing Correspondence Writing 10.9(B)i</td>
<td></td>
</tr>
<tr>
<td>Organizing Informational Writing 10.9(B)i</td>
<td></td>
</tr>
<tr>
<td>Peer Review 10.1(D)</td>
<td></td>
</tr>
<tr>
<td>Personal Response 10.5(A)</td>
<td></td>
</tr>
<tr>
<td>Persuasive Techniques 10.1(C), 10.9(B)(ii), 10.10(C)</td>
<td></td>
</tr>
<tr>
<td>Planning Research 10.11(A), 10.11(C)</td>
<td></td>
</tr>
<tr>
<td>Reading Independently 10.5(I)</td>
<td></td>
</tr>
<tr>
<td>Research and Notetaking 10.11(E), 10.11(F)</td>
<td></td>
</tr>
<tr>
<td>Short Constructed Responses 10.5(F)</td>
<td></td>
</tr>
<tr>
<td>Sources and Citations 10.7(D)(iii), 10.11(H)</td>
<td></td>
</tr>
<tr>
<td>Supporting Details 10.9(B)(iii)</td>
<td></td>
</tr>
<tr>
<td>Text Dependent Responses 10.5(C)</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement 10.10(B), 10.10(C)</td>
<td></td>
</tr>
<tr>
<td>Transitions 10.9(C)</td>
<td></td>
</tr>
<tr>
<td>Timed Writing 10.9(B)(i)</td>
<td></td>
</tr>
</tbody>
</table>
A character is any person, animal, or figure that appears in a literary work. Many types of characters exist in literature, and their thoughts, feelings, actions, and reactions are what drive the events of the plot. Writers develop characters through a variety of literary devices: narration, dialogue, and interaction with the setting and with other characters.

The main character—the one the story revolves around and who usually has a problem to solve—is called the protagonist. The character who opposes the protagonist is called the antagonist.

Character development in a story is closely tied to the idea of complex characters. A complex character is one who goes through some sort of change or development as the plot unfolds. A protagonist is usually a complex character and may change, for example, from someone who is shy and doubtful into a person who is confident and even aggressive.
Vocabulary

STUDENT INSTRUCTIONS: FOR EACH TERM, DRAG AND DROP THE CORRECT MEANING INTO THE LAST COLUMN.

<table>
<thead>
<tr>
<th>Term</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>character</td>
<td>noun</td>
<td>an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of plot forward</td>
</tr>
<tr>
<td>complex character</td>
<td>noun</td>
<td>a character who goes through some sort of change or development as the plot unfolds</td>
</tr>
<tr>
<td>protagonist</td>
<td>noun</td>
<td>the main character—the one the story revolves around and who usually has a problem to solve</td>
</tr>
<tr>
<td>antagonis</td>
<td>noun</td>
<td>the character whose goals work against the protagonist</td>
</tr>
</tbody>
</table>

Model

Checklist for Author’s Purpose and Message:

In order to identify the author’s purpose and message, note the following:

- ✔ literary devices the author uses to create characters, including:
  - › dialogue
  - › interaction with setting
  - › interaction with other characters
  - › reactions to events in the plot

- ✔ the presence of any archetypes in the narrative. An archetype is a typical character that represents a universal characteristic of human nature. For example, the standard bully in a narrative is an archetype.

- ✔ the ways in which both historical and cultural settings can influence character development.

To analyze the author’s purpose and message, use the following guide:

- ✔ What literary element(s) does the author use to develop complex, yet believable characters?

- ✔ Is the protagonist a complex character? How does he or she change as the events of the plot unfold?

- ✔ Are there archetypes in the story? If so, how do these archetypes contribute to character complexity?
Skill Model

Reviewing examples of **incomplete thinking** and **complete thinking** helps you better gather information about how authors develop complex characters.

For example, in the novel *Alice in Wonderland* by Lewis Carroll, you need to closely examine details about the narration, dialogue, and setting in order to analyze the development of the protagonist, Alice.

First, let’s begin with an example of **incomplete thinking**:

Here the reader notices that Alice is feeling tired of sitting around, and is not interested in reading. However, he doesn’t use all the clues available to learn about Alice’s character.

Here’s an example of **complete thinking** with the same passage of text:
The reader uses the information about Alice's sister to compare the two characters. While Alice's sister is content to sit and read, Alice is not. The reader infers that Alice is a different type of person, and needs the additional “pictures or conversation” to amuse her.

Let's see another example of **incomplete thinking**:

The reader notices that Alice doesn’t think much of a talking rabbit, and he correctly assumes that this provides information about her character. However, there are details about the setting and interactions that the reader doesn't fully consider in order to get a good assessment of Alice's complex character.

An example of **complete thinking** of the same passage identifies an additional detail:

The reader takes all of the available evidence to draw a conclusion about Alice and her character traits. The setting, actions of other characters, and reactions to other characters are all considered. As a result, the reader is able to give a stronger analysis of Alice’s character.
Your Turn 1

**Student Directions:** Read the excerpt from the novel Alice in Wonderland by Lewis Carroll. Then, read the statements about Alice’s character and choose the literary device the author uses to express the character trait to the reader.

Down, down, down. Would the fall NEVER come to an end! “I wonder how many miles I’ve fallen by this time?” she said aloud. “I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think—” (for, you see, Alice had learnt several things of this sort in her lessons in the schoolroom, and though this was not a VERY good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) “--yes, that’s about the right distance--but then I wonder what Latitude or Longitude I’ve got to?” (Alice had no idea what Latitude was, or Longitude either, but thought they were nice grand words to say.)

**TEKS:** 10.6(B)

**Character Description 1:** Alice is not easily worried.
   A. interaction with others
   B. dialogue

**Character Description 2:** Alice is curious.
   A. dialogue
   B. narration

**Character Description 3:** Alice is concerned about how others react to her.
   A. narration
   B. interaction with setting

**Character Description 4:** Alice likes to make a good impression.
   A. narration
   B. interaction with setting

**Character Description 5:** Alice does not always think in a rational way.
   A. interaction with setting
   B. dialogue
Your Turn 2

Student Directions: Read the following inferences drawn from the passage of the novel A Separate Peace by John Knowles. Sort the student notes analyzing character into incomplete thinking and complete thinking based on your interpretation of details from the text.

A French examination was announced for one Friday late in August. Finny and I studied for it in the library Thursday afternoon; I went over vocabulary lists, and he wrote messages—je ne give a damn pas about le francais, les filles en France ne wear pas les pantelons—and passed them with great seriousness to me, as aide-mémoire. Of course I didn’t get any work done. After supper I went to our room to try again. Phineas came in a couple of minutes later.

“Arise,” he began airily, “Senior Overseer Charter Member! Elwin ‘Leper’ Lepellier has announced his intention to make the leap this very night, to qualify, to save his face at last.”

I didn’t believe it for a second. Leper Lepellier would go down paralyzed with panic on any sinking troopship before making such a jump. Finny had put him up to it, to finish me for good on the exam. I turned around with elaborate resignation. “If he jumps out of that tree I’m Mahatma Gandhi.”

“All right,” agreed Finny absently. He had a way of turning clichés inside out like that. “Come on, let’s go. We’ve got to be there. You never know, maybe he will do it this time.”

“Oh, for God sake.” I slammed closed the French book.

**TEKS**: 10.6(B)

<table>
<thead>
<tr>
<th>Incomplete Thinking</th>
<th>Complete Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrator is not very serious about his studies because he spends a lot of time procrastinating.</td>
<td>Although he tries, the narrator has trouble studying as he should because of the interruptions presented by others.</td>
</tr>
<tr>
<td>The character of Phineas adds to the narrator’s complexity by making him react and keeping him from doing what he wants.</td>
<td>The character of Phineas is an archetype protagonist who creates a complexity in the narrator, who must oppose him.</td>
</tr>
<tr>
<td>Phineas influences the narrator’s behavior by making him give up his attempts at studying. This shows that the narrator’s personality is not very strong.</td>
<td>The narrator recognizes behaviors in Phineas that make him realize that he will not be able to get much studying done with him around. He gets frustrated with Phineas.</td>
</tr>
</tbody>
</table>
Your Turn 3

Student Directions: Read the following passage of the speech “Address to the Nation on the Explosion of the Space Shuttle Challenger” by President Ronald Reagan. Then, complete each row by dragging the strongest example of text evidence to the second column. Then, in the third column, write your explanation as to why this text evidence most strongly supports the statement.

Today is a day for mourning and remembering. [First Lady] Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss. . .

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we’ve never lost an astronaut in flight; we’ve never had a tragedy like this. And perhaps we’ve forgotten the courage it took for the crew of the shuttle. But they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we’re thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, “Give me a challenge, and I’ll meet it with joy.” They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

TEKS: 9.8(A)

<table>
<thead>
<tr>
<th>Speaker’s Purpose/Message</th>
<th>Text Evidence</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winston has a feeling of uneasiness or paranoia.</td>
<td>“Winston kept his back turned to the telescreen. It was safer; though, as he well knew, even a back can be revealing.”</td>
<td>✅ interaction with the setting</td>
</tr>
<tr>
<td>Winston has been through a long, difficult experience.</td>
<td>“But it was no use, he could not remember: nothing remained of his childhood except a series of bright-lit tableaux, occurring against no background and mostly unintelligible.”</td>
<td>✅ interaction with the plot</td>
</tr>
<tr>
<td>Speaker's Purpose/Message</td>
<td>Text Evidence</td>
<td>Explain</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>Winston feels a sense of confusion about his surroundings.</td>
<td>“Were there always these vistas of rotting nineteenth-century houses, their sides shored up with baulks of timber, their windows patched with cardboard and their roofs with corrugated iron, their crazy garden walls sagging in all directions?”</td>
<td>✅ interaction with the setting</td>
</tr>
</tbody>
</table>
Define

A narrative is a story, real or imagined, consisting of connected events. Narratives can be either fiction or non-fiction, and both types contain the same literary elements.

To write a narrative, authors use a variety of techniques. For example, narratives often include dialogue, or conversations between characters, to develop characters or advance the plot. In addition, authors include descriptive details, often in the form of sensory language, to establish and enhance the setting, characters, and plot. Authors control the flow of the narrative using pacing, or the speed at which a story is told. For example, a writer might speed up the pace as the story nears a climax, or slow down the pace to reflect a character’s indecision.

In a fictional narrative, an author develops a theme, or a general message about life. A personal narrative, however, includes the writer’s reflection, or careful thought, on the significance or meaning of an event.
<table>
<thead>
<tr>
<th>Term</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrative</td>
<td>noun</td>
<td>a story, real or imagined, consisting of connected events</td>
</tr>
<tr>
<td>dialogue</td>
<td>noun</td>
<td>a conversation between characters</td>
</tr>
<tr>
<td>descriptive detail</td>
<td>noun</td>
<td>a detail that helps readers imagine the world in which the story takes place and the characters who live in it</td>
</tr>
<tr>
<td>pacing</td>
<td>verb</td>
<td>the rate at which the plot of the narrative unfolds</td>
</tr>
<tr>
<td>theme</td>
<td>noun</td>
<td>a general message about life</td>
</tr>
<tr>
<td>reflection</td>
<td>noun</td>
<td>an author’s thoughts about events in the narrative</td>
</tr>
</tbody>
</table>

**TEKS: 10.10(A)**

**Model**

**Checklist for Narrative Techniques:**

As you write your narrative, keep in mind the following tips:

- ✔ Use character dialogue to explain events or actions.
- ✔ Use descriptive details that appeal to the senses, so the reader can visualize the characters, setting, and other elements in the narrative.
- ✔ Use pacing to convey an urgent or a calm tone in a narrative.
- ✔ For a quick pace, use limited description, short paragraphs, brief dialogue, and simpler sentences.
- ✔ For a slower pace, use detailed description, longer paragraphs, and complex sentence structures.
- ✔ In a fictional narrative, develop a theme, or general message about life.
- ✔ Theme can be developed through the characters and how they do—or do not—grow or change in response to the events of the plot.
- ✔ In a non-fictional narrative, such a personal narrative, include a reflection about the event’s significance in his or her life.
- ✔ Use any combination of these techniques to develop elements of the narrative.
In order to write using narrative techniques, ask yourself the following questions:

- Who is talking? How should I organize the dialogue?
- What sensory language can strengthen descriptions of my characters or plot? How can I better engage my reader’s interest or imagination?
- In a fictional narrative, how will the theme be developed?
- In a non-fictional narrative, where and how will the reflection be expressed?

Skill Model

Checklist for Author’s Purpose and Message:

Reviewing examples of a writer’s incomplete thinking and complete thinking as he refines the application of writing skills, such as using narrative techniques, will help you better understand how to write stronger stories.

For example, while drafting a narrative, you would need to consider your goals, or what you want to achieve in your story. Then, you would need to use narrative techniques that would help you achieve those goals.

While reviewing the following examples of incomplete thinking and complete thinking, keep in mind the writer’s goals for his narrative. In the following table, you can see how the writer considered a few key questions from the Checklist:

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the genre of my story?</td>
<td>Realistic Fiction</td>
</tr>
<tr>
<td>What sensory language can strengthen descriptions of my characters or plot?</td>
<td>Descriptions of the characters’ physical features</td>
</tr>
<tr>
<td>What is the theme of the story?</td>
<td>The smallest mistake can lead to disaster.</td>
</tr>
<tr>
<td>How will the theme be developed?</td>
<td>The characters forget their lunches in the car on a long hike.</td>
</tr>
<tr>
<td>Who is talking? How should I organize the dialogue?</td>
<td>Richard and Sammy; organize as a back-and-forth dialogue that reveals the plot and conflict in the story.</td>
</tr>
<tr>
<td>How can I better engage my reader’s interest or imagination?</td>
<td>Use a quick pace and simple sentences.</td>
</tr>
</tbody>
</table>
The writer’s first attempt is an example of **incomplete thinking**:

“That was the most exhausting hike I’ve taken in a long time,” huffed Richard as he sat on a rock, wiping his forehead.

“Agreed,” said Sammy, panting and bending down with his hands on his knees to catch his breath.

“Well, let’s rehydrate ourselves and enjoy a good lunch,” answered Richard. “We traveled three miles up a steep incline.”

Sammy shot up to a standing position. “Oh no!” he gasped. “No, no, no! I can’t be!—"

“You forgot the pack with the lunches!” Richard completed his sentence. “Now we’re in trouble!”

The writer achieved some of his goals in the first draft. The dialogue told the story, and the theme of “be prepared” is implied. The sentence structures are also simple, creating a quick pace. But there’s something the writer forgot. He did not add sensory, descriptive details to appeal to the readers’ senses. These details would help the reader visualize the characters. The writer should return to his draft to make revisions.

Before revising his narrative, the writer takes a moment to pause and jot down a few notes about his next steps.

I want my readers to be able to visualize the scene a little better. Yes, the characters are stopped at a rock and they are tired, but I can do more to describe the characters with sensory descriptions.

The writer’s second attempt is an example of **complete thinking**:

“That was the most exhausting hike I’ve taken in a long time,” huffed Richard as he sat on a rock, wiping the dripping blonde hair from his sunburned and wrinkled forehead.

“Agreed,” said Sammy, panting and bending down with his gritty hands firmly grasping his knees. His green t-shirt was soaked through and his dark skin glistened and beaded with sweat as he suddenly swiped the baseball cap from his head, catching his breath.

“Well, let’s rehydrate ourselves and enjoy a good lunch,” answered Richard. “We traveled three miles up a steep incline.”

Sammy shot up to a standing position. “Oh no!” he gasped. “No, no, no! I can’t be!—"

“You forgot the pack with the lunches!” Richard completed his sentence. “Now we’re in trouble!”

In this draft, the writer does a better job of using the narrative technique of adding descriptive language. By adding sensory details to his narrative, the writer is able to help his readers visualize the characters.
Your Turn 1

STUDENT DIRECTIONS: SORT THE FOLLOWING FIRST LINES OF STORIES BY THE NARRATIVE TECHNIQUE THE AUTHOR USED.

<table>
<thead>
<tr>
<th>Dialogue that explains characters</th>
<th>Dialogue that explains the plot</th>
<th>Development of theme</th>
<th>Complex sentence structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>“There will come a time,” she answered, smiling. She rarely smiled broadly; instead the thin furrow along her upper lip would deepen. “Have little fear.” from Call It Sleep: A Novel by Henry Roth</td>
<td>“That is my main purpose, Mr. Secretary. As you know, for the last five years we have tried to awaken the human race to the danger that confronts it. ...Nevertheless, more than five million patriots, in every country, have signed our petition.” from Childhood’s End by Arthur C. Clarke</td>
<td>“He had learned the most important fact of all, and the one that is so hard for many to understand or believe: Man proposes, nature disposes. from Brian’s Return by Gary Paulsen</td>
<td>This was not illegal (nothing was illegal, since there were no longer any laws), but if detected it was reasonably certain that it would be punished by death, or at least by twenty-five years in a forced-labour camp. from 1984 by George Orwell</td>
</tr>
</tbody>
</table>

TEKS: 10.10(A)
“At the Pantry Door”

(1) Every holiday, I make an effort to work at my local food pantry or soup kitchen. (2) I’ve spent so many years out on the streets myself that I feel like I should give back to the community. (3) I want to express my gratitude to the community shelters by volunteering my time there when I can.

(4) My years on the street were the hardest I’ve experienced. (5) There were freezing winter nights that I didn’t think I would survive. (6) But there are kind people out there, and I was brought to a shelter on more nights than I wish to admit. (7) There were hot summer nights, too. (8) And they could be just as difficult.

(9) But now that I’m on my feet, the calling is strong. (10) It’s time for me to give back to the community that saved me. (11) And the soup kitchen is the easiest place to start.

Question 1: Which of the following revisions can the writer make to the second sentence to add sensory details?

A. Change on the streets to in the cold, unforgiving streets
B. Change on the streets to on Lafayette Avenue

Question 2: The writer would like to change sentence 3 to create a quicker pace. Which sentence could best replace sentence 3?

A. I want to thank the community by giving back when I can.
B. I want to express my gratitude to the community shelters when I can.

Question 3: The writer would like to make sure her reflection about the personal experience is clear. What addition after sentence 8 would make the best reflection?

A. My experiences included being very hungry and meeting other homeless people.
B. My experiences have made me take a good long look at the road ahead of me.

Question 4: The writer wants to strengthen the description of the hot summer nights. What change to sentence 7 would best accomplish this goal?

A. Change hot to pretty difficult and awful
B. Change hot to humid, stifling, and unbearable

Question 5: The writer wants to end the last paragraph with a broader reflection about what she thinks the experience will provide. Which sentence BEST accomplishes that goal?

A. I hope the people I reach out to will be helped like I was helped.
B. I hope the soup kitchen has good hours for the community it serves.
Write

Prompt: Write a personal narrative about a significant experience or moment in your life. Your story should include a reflection that reveals to your reader what you learned through the experience. As you write, pay attention to pacing and include descriptive details that appeal to the senses, so your reader can visualize. You should refer to the steps in the Checklist section as a guide.

Rubric

NARRATIVE TECHNIQUES

Score 4: The writer clearly presents the significant life experience and reflection and uses strong sensory details that fully allow the reader to visualize.

Score 3: The writer presents a significant life experience and includes some descriptive details but a vague reflection.

Score 2: The writer presents a significant life experience, but the sensory details are weak, or the writer may not include a reflection.

Score 1: The writer attempts to present some ideas about a significant life experience, but the narrative is unsuccessful or missing sensory details.

Score 0: The writer does not attempt to present ideas about a significant life experience.

TEKS: 10.10(A)

REVIEWS REQUESTED: 2

Review Instructions:

Read your peer’s assignment. As you read, focus on the technique the writer used to catch the reader’s attention and present information. Consider these questions (you don’t have to answer all of them):

✔ How well does the writer present the significant life experience? How strong is the reflection?

✔ What narrative techniques does the writer use in his or her writing? What techniques could they use to make the narrative stronger?

✔ What does the writer do well in this response? What does the writer need to work on?

Be sure to tell the writer what he or she did well and what he or she needs to work on. Remember that your comments are most useful when they are constructive.
END-OF-UNIT ASSESSMENT

At the end of every instructional unit, time has been allotted to assess students’ mastery of key reading, writing, and revising and editing skills taught during the unit. This is an opportunity for teachers and students to gather summative data on the outcome of student learning in relation to student progress through the TEKS-aligned curriculum.

Each End-of-Unit summative assessment contains four reading passages with questions covering all skills and TEKS addressed in the unit’s instruction. Extra focus is given to standards covered on state assessments. Sample student passages are included to assess student performance on revising and editing standards, and a writing prompt asks students to compose a response in the writing form explored within the unit.

The digital version of the End-of-Unit Assessments can be assigned from the Assess tab inside your StudySync account. The paper-based version of the assessment can be printed from the same location. See below for an overview of the skills assessed in each End-of-Unit Assessment for Grade 10.

A sample of End of Unit - Grade 10 - Unit 1 is available in this Assessment Sampler.

### Unit 1 End-of-Unit Assessment: Tested Skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s Purpose and Message 10.8(A)</td>
<td>Compare and Contrast 10.5(B)</td>
</tr>
<tr>
<td>Context Clues 10.2(B)</td>
<td>Semicolons 10.9(D)(v)</td>
</tr>
<tr>
<td>Language, Style, Audience 10.8(D)</td>
<td>Sentence Capitalization 10.9(D)(iv)</td>
</tr>
<tr>
<td>Making Connections 10.4(E)</td>
<td>Spelling 10.9(D)(vi)</td>
</tr>
<tr>
<td>Making Inferences 10.4(F)</td>
<td>Thesis Statement 10.10(C)</td>
</tr>
<tr>
<td>Text Evidence 10.5(C)</td>
<td>Introductions and Conclusions 10.9(B)(i)</td>
</tr>
<tr>
<td>Text Dependent Responses 10.5(F)</td>
<td>Supporting Details 10.9(A)</td>
</tr>
<tr>
<td>Theme 10.6(A)</td>
<td></td>
</tr>
<tr>
<td>Setting 10.6(D)</td>
<td></td>
</tr>
<tr>
<td>Word Meaning 10.2(A)</td>
<td></td>
</tr>
</tbody>
</table>
**Unit 2 End-of-Unit Assessment: Tested Skills**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Words and Phrases 10.2(C)</td>
<td>Commas with Phrases and Clauses 10.9(D)(v)</td>
</tr>
<tr>
<td>Text Structure and Organizational Design 10.7(D)(ii)</td>
<td>Colons 10.9(D)(v)</td>
</tr>
<tr>
<td>Context Clues 10.2(B)</td>
<td>Parentheses 10.9(D)(v)</td>
</tr>
<tr>
<td>Author’s Purpose and Text Structure 10.8(B)</td>
<td>Thesis Statement 10.10(B)</td>
</tr>
<tr>
<td>Evidence and Counter Arguments 10.7(E)(ii)</td>
<td>Organizing Informational Writing 10.9(B)(i)</td>
</tr>
<tr>
<td>Logical Fallacies 10.8(G)</td>
<td>Supporting Details 10.9(B)(ii)</td>
</tr>
<tr>
<td>Print and Graphic Features 10.8(C)</td>
<td>Introductions and Conclusions 10.9(B)(i)</td>
</tr>
<tr>
<td>Argumentative Text Structure 10.7(E)(i)</td>
<td>Cohesion 10.9(B)(i)</td>
</tr>
</tbody>
</table>

**Unit 3 End-of-Unit Assessment: Tested Skills**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archetypes 10.6(B)</td>
<td>Dashes 10.9(D)(v)</td>
</tr>
<tr>
<td>Context Clues 10.2(B)</td>
<td>Descriptive Details 10.10(A)</td>
</tr>
<tr>
<td>Elements of Informational Text 10.7(D)</td>
<td>Narrative Sequencing 10.9(B)(i)</td>
</tr>
<tr>
<td>Paraphrasing 10.5(D)</td>
<td>Narrative Techniques 10.10(A)</td>
</tr>
<tr>
<td>Poetic Devices 10.7(B)</td>
<td>Pronoun-Antecedent Agreement with Indefinite</td>
</tr>
<tr>
<td>Poetic Structure 10.7(B)</td>
<td>Pronoun Antecedents 10.9(D)(iii)</td>
</tr>
<tr>
<td>Synthesizing 10.4(H)</td>
<td>Pronouns and Antecedents 10.9(D)(iii)</td>
</tr>
<tr>
<td>Text Structure and Organizational Theme 10.6(A)</td>
<td></td>
</tr>
<tr>
<td>Design 10.7(D)(ii)</td>
<td></td>
</tr>
<tr>
<td>Word Meaning 10.2(A)</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 4 End-of-Unit Assessment: Tested Skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archetypes 10.6(B)</td>
<td>Capitalization of Proper Nouns 10.9(D)(iv)</td>
</tr>
<tr>
<td>Diction and Syntax 10.8(F)</td>
<td>Consistent Verb Tenses 10.9(D)(ii)</td>
</tr>
<tr>
<td>Dramatic Conventions and Elements 10.7(C)</td>
<td>Evaluating Sources 10.1(C)</td>
</tr>
<tr>
<td>Evaluating Details 10.4(G)</td>
<td>Organizing Correspondence Writing 10.9(B)(i)</td>
</tr>
<tr>
<td>Identifying Audience and Purpose 10.7(E)(iii)</td>
<td>Sentence Types 10.9(D)(i)</td>
</tr>
<tr>
<td>Literary Devices 10.8(E)</td>
<td>Sources and Citations 10.11(H)</td>
</tr>
<tr>
<td>Plot 10.6(C)</td>
<td></td>
</tr>
<tr>
<td>Setting 10.6(D)</td>
<td></td>
</tr>
<tr>
<td>Summarizing 10.5(D)</td>
<td></td>
</tr>
</tbody>
</table>

## Unit 5 End-of-Unit Assessment: Tested Skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archetypes 10.6(B)</td>
<td>Active and Passive Voice 10.9(D)(ii)</td>
</tr>
<tr>
<td>Diction and Syntax 10.8(F)</td>
<td>Considering Audience and Purpose 10.5(H)</td>
</tr>
<tr>
<td>Figurative Language 10.2(B), 10.7(B)</td>
<td>Organizing Argumentative Writing 10.9(B)(i)</td>
</tr>
<tr>
<td>Poetic Devices 10.7(B)</td>
<td>Persuasive Techniques 10.10(C)</td>
</tr>
<tr>
<td>Print and Graphic Features 10.8(C)</td>
<td>Run-on Sentences 10.9(D)(i)</td>
</tr>
<tr>
<td>Theme 10.6(A)</td>
<td>Sentence Fragments 10.9(D)(i)</td>
</tr>
<tr>
<td>Visualizing 10.4(D)</td>
<td>Supporting Details 10.9(B)(ii)</td>
</tr>
<tr>
<td></td>
<td>Transitions 10.9(B)(i)</td>
</tr>
</tbody>
</table>
## Unit 6 End-of-Unit Assessment: Tested Skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguments and Claims 10.7(E)(i)</td>
<td>Active and Passive Voice 9.9(D)(ii)</td>
</tr>
<tr>
<td>Author’s Purpose and Structure 10.8(B)</td>
<td>Agreement with Indefinite Pronoun Antecedents 9.9(D)(iii)</td>
</tr>
<tr>
<td>Character 10.6(B)</td>
<td>Correspondence Writing Process:</td>
</tr>
<tr>
<td>Evaluating Details 10.4(G)</td>
<td>Edit and Publish 9.9(D), 9.9(E)</td>
</tr>
<tr>
<td>Identifying Audience and Purpose 10.7(E)(iii)</td>
<td>Organizing Correspondence Writing 9.9(B)(i), 9.10(D)</td>
</tr>
<tr>
<td>Literary Devices 10.8(E)</td>
<td>Organizing an Oral Presentation 9.1(C)</td>
</tr>
<tr>
<td>Making Connections 10.4(E)</td>
<td>Pronouns-Antecedent Agreement 9.9(D)(iii)</td>
</tr>
<tr>
<td>Text Evidence 10.5(C)</td>
<td>Sources and Citations 9.7(D)(ii), 9.9(D), 9.11(H)</td>
</tr>
<tr>
<td>Theme 10.6(A)</td>
<td></td>
</tr>
</tbody>
</table>
Newspeak: The significance of language in *1984*

1 In Orwell’s novel, citizens are under the complete control of an unforgiving totalitarian government.  
2 There are devices called telescreens in every home that broadcast propaganda and monitor citizens' actions.  
3 Large outdoor signs warn that Big Brother is watching.  
4 Language is also used by the government.

5 Oceana’s government creates a new language based on English called Newspeak.  
6 Compared to Oldspeak, what people today know as standard English, Newspeak is made up of a smaller number of words.  
7 For example, if somebody in Oceana wanted to indicate that something was very good, they would simply use the Newspeak term “plusgood” rather than choosing from the many possibilities found in Oldspeak.  
8 Another notable fact about Newspeak is that numerous words simply no longer exist at all.  
9 “Morality,” “democracy,” “science,” and “justice” are all examples of words eliminated by the government.  
10 Finally, there are no antonyms such as “hot” and “cold” in Newspeak.  
11 Instead, something warm or hot would be described as “uncold,” which is clearly a less precise term.

12 Combined, the characteristics of Newspeak mentioned above would make it challenging for individuals to effectively express subtle emotions and complex reasoning.  
13 Further, once Oldspeak is completely replaced by Newspeak in Oceana, it will likely be not only dangerous, but also much more difficult for citizens to express views that go against the government.

14 Many of the words and titles used by the government are not merely vague, but misleading.  
15 For instance, the main character, Winston Smith, works for the “Ministry of Truth.”  
16 However, the activities he carries out in his job are anything but honest.  
17 He is tasked with constantly rewriting history to present every action of the government in a favorable light.  
18 During his “reeducation,” Smith endures harsh torture for defying the government by developing a close relationship with a character named Julia.  
19 These types of terms can be seen as a reflection of the government’s willingness to distort the truth to serve its own interests.
Scholars who have analyzed 1984 frequently discuss what Orwell implies about the relationship between language and thought. Some of the ideas included in 1984 and the terms that are part of Newspeak may seem absurd on the surface. However, the conclusions that can be drawn from them are profound.

Question 1: Shayla wants to strengthen and clarify her introduction. Which of the following sentences should she include before sentence 1 to make her topic clearer?

A. Have you ever read a book that gives you chills about the future of society and government?
B. George Orwell was an author who wrote a novel that many teenagers read in school.
C. Written by George Orwell, the novel 1984 is a chilling tale about a society called Oceana.
D. If you stop to think about the future, you realize that society is shaped by the ideas and values of its citizens.

**TEKS:** 10.9(C)

Question 2: Shayla is not satisfied with her thesis statement in sentence 4. Which of the following should replace sentence 4 to provide a more effective thesis statement?

A. However, the most powerful communication method the government has at its disposal is language.
B. By using language, the government can clearly relate its many expectations and demands to Oceana's citizens.
C. The language used in Orwell's book is a clear reflection of the type of government in charge of Oceana.
D. Perhaps the most effective tool the government uses to exert power over its citizens, though, is language.

**TEKS:** 10.9(C)

Question 3: Shayla is considering whether she should add the following supporting detail to the second paragraph (sentences 5–11).

In Newspeak, terms related to the notions of freedom, equality, and rational thought have been collectively replaced with the words “crimethink” and “oldthink.”

Where could Shayla place this sentence?

A. After sentence 5
B. **After sentence 9**
C. After sentence 11
D. Shayla should not add this sentence to the paragraph.

**TEKS:** 10.9(C)
**Question 4:** Shayla wants to add a sentence after sentence 13 to support the idea that she is trying to convey. Which of the following could best accomplish this goal?

A. If citizens cannot even put their misgivings or their hopes into words, rebelling against the government will be virtually impossible.
B. Citizens will probably be so frightened to express their criticisms of the government that they will no longer even attempt to do so.
C. With relatively few words available to the citizens of Oceana, expressing themselves will be difficult.
D. However, there will always be people in Oceana who are willing to speak out against the government.

**TEKS:** 10.9(C)

**Question 5:** Shayla would like to add a sentence to the end of her paper to help bring it to an effective conclusion. Which of the following would be the most effective sentence for her to add?

A. Orwell’s novel shows that words can be used to deceive and to limit people’s ability to think for themselves.
B. The wisdom displayed in Orwell’s commentary about language helps explain why his book is still popular today.
C. Orwell’s novel demonstrates that giving others power over one’s language often leads to disastrous outcomes.
D. When reading Orwell’s novel, it is essential to think about the hidden and deeper meanings of words and events.

**TEKS:** 10.9(C)
READ THE SELECTION AND CHOOSE THE BEST ANSWER TO EACH QUESTION.

Miscommunication

1. Zed secured his helmet and pushed down on the pedals to bike through the city, avoiding the automatic cars, hover coaches, and thick swatches of pedestrians moving along in silence, their minds communicating at computer-like efficiency. Glancing up at the Hub, he watched a myriad of colors flickering in a rhythmic pulse that mirrored the beat of the human heart. The colors flashed mostly red and orange in the mornings to give the daily government reports, and Zed always breathed a sigh of relief at switching off his transmitter before starting work for the day as a city bike messenger. It was one of the few occupations that allowed for transmit-off mode, and this brought a reprieve and some peace from the telepathic news.

2. Zed reached his first destination, parked his bike, and pressed the buzzer. Since this was a routine drop of nutritional packets at a doctor’s office, he knew the receptionist. They no longer needed the formal greeting of touching forearms to grant telepathic communication. Herbert answered with a wave. Zed heard Herbert in his head: Thanks, Zed, always on time or a little early! Then he tapped his wrist and said, Tip. Zed knew twenty dollars would show up in his bank account. Thanks, he “said” back and hopped on his bike. The Hub, always in his peripheral vision, pulsed shades of green now: the weather. Zed looked up to the sky with its clouds muscling in on rays of golden sunlight.

3. Without the Hub in his head, he could feel his own heartbeat throbbing in his chest and hear his even breathing in the echo of his helmet. These senses felt real and good. Zed, at fifteen, remembered a time when people talked, really talked, to each other instead of using telepathy to communicate, which was now the law. He remembered his mother’s coffee-colored arm wrapped over his shoulder when he was five, tucking him in next to her to read his favorite books aloud, his baby sister, Bida, asleep next to them in her cradle. Mom’s voice danced in the air reading to him the “classics” as she called them, stories of adventure and fantasy about a boy wizard. Sometimes she sang songs, or recited poems about her home, Jamaica, by Claude McKay. How Zed wished he could remember those poems, but all he could muster were sounds in his head like rain tip-tapping on metal drums: da-da, da-da mixed in with nonsensical words pingwin or akee. Was that a tree? A fruit? Zed longed to hear the words from his mother’s mouth or ask her with his voice once he got home, but they would get fined, and after three infractions community service was required.

4. Had crime really decreased all that much in the last ten years?

5. Zed biked on, and suddenly the strangest thing happened: All the automatic cars stopped. Then, the Hub shot multi-colored streaks toward the heavens, a hot flash burning through the cloud cover in one long whip, and then: Nothing.
The skyscraper where the Hub perched darkened to shadow. Zed stopped pedaling and watched for the Hub to right itself, come to life, and begin its incessant signaling, its tireless reverberations of meaningless chatter. But nothing happened. He stood stock still. After a few heartbeats, he recalled his transmitter and quickly dug his signal device from his bike pack to hold it over his forearm. His skin tingled for a moment, and where a faint stream of color usually glowed under his skin, a blue line tangled with others instead. His veins. No Hub connection. Something had happened. But what? What would they do now? Zed cast his eyes upward, and each city window framed a lonely figure leaning out of it, staring at the Hub. Some people outstretched their forearms as if feeding birds from their palms in the direction of the Hub, waiting for a transmission to feed them information. Nothing transmitted. No colors pulsed from the Hub. It stood silent and colorless against the now blue sky.

6 . . . “That's a true story, kids.” Zed winked at his grandchildren. “After that time, the government decided that telepathic communication was not the law. Otherwise, you wouldn’t be listening to me right now.”

7 There was one more thing that helped Haru feel more comfortable—at school, he had recently become friends with another boy, Kinji, who had also emigrated from Japan and for the same reasons Haru had, so Kinji understood what it was like to be a fish out of water. Kinji lived in an apartment just a few houses down the street from Haru. Every day after school, together, the two boys found new places to investigate. Haru knew he would never forget his home back in Japan, but he believed that someday this new place would also seem like home. Perhaps he would not always be a fish out of water, after all.

---

**Question 1:** In paragraph 2, the description of Zed's delivery serves to —

A. emphasize his lack of human connection
B. highlight how he gets paid in this future world
C. imply that miscommunication happens often
D. characterize the communication parameters in his world

**TEKS:** 10.6(D)

**Question 2:** In paragraph 2, the author uses the figurative language of “the sky with its clouds muscling in on rays of golden sunlight” to parallel —

A. Zed's feelings toward the Hub
B. Zed's unease with his upcoming delivery
C. Zed's hope for a better future
D. Zed's concern about not being able to work

**TEKS:** 10.2(B)
**Question 3**: Fill in the blanks to complete the statement that provides an interpretation with supporting text evidence. Drag and drop the text from the box below.

The author compares Zed’s **heartbeat** to the Hub signaling a **myriad of colors in a rhythmic pulse** in order to help express Zed’s **longing for real speech**.

A. longing for real speech  
B. heartbeat  
C. myriad of colors in a rhythmic pulse

**TEKS**: 10.5(C)

**Question 4**: What can be inferred by the question in paragraph 4?

A. Zed is communicating this statement to someone using telepathy.  
B. The government made verbal communication illegal to reduce crime.  
C. The Hub asks this question to Zed and the rest of humanity each day.  
D. In the future, Zed asks this question to his grandchildren.

**TEKS**: 10.4(F)

**Question 5**: What theme is expressed through the characterization and actions of Zed?

A. Human speech creates miscommunication.  
B. Personal choices can disconnect one from humanity.  
C. Loneliness is the beginning of human isolation.  
D. Speech encourages independence and connectivity.

**TEKS**: 10.6(A)

**Question 6**: Why does the author include the information in paragraph 6?

A. To show that a great deal of time has passed  
B. To emphasize Zed’s understanding of the past  
C. To reveal that this is a fantasy set in the future  
D. To suggest Zed’s story may not be reliable

**TEKS**: 10.8(A)
READ THE SELECTION AND CHOOSE THE BEST ANSWER TO EACH QUESTION.

A Way Out

1. Just another day in Dharavi, the largest slum in Mumbai, India. I've resided in this exotic wonderland my entire life and, luckily for me, that makes me a slum specialist! What good is being a slum expert, you ask? Why, it allows me the honor of being the preeminent slum tour guide in Dharavi. Salman's Slum Tour is top-rated by all the tourist information sites, and I'm the star the people want to see.

2. I reside in a lovely little gray concrete-block structure, not the corrugated tin shacks that everyone thinks we all live in. Since there's no running water, I fill buckets from taps outside that have been provided by our generous government. It's so fresh and cold, which makes it refreshing to drink, and even more bracing to dump over my head in the bath!

3. For the most part, no one paid any attention to the million or so of us that live in Dharavi until the release of Slumdog Millionaire. Imagine, an Academy-Award-winning movie about my hometown! After that, everyone wanted to come and see the wondrous slum of Dharavi, where they could witness firsthand the despair and degradation of its inhabitants as they struggle to survive the horror of their lot in life.

4. At that time, I had just started working in a call center, the perfect employment for me, or so I thought. Between my melodious voice and silver tongue, I presumed I could sell anyone anything. It turns out that my hang-up to sales ratio was considerable, but at least I was earning enough money to purchase food.

5. As I would head home, I witnessed these voyeurs watching the slum. They would be standing there, on the edge of town, some even with binoculars, pointing and photographing. I could see that they all thought Dharavi was spectacular to look at, but nobody was yet willing to put their toe in!

6. However, we slum dwellers aren't really wallowing in despair and degradation. We're an entrepreneurial lot, and I'm no exception. If these gawkers were dying to get inside, then I figured I was just the guy to make their dreams come true. One day, I approached the gathering, watching them shrink back in fear. But I have a melodious voice and silver tongue, remember? I told them the story of my uncle who operated a small handbag factory whose bags were sold in the finest luxury stores in Mumbai. I would willingly take them into Dharavi to see it, for a small fee, of course.

7. And that was the beginning of the world-renowned Salman's Slum Tours. Now I have the best job, leading people through the thoroughfares and alleyways of one of the grandest slums in all the world. I tell them the stories of the strong, inspirational people who inhabit this vast metropolis and treat them to a glimpse of something they could never even conceive. And with the money I make, I've almost finished putting myself through college. By guiding the tourists in, I've found my way out.
Question 1: In the first paragraph of the story, the narrator uses irony to inject some humor into his situation. Sort the phrases in the box below. Drag and drop three examples of irony and three descriptive details to complete the chart.

<table>
<thead>
<tr>
<th>Examples of Irony in Paragraph 1</th>
<th>Descriptive Details in Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>this exotic wonderland</td>
<td>the largest slum in Mumbai</td>
</tr>
<tr>
<td>luckily for me</td>
<td>my entire life</td>
</tr>
<tr>
<td>it allows me the honor</td>
<td>all the tourist information sites</td>
</tr>
</tbody>
</table>

TEKS: 10.8(D)

Question 2: In the story, the narrator mentions his own living conditions to —

A. explain why he is a slum specialist  
B. provide some background for what Dharavi is like  
C. demonstrate why slum dwellers are entrepreneurial  
D. detail how Dharavi residents rely on the government

TEKS: 10.4(F)

Question 3: The expression *silver tongue* in paragraph 4 —

A. presents the narrator as a persuasive speaker  
B. reflects the narrator’s desire for money  
C. suggests that the narrator can sing well  
D. describes the narrator’s jewelry

TEKS: 10.2(B)

Question 4: In which sentence does the narrator first realize that there is an opportunity for him as a tour guide?

A. After that, everyone wanted to come and see the wondrous slum of Dharavi, where they could witness firsthand the despair and degradation of its inhabitants as they struggle to survive the horror of their lot in life.  
B. I could see that they all thought Dharavi was spectacular to look at, but nobody was yet willing to put their toe in!  
C. One day, I approached the gathering, watching them shrink back in fear.  
D. I would willingly take them into Dharavi to see it, for a small fee, of course.

TEKS: 10.5(C)

Question 5: What is the most likely purpose of the story?

A. To convince readers that they should go on one of Salman’s Slum Tours  
B. To show readers that the residents of Dharavi are ingenious  
C. To recall how the narrator became a slum tour guide in Dharavi  
D. To criticize the perception people have of slums

TEKS: 10.8(A)
A tropical paradise, that’s how the tourist websites describe my home, the Republic of Palau. Located in the Pacific Ocean, we are a picturesque archipelago of about 200 volcanic islands. The coral reefs that surround us have created stunning turquoise lagoons that beckoned to be entered. There is such a plethora of marine life, that you don’t even need a snorkel or scuba gear to see it. We have beautiful forests to hike, white sandy beaches to relax on, and waterfalls to view with awe.

But before you become jealous of me, let me tell you something else about Palau that you won’t find in the tourist guides: Our country is slowly disappearing. That’s right, sea levels are slowly rising, bit by bit, year after year, eating away at our coastlines and shrinking our land. People talk in whispers about high tides, floods, and loss of crops, afraid to say these things too loud.

I was in denial myself, choosing not to think about what it meant when friends had to leave their houses because the tide was now coming up to their back door. When I noticed the rainy seasons were lasting longer than they had in previous years, I chose not to see the trend.

However, the day of reckoning arrived, and it came in the form of a documentary that I stumbled upon. There was a scientist casually explaining that as temperatures around the world increased, the sea levels rise, covering islands like ours. She carefully explained (shockingly, without any hesitation or alarm) that glaciers were melting, sending more water into the oceans. As if that wasn’t enough, she enlightened me to the fact that as water gets warmer, it expands, also making the sea levels higher.

I wondered why people hadn’t been talking about this; it seems to me an important topic to bring up! I decided there and then that I wouldn’t hide from the reality. I needed to do what people hadn’t been doing: I needed to speak out.

After this life-altering realization, I began going around to the villages on the various islands, enlightening people on the benefits of planting trees near the water’s edge to help prevent erosion. Now I suggest that people farm their taro and breadfruit crops on higher ground and demonstrate how rainwater tanks can give them access to fresh water when saltwater contaminates their water supply. Once I start talking to people, they start talking, too, telling me about their concerns but also about the solutions that they’ve discovered to help survive the rising waters. This incredible sense of community and endurance is the true treasure of our country.
I love my country, and I think the tourist websites are right to promote all our natural beauty. I just wish that they would also promote how we all need to band together to save those sites by stopping the seas from rising.

Question 1: In paragraph 1, the narrator’s picturesque description of Palau serves to —

   A. persuade the reader to plan a visit to the country
   B. sharply contrast with the reality of the rising sea
   C. provide background information to readers
   D. explain the narrator’s emotional state

TEKS: 10.6(D)

Question 2: Read this sentence from paragraph 2.

That’s right, sea levels are slowly rising, bit by bit, year after year, eating away at our coastlines and shrinking our land.

This sentence suggests a sense of —

   A. Disappointment
   B. Resentment
   C. Astonishment
   D. Inevitability

TEKS: 10.8(D)

Question 3: Read the following dictionary entry.

stumble \ˈstəm-bə\ v

1. to make a mistake; blunder 2. to almost fall when walking or running 3. to speak or act in an awkward way 4. to come without warning or by chance

Which definition best matches the use of the word stumbled in paragraph 4?

   A. Definition 1
   B. Definition 2
   C. Definition 3
   D. Definition 4

TEKS: 10.2(A)

Question 4: Read this sentence from paragraph 4.

She carefully explained (shockingly, without any hesitation or alarm) that glaciers were melting, sending more water into the oceans.

The description of the scientist shows that the narrator feels —
A. impressed by the scientist
   B. alarmed about the situation
   C. suspicious about the scientist’s conclusion
   D. unconcerned about the information revealed

**TEKS:** 10.4(F)

**Question 5:** Which sentence shows that the people of Palau are fearful about the rising waters?

A. People talk in whispers about high tides, floods, and loss of crops, afraid to say these things too loud.
B. I was in denial myself, choosing not to think about what it meant when friends had to leave their houses because the tide was now coming up to their back door.
C. I wondered why people hadn’t been talking about this; it seems to me an important topic to bring up!
D. Once I start talking to people, they start talking, too, telling me about their concerns but also about the solutions that they’ve discovered to help survive the rising waters.

**TEKS:** 10.5(C)

**Question 6:** How are the narrators of the stories similar?

A. Both feel melancholy about their situation in life.
B. Both have a strong pride for the people of their communities.
C. Both express an intention to soon resettle in another location.
D. Both believe it is the job of the global citizen to protect communities.

**TEKS:** 10.4(E)

**Question 7:** What is one difference between the endings of both stories?

A. “A Way Out” ends with a surprise, while “A Sea Change” ends with a call to action.
B. “A Way Out” ends with soul searching, while “A Sea Change” ends highlighting the positive.
C. “A Way Out” ends with an optimistic tone, while “A Sea Change” ends hoping for more.
D. “A Way Out” ends with a summary of events, while “A Sea Change” ends with a pessimistic prediction.

**TEKS:** 10.4(E)
Question 8: Write your answer below.

Both the narrators of “A Way Out” and “A Sea Change” face an obstacle in their lives. How are their reactions similar? Include at least one quote from each story to support your response.

Both narrators do not let the obstacle in their life overwhelm them; instead they both choose to take action to overcome the obstacle. The narrator of “A Way Out” states that he is entrepreneurial and shows this when he explains, “If these gawkers were dying to get inside, then I figured, I was just the guy to make their dreams come true.” The narrator of “A Sea Change” experiences a realization that she cannot hide from reality, and states, “I needed to do what people hadn’t been doing: I needed to speak out.”

TEKS: 10.5(B), 10.5(F)

Question 9: Write your answer below.

What theme is developed in both “A Way Out” and “A Sea Change”? 

The authors of “A Way Out” and “A Sea Change” both develop the theme of using communication with others to make a difference in their lives. In “A Way Out,” the narrator uses his “silver tongue” to speak to the tourists and get them interested in going into the Dharavi slum with him. In “A Sea Change,” the narrator comes to an important realization after listening to a documentary and then uses her own words to speak to the people of Palau about their situation.

TEKS: 10.6(A), 10.5(F)
The Secret

1 “Arpeggios or bust!” Raheem yelled, but even as he spoke he knew those words weren’t exactly right. Arpeggio is a fascinating word and ultimately it was Raheem’s goal to play arpeggios on the guitar, but bust turned out to be the accurate word for the day. Raheem felt that musicianship was in his blood—his dad was an excellent jazz musician. His dad always wanted to teach him to play, but when he was younger, Raheem preferred playing sports, riding a bike, or doing anything that was physically more active than plucking strings on a wooden box.

2 In a soundproof recording studio in the basement, his dad’s professional guitars were set up on stands and ready to play. It was a beautiful lineup of polished wood and shiny metal strings. His dad always said, “Raheem, someday all these guitars will be yours.” And yet, out of all the guitars there, there was one guitar that his dad seemed to play more often than all the others. In the summer, he would bring it out to the porch and sit on the swing to play a long, slow blues tune. And when the family traveled, that guitar was carefully packed into the car and brought in to every motel. Obviously, it was his dad’s favorite guitar.

3 One day, Raheem’s friends were visiting and wanted to see his dad’s music room in the basement. They looked around and imagined that the four of them would be fantastic as musicians in their own band. Raheem got excited and so enthusiastic that even though he knew he shouldn’t, he picked up his dad’s favorite guitar. By pretending to be a guitar genius, Raheem play-acted as a rock star, twisting and whirling, gyrating and swirling until, smack, the guitar accidentally hit the wall. “Dude, you just demolished your dad’s guitar!” Almanzo shouted.

4 Raheem sank to the floor in dismay, tenderly cradling the cracked guitar in his arms. He rapidly thought through his options—tell his dad or try to hide the damaged evidence? Almanzo suggested that they first try to repair the crack along the side. How could they predict that a bottle of white glue dumped along a wood crack results in nothing but a sticky mess? Regina’s suggestions weren’t much better—hide it in the garage and when your dad asks about it, just say you didn’t know how it got there. Or better yet, hide it and tell your dad that a thief came in and stole it.

5 All his life, Raheem had been told to tell the truth, but he simply could not bring himself to reveal to his dad what had happened. He was tortured by the circumstances though. Raheem knew his father valued honesty and integrity, and he felt nothing but respect for his dad and would never deliberately do anything to hurt him. More importantly, he wanted his dad’s respect, not his
disappointment, and he knew that he should just step up and take responsibility for the careless treatment of his father’s prized guitar. But instead, Raheem decided to keep it a secret, temporarily placing the guitar in the back, behind the other guitars, and fervently hoping his dad would not find it any time soon.

6 When his dad came home from work, the two usually met up in the kitchen for a snack and a chat, but now Raheem avoided talking to his father because he didn’t trust himself not to give away the secret of the damaged guitar. He found it hard to look his dad in the eye—something that had never happened before—and he felt a deep sense of shame overwhelm him. Then he heard his dad say, “Saturday—we can have your first guitar lesson on Saturday morning.”

7 Raheem knew he should admit his guilt right then, but he simply could not do it. There was no doubt that it was the right thing to do—tell your parents the circumstances of what happened. The fact that he had not been immediately truthful was bad, and he would feel only worse by trying to keep it a secret. It was eating him up slowly, and he knew that letting it drag on only to be eventually “found out” would probably cause his dad to trust him less.

8 Each day, Raheem expected his dad to go to the garage and discover the damaged instrument. But remarkably, Raheem’s dad did not play his guitar for days—in which Raheem suffered the consequences of guilt and dismay over and over again as he tried to keep his secret. Finally, at breakfast on Saturday morning, he could bear it no longer and blurted out his confession over a bowl of oatmeal. It was as if a dam of emotion had burst, and he felt both relieved and exhausted after he finished explaining what had happened. Without another word, his dad got up from the table and went to the garage to look at the guitars.

9 After examining the guitar and hearing the story, his dad said, “It’s important to recognize that taking responsibility for your actions was the mature thing to do. I’m glad you told me today, but I’m mostly disappointed that you waited this long to mention it. At least it was that 30-year-old guitar and not one of the valuable ones. Oh, well, choose another guitar for today’s lesson and let’s get started.” Raheem was flabbergasted at his dad’s indifferent dismissal of the guilty burden he had carried inside all week. He could have saved himself so much misery if only he had communicated with his dad sooner. It was a tough lesson to learn.

10 “How silly,” laughed Alejandra. “I was jealous of all the attention you were getting, Sophia, and now, all eyes are on me.”

**Question 1:** Read this statement from paragraph 2.

His dad always said, “Raheem, someday all these guitars will be yours.”

This sentence is evidence that Raheem’s dad —

A. values the guitars greatly

B. no longer wants to own guitars
C. believes that Raheem will sell the guitars
D. would like to have different guitars

**TEKS:** 10.5(C)

**Question 2:** By setting the story in a home recording studio, the author helps to establish that —
A. Raheem is inspired to damage his dad’s guitar
B. a soundproof room can be a useful way to keep secrets
C. **Raheem’s father is a serious working musician**
D. musical talent has been passed down through generations

**TEKS:** 10.6(D)

**Question 3:** In paragraph 2, what do details about the setting reveal about Raheem’s father?
A. He likes to decorate using woods and metals.
B. **He takes good care of the things he values.**
C. He has so many guitars that he would not miss one.
D. He is thoughtful about his son’s future.

**TEKS:** 10.6(D)

**Question 4:** Read the following dictionary entry.

**cradle**  
verb
1. to place in a baby’s bed 2. to hold and support protectively 3. to rest a handset in a safety structure 4. to rock a baby to sleep

Which definition best matches the use of the word **cradling** in paragraph 4?
A. Definition 1  
B. **Definition 2**  
C. Definition 3  
D. Definition 4

**TEKS:** 10.2(A)

**Question 4:** Which sentence best reveals the author’s message for this story?
A. He rapidly thought through his options—tell his dad or try to hide the damaged evidence?
B. He found it hard to look his dad in the eye—something that never happened before—and he felt a deep sense of shame overwhelm him.
C. It was eating him up slowly, and he knew that letting it drag on only to be eventually “found out” would probably cause his dad to trust him less.
D. **After examining the guitar and hearing the story, his dad said, “It’s important to recognize that taking responsibility for your actions was the mature thing to do.**

**TEKS:** 10.8(A)
Question 5: Raheem’s inability to look his father in the eye suggests a theme that —

A. the secrets people keep alienate them from the people they care about  
B. there is often a battle between good and evil that takes place in secret  
C. things become much more complicated as you grow older and mature  
D. people can surprise themselves when they draw on their inner strengths  

**TEKS:** 10.6(A)

Question 6: In which quotation does the author’s use of language show that a character has a casual attitude towards a serious issue?

E. “Arpeggios or bust!”
F. “Dude, you just demolished your dad’s guitar!”
G. “Saturday—we can have your first guitar lesson on Saturday morning.”
H. “I’m glad you told me today, but I’m mostly disappointed that you waited this long to mention it.”

**TEKS:** 10.8(D)

Question 7: The main plot of the story is best expressed by the theme of —

I. confessing your wrongdoings to others  
J. learning there are some things you cannot avoid  
K. taking responsibility for your actions  
L. forgiving a mistake from someone you love  

**TEKS:** 10.6(A)

Question 8: Read the following excerpt from paragraph 9.

“It’s important to recognize that taking responsibility for your actions was the mature thing to do. I’m glad you told me today, but I’m mostly disappointed that you waited this long to mention it. At least it was that 30-year-old guitar and not one of the valuable ones. Oh, well, choose another guitar for today’s lesson and let’s get started.”

The shift in the excerpt’s tone from start to finish signals that Raheem’s father —

A. will not stay angry with his son  
B. believes that Raheem acted in a mature way  
C. becomes angrier as he discusses the guitar  
D. feels sorry for Raheem’s inner turmoil  

**TEKS:** 10.8(D)

Question 9: This story was most likely written for —

A. parents, to show them how to treat their children well  
B. younger children, to teach them how teenagers are respected
C. teenagers, to provide them with an example of a life lesson
D. adults, to help them understand what young people are thinking

TEKS: 10.8(A)

Writing Prompt

READ THE INFORMATION IN THE BOX BELOW.

As individuals and as a society, what we say—or fail to say—can have far-reaching effects. A kind word can make someone’s day; an encouraging word can provide inspiration; a cruel word can cause pain, and; a word that is withheld can cause damage.

Think carefully about the power that words can have, and how that concept is supported by the reading passages in this unit assessment.

Write a literary analysis about the power of words. Begin with a claim about the power of words. Then, support your claim with examples from at least two of the reading passages.

Be sure to —

✔ clearly state your central idea

✔ organize and develop your ideas effectively

✔ choose your words carefully

✔ edit your writing for grammar, mechanics, and spelling

In our screen-filled worlds, sometimes we forget that our voices are important. As humans, we connect, communicate, and provide comfort by speaking with each other. Sometimes, we speak to say something important and other times, we speak just to let someone else know we are there for them. The opposite is true, as well. If we do not speak to other humans, we can start to feel isolated and lonely.

One example of this isolation can be found in The Secret. Raheem knows that he should communicate with his father about breaking the guitar, but he puts off doing so because he is afraid of what his father will say. Raheem does not want his father to be angry with him. He is afraid that what he has done will shatter the special bond between them. So, he withholds the information, but he soon realizes this strategy does not work.

As the days pass, Raheem feels “a deep sense of shame consume him.” He cannot speak to his father about normal everyday things and cannot look into his eyes. The secret he keeps isolates him from his father. At last, when Raheem communicates with his father, it’s as though he has knocked down a wall that had come between them. Even though his father is
disappointed, the communication brings them closer and allows their relationship to return to normal.

Miscommunication provides another example of what happens when people don’t speak to each other. In this story the emphasis is on the comfort of hearing human voices. Zed lives in a world where people do not speak at all, and he looks back nostalgically to a time when people spoke and read aloud to each other. The story uses the following figurative language to show the value of the human voice: ‘Mom’s voice danced in the air reading to him.’ We sense his isolation as he longs “to hear the words from his mother’s mouth or ask her with his voice once he got home.”

Unlike Zed, we have the power and capability to talk to each other and we should do so. Our voices and well-chosen words bring us closer to each other. Let’s remember to get off our electronic devices, look each other in the eye, and speak.

EXPLANATION: Score Point 4

In this well-organized literary analysis, the writer begins with the idea that in our “screen-filled world,” we may forget about the importance of speech. She specifies that speech has two purposes—to communicate and to comfort. This leads to her claim that: “If we do not speak to other humans, we can start to feel isolated and lonely.” The writer then smoothly transitions to a literary analysis of The Secret to show the importance of speaking for communication. Using well-chosen quotes from the passage, she shows how Raheem’s failure to communicate something important isolates him from his father, and how, when he finally speaks, he reestabishes an important bond. Next, the writer addresses the importance of speech for comfort. She uses Miscommunication to show how Zed feels isolated and longs for the voice of his mother. Again, she uses well-chosen quotes from the passage. The conclusion returns to the idea that we can forget to talk due to our modern devices, but that speech is very important.

TEKS: 10.10(B)
At every grade-level, teachers have the opportunity to prepare students for standardized testing by teaching Test Preparation Skill Lessons, and by assessing student’s preparedness for the STARR assessment through the Test Preparation Assessments. With these tools, students and teachers have multiple opportunities to ensure mastery of skills, and to practice application of those skills in a testing environment.

These tests are aligned with Texas testing blueprints in terms of assessed standards, item presentation, passage presentation, number of assessment items, and focus of the written composition.

The digital version of the assessment can be assigned from the Assess tab in your StudySync account. The paper-based version of the assessment can be printed from the same location. See below for an overview of the Test Preparation Skill Lessons and Assessments for Grade 10.

The Grade 10 Test Preparation and Practice Book, which contains a print version of the Test Preparation Skill Lessons and Test Preparation Assessments, is available in this StudySync Sampler Box.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>10th Grade</th>
</tr>
</thead>
</table>
| **Test Preparation Skill Lessons** | Arguments and Claims - Identify Audience and Purpose  
Author’s Purpose and Message  
Author’s Purpose and Text Structure  
Character and Plot  
Complex Inferences  
Context Clues  
Diction and Syntax  
Editing  
Elements of Informational Text  
Evidence and Counterarguments  
Forgiegn Words and Phrases  
Language, Style, and Audience  
Literary Devices  
Make Connections - Compare and Contrast  
Print and Graphic Features  
Revising  
Rhetoric  
Text Structure and Organizational Design  
Theme and Setting  
Word Meaning |
| **Test Preparation Assessments** | State Test Preparation - Form 1  
State Test Preparation - Form 2  
State Test Preparation - Form 3 |
ASSESSMENT CYCLE:
1. SCREENING AND DIAGNOSTIC
2. BENCHMARK ASSESSMENT
3. INSTRUCTION AND FORMATIVE ASSESSMENT
4. REVIEW AND RETEACH
5. END-OF-UNIT ASSESSMENT
6. TEST PREPARATION AND PRACTICE