Gauge progress and inform instruction with data-driven assessment.

TEACHER ASSESSMENT GUIDE

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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 assessment for the beginning of the year is the Reading Comprehension Diagnostic, 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.
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 ASSESSMENT**

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.

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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 Grade-Level 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 grade-level Readiness Screener uses existing testing designs as its validity structure and alignment model. It also has 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, and 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 9th 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 11 - Form 1  
**READING DIAGNOSTIC ASSESSMENT:** Reading Diagnostic - Grade 11 - Form 1

**Samples of the Readiness Screener, Reading Comprehension Diagnostic, and Maze Fluency assessment are available in this Assessment Sampler.**
READ THE SELECTIONS AND ANSWER EACH QUESTION.

The Open Boat

“The Open Boat” is a tale of survival. Four survivors, the captain, the oiler, the cook, and a correspondent, are rowing a 10-foot dinghy toward the Florida coast in very rough seas. In this excerpt, the survivors are getting closer to land. Read the passage “The Open Boat.” Then answer the questions.

1. It would be difficult to describe the subtle brotherhood of men that was here established on the seas. No one said that it was so. No one mentioned it. But it dwelt in the boat, and each man felt it warm him. They were a captain, an oiler, a cook, and a correspondent, and they were friends, friends in a more curiously iron-bound degree than may be common. The hurt captain, lying against the water jar in the bow, spoke always in a low voice and calmly, but he could never command a more ready and swiftly obedient crew than the motley three of the dinghy. It was more than a mere recognition of what was best for the common safety. There was surely in it a quality that was personal and heartfelt. And after this devotion to the commander of the boat there was this comradeship that the correspondent, for instance, who had been taught to be cynical of men, knew even at the time was the best experience of his life. But no one said that it was so. No one mentioned it.

2. “I wish we had a sail,” remarked the captain. “We might try my overcoat on the end of an oar and give you two boys a chance to rest.” So the cook and the correspondent held the mast and spread wide the overcoat. The oiler steered, and the little boat made good way with her new rig. Sometimes the oiler had to scull sharply to keep a sea from breaking into the boat, but otherwise sailing was a success.

3. Meanwhile the lighthouse had been growing slowly larger. It had now almost assumed color and appeared like a little grey shadow on the sky. The man at the oars could not be prevented from turning his head rather often to try for a glimpse of this little grey shadow.

4. At last, from the top of each wave the men in the tossing boat could see land. Even as the lighthouse was an upright shadow on the sky, this land seemed but a long black shadow on the sea. It certainly was thinner than paper. “We must be about opposite New Smyrna,” said the cook, who had coasted this shore often in schooners. “Captain, by the way, I believe they abandoned that life saving station there about a year ago.”

5. “Did they?” said the captain.

6. The wind slowly died away. The cook and the correspondent were not now obliged to slave in order to hold high the oar. But the waves continued their old impetuous swooping at the dinghy, and the little craft, no longer under way, struggled woundily over them. The oiler or the correspondent took the oars again.
Shipwrecks are à propos of nothing. If men could only train for them and have them occur when the men had reached pink condition, there would be less drowning at sea. Of the four in the dinghy, none had slept any time worth mentioning for two days and two nights previous to embarking in the dinghy, and in the excitement of clambering about the deck of a foundering ship, they had also forgotten to eat heartily.

For these reasons, and for others, neither the oiler nor the correspondent was fond of rowing at this time. The correspondent wondered ingenuously how in the name of all that was sane could there be people who thought it amusing to row a boat. It was not an amusement; it was a diabolical punishment, and even a genius of mental aberrations could never conclude that it was anything but a horror to the muscles and a crime against the back. He mentioned to the boat in general how the amusement of rowing struck him, and the weary-faced oiler smiled in full sympathy. Previously to the foundering, by the way, the oiler had worked double-watch in the engine-room of the ship.

“Take her easy, now, boys,” said the captain. “Don’t spend yourselves. If we have to run a surf you’ll need all your strength, because we’ll sure have to swim for it. Take your time.”

Slowly the land arose from the sea. From a black line it became a line of black and a line of white, trees and sand. Finally, the captain said that he could make out a house on the shore.

“That’s the house of refuge, sure,” said the cook. “They’ll see us before long, and come out after us.”

The distant lighthouse reared high. “The keeper ought to be able to make us out now, if he’s looking through a glass,” said the captain. “He’ll notify the life-saving people.”

“None of those other boats could have got ashore to give word of the wreck,” said the oiler, in a low voice. “Else the lifeboat would be out hunting us.”

Slowly and beautifully the land loomed out of the sea. The wind came again. It had veered from the northeast to the southeast. Finally, a new sound struck the ears of the men in the boat. It was the low thunder of the surf on the shore. “We’ll never be able to make the lighthouse now,” said the captain. “Swing her head a little more north, Billie,” said he.

“A little more north, sir,” said the oiler.

Whereupon the little boat turned her nose once more down the wind, and all but the oarsman watched the shore grow. Under the influence of this expansion, doubt and direful apprehension was leaving the minds of the men. The management of the boat was still most absorbing, but it could not prevent a quiet cheerfulness. In an hour, perhaps, they would be ashore.

1 oiler: a seaman who works in the engine room
2 dinghy: a small boat propelled by oars or sails, usually towed behind a larger boat
3 schooners: sailing ships
4 à propos of nothing: being expected but occurring at an inappropriate time

Abridgment of “The Open Boat” by Stephen Crane, 1897
Question 1: The passage is mostly about
A. the desire to experience new challenges
B. the need to be prepared for the unexpected
C. adapting to different situations and facing challenges directly
D. confronting hardships and loss of innocence at the same time

TEKS: 10.6(A)

Question 2: The relationship between the captain and the crew can best be described as
A. guarded
B. hostile
C. peaceful
D. respectful

TEKS: 10.6(B)

Question 3: What is the most likely reason that the correspondent sets aside his cynical attitude?
A. He wants to prove he is a useful member of the crew.
B. He develops a closeness with the other crew members.
C. He knows that the captain does not approve of negativity.
D. He realizes he needs to set a good example for the others.

TEKS: 10.6(B)

Question 4: Which of these sentences from the passage best supports the idea that the men find the inner strength to continue?
A. Sometimes the oiler had to scull sharply to keep a sea from breaking into the boat, but otherwise sailing was a success.
B. The cook and the correspondent were not now obliged to slave in order to hold high the oar.
C. Of the four in the dinghy, none had slept any time worth mentioning for two days and two nights previous to embarking in the dinghy, and in the excitement of clambering about the deck of a foundering ship, they had also forgotten to eat heartily.
D. The correspondent wondered ingenuously how in the name of all that was sane could there be people who thought it amusing to row a boat.

TEKS: 10.5(C)

Question 5: Which of these sentences from the passage most closely supports the idea of people working together to survive?
A. The hurt captain, lying against the water-jar in the bow, spoke always in a low voice and calmly, but he could never command a more ready and swiftly obedient crew than the motley three of the dinghy.
B. The oiler steered, and the little boat made good way with her new rig.
C. Even as the lighthouse was an upright shadow on the sky, this land seemed but a long black shadow on the sea.
D. It was not an amusement; it was a diabolical punishment, and even a genius of mental aberrations could never conclude that it was anything but a horror to the muscles and a crime against the back.

TEKS: 10.5(C)

Question 6: Explain how the author creates an increasing sense of hopefulness in the men. Include details from the passage to support your response.

✔ The author builds a feeling of hope by describing how the shore and the lighthouse are becoming more visible to the men. As the men row, the lighthouse grows larger and is an “upright shadow in the sky.” The men soon see white trees and a house on the shore. The men then hear the “thunder of the surf on the shore,” and all doubt and apprehension leave their minds. At the end of the passage the men have a “quiet cheerfulness” because they know they will soon make it to shore.

TEKS: 10.6(C)

Question 7: Which of these sentences from the passage best contributes to the mood of apprehension?

A. It was more than a mere recognition of what was best for the common safety.
B. At last, from the top of each wave the men in the tossing boat could see land.
C. But the waves continued their old impetuous swooping at the dinghy, and the little craft, no longer under way, struggled woundily over them.
D. The correspondent wondered ingenuously how in the name of all that was sane could there be people who thought it amusing to row a boat.

TEKS: 10.8(D)

READ THE PASSAGE “INTRODUCTION OF GRIZZLY BEARS INTO IDAHO.” THEN ANSWER THE QUESTIONS.

Introduction of Grizzly Bears into Idaho

1 I rise this evening to speak about the proposed introduction of these man-eating animals in my State.

2 Yes, that is true. I would say to my colleagues who are listening, if they have ever wondered why many Members in the West like me have real concerns about the current implementation of the Endangered Species Act, I beseech them to listen attentively to my comments. I think only then Members will begin to understand the sense of sometimes the absurd manner in which this act is being carried out by the Federal agencies. If there ever was an example of how out of touch our extreme environmental policies have become, this is it.

3 Quite simply, the U.S. Fish and Wildlife Service has actually prepared a plan to introduce grizzly bears, known by their Latin name as Ursus horribilis, into a huge portion of my district.

4 Mr. Speaker, let me explain to the Members what the implications are of this proposal to the management policies of a significant portion of the State of Idaho. To help illustrate my point, I would like to draw Members’ attention to this rather large map of Idaho that has
marked in it the area that the Fish and Wildlife Service has designated as the recovery
area for the grizzly bear under their plan to introduce the bear back into the State.

5 As we can see, this is an enormous area. It is almost 28.5 million acres. It includes 14
counties populated by nearly a quarter of a million people and has at least 13.2 million
visitors a year. It is over one-third of the State of Idaho.

6 The grizzly bear recovery area runs very close to Boise, ID. It includes an area that has our
University of Idaho in it. It has many populated areas in this area. Just to give Members
an idea about how big this area is, let me give a comparison. In this area we could fit
the States of Connecticut, Delaware, Maryland, Massachusetts, New Hampshire, Vermont,
and Rhode Island, into this area that we see colored in red on this map, plus have over 1
million acres to spare.

7 How would the introduction of the grizzly bear affect this massive area? The grizzly bear, in
terms of management, is unlike any other species. In short, it is a huge and dangerous animal,
and that is a huge and dangerous problem for us. The grizzly bear is, by its nature, a large
predatory mammal that, provoked or unprovoked, can move very quickly to viciously attack
a human or an animal. In addition, the grizzly has special dietary needs and requires a vast
amount of area for its habitat, which can range between 10 square miles and 168 square miles,
depending on the availability of food.

8 The Wildlife Management Institute states in its book ‘Big Game of North America, Ecology
and Management,’ that, and I quote, ‘For most species, protection is an uncomplicated
and effective method of preservation. When bears are totally protected, however, some
individual bears can be aggressive towards people or cause damage to livestock and
property, which makes imperative a different form of management.’

9 These management considerations include the construction of town sites and populated
areas, which by the way, already exist; campgrounds, which already exist; trails; roads;
storage of food or bait, and garbage disposal; the allowance of too many people into
prime bear habitat for a multitude of activity, such as simple living, hiking, fishing, hunting,
camping, livestock management, and the allocation of space for forage, and other
resources in areas heavily used by both bears and humans.

10 In essence, what introducing the unpredictable grizzly bear under the full protection
of the Endangered Species Act means is that this large area that we see blocked in this
map will experience a complete change in its lifestyle. People will not be able to behave
or work in the way they used to in this area, in this part of Idaho. Roads normally open will
be shut down. Hiking trails will be restricted. Camping areas will be closed. Hunting will be
restricted. Livestock and logging practices will be dramatically altered.

11 All in all, in order for the bears to survive and diminish human risk, hundreds of square
miles at any given time, depending on where the bear roams, would either have to be
shut down or have human activity severely restricted.

“The Dangers of the Proposal of the US Fish and Wildlife Service to Introduce Grizzly Bears into Idaho” speech by
Question 1: Read this sentence from the speech.

I rise this evening to speak about the proposed introduction of these man-eating animals in my State.

How does the use of the phrase “man-eating animals” impact the effectiveness of the speaker’s argument?

A. It strengthens the argument by creating images of grizzly bears attacking people in the areas affected.
B. It makes the argument more interesting by characterizing people as a potential food source for the grizzly bears.
C. It makes the argument sound believable by relating reasons for increased access to areas where grizzly bears live.
D. It enhances the argument by revealing the absurd nature of the claims being made about the grizzly bears by wildlife officials.

TEKS: 10.8(D)

Question 2: Read this sentence from the speech.

In essence, what introducing the unpredictable grizzly bear under the full protection of the Endangered Species Act means is that this large area that we see blocked in this map will experience a complete change in its lifestyle.

Which of these statements explains why the speaker’s conclusion could be considered invalid?

A. The speaker draws the audience’s attention away from the real issues.
B. The speaker cites information that is not consistent with her main ideas.
C. The speaker makes a sweeping generalization that may or may not be true.
D. The speaker includes information that supports the wildlife officials’ position.

TEKS: 10.8(G), 10.11(G)

Question 3: In the speech, Congresswoman Chenoweth most likely wants her audience to feel that

A. they should rally behind her cause so that grizzly bears will be kept alive
B. the plan for introducing grizzly bears into nature is not a realistic project
C. they should work with her to find a better location for the grizzly bears in their state
D. the grizzly bears should not be introduced into the environment anywhere in the country

TEKS: 10.8(A)

Question 4: Which sentence from the speech best supports the idea that the proposed plan may affect access to the region where bears will be placed?

A. It is over one-third of the State of Idaho.
B. It includes an area that has our University of Idaho in it.
C. Roads normally open will be shut down.
D. Livestock and logging practices will be dramatically altered.

TEKS: 10.7(D)(i), 10.7(E), 10.8(A)

Question 5: Which conclusion about the U.S. Fish and Wildlife Service do the details in the speech best support?
A. It has operated fairly well over the years and should continue to receive the support of the public and local state officials.

B. It has a plan that will fail because the plan does not follow the recommendations set forth by the Wildlife Management Institute.

C. It should have its funding cut because most of the land in the state of Idaho has been developed and the agency is no longer required.

D. It should be dissolved and responsibility for the management of the grizzly bear population shifted to Congresswoman Chenoweth and her office.

TEKS: 10.5(C)

READ THE PASSAGE “THE TIDAL POOL.” THEN ANSWER THE QUESTIONS.

The Tidal Pool

1. Some of the most beautiful pools of the shore are not exposed to the view of the casual passer-by. They must be searched for—perhaps in low-lying basins hidden by great rocks that seem to be heaped in disorder and confusion, perhaps in darkened recesses under a projecting ledge, perhaps behind a thick curtain of concealing weeds.

2. I know such a hidden pool. It lies in a sea cave, at low tide filling perhaps the lower third of its chamber. As the flooding tide returns, the pool grows, swelling in volume until all the cave is water-filled and the cave and the rocks that form and contain it are drowned beneath the fullness of the tide. When the tide is low, however, the cave may be approached from the landward side. Massive rocks form its floor and walls and roof. They are penetrated by only a few openings—two near the floor on the sea side and one high on the landward wall. Here one may lie on the rocky threshold and peer through the low entrance into the cave and down into its pool.

3. Looking down into the small world confined within the walls of the cave, one feels the rhythms of the greater sea world beyond. The waters of the pool are never still. Their level changes not only gradually with the rise and fall of the tide but also abruptly with the pulse of the surf. As the backwash of a wave draws it seaward, the water falls away rapidly; then with a sudden reversal, the in rushing water foams and surges upward almost to one’s face.

4. As I lie and look into the pool, there are moments of relative quiet in the intervals when one wave has receded and the next has not yet entered. Then I can hear the small sounds: the sound of water dripping from the mussels on the ceiling or of water dripping from seaweeds that line the walls—that line the walls—small, silver splashes losing themselves in the vastness of the pool and in the confused, murmurous whisperings that emanate from the pool itself—the pool that is never quite still.

5. Then as my fingers explore among the dark red thongs of the dulse and push away the fronds of the Irish moss that cover the walls beneath me, I begin to find creatures of such extreme delicacy that I wonder how they can exist in this cave when the brute force of storm surf is unleashed within its confined space.
6 Adhering to the rock walls are thin crusts of one of the bryozoans, a form in which hundreds of minute, flask-shaped cells of a brittle structure, fragile as glass, lie one against another in regular rows to form a continuous crust. The color is a pale apricot; the whole seems an ephemeral creation that would crumble away at a touch, as hoarfrost\(^2\) before the sun.

7 Exploring with my lens, I find many very small snails in the fronds of seaweed. One of them has obviously not been long in the world, for its pure white shell has formed only the first turn of the spiral that will turn many times upon itself in growth from infancy to maturity.

8 But seemingly most fragile of all are the little calcareous\(^3\) sponges that here and there exist among the seaweeds. They form masses of minute, upthrust tubes of vase-like form, none more than half an inch high. The wall of each is a mesh of fine threads—a web of starched lace made to fairy scale.

9 I could have crushed any of these fragile structures between my fingers—yet somehow they find it possible to exist here, amid the surging thunder of the surf that must fill this cave as the sea comes in. Perhaps the seaweeds are the key to the mystery, their resilient fronds a sufficient cushion for all the minute and delicate beings they contain.

10 But it is the sponges that give to the cave and its pool their special quality—the sense of a continuing flow of time. For each day that I visit the pool on the lowest tides of the summer, they seem unchanged—the same in July, the same in August, the same in September. And they are the same this year as last, and presumably as they will be a hundred or a thousand summers hence.

11 Simple in structure, little different from the first sponges that spread their mats on ancient rocks and drew their food from a primordial sea, the sponges bridge the eons of time.

12 So, in the hidden chamber of that pool, time echoes down the long ages to a present that is but a moment.

13 As I watched, a fish swam in, a shadow in the green light, entering the pool by one of the openings low on its seaward wall. Compared with the ancient sponges, the fish was almost a symbol of modernity, its fishlike ancestry traceable only half as far into the past. And I, in whose eyes the images of the two were beheld as though they were contemporaries, was a mere newcomer whose ancestors had inhabited the earth so briefly that my presence was almost anachronistic.

14 As I lay at the threshold of the cave thinking those thoughts, the surge of waters rose and flooded across the rock on which I rested. The tide was rising.

\(^1\) dulse: a coarse, edible, red seaweed that grows on rocks along northern seashores

\(^2\) hoarfrost: ice crystals that form on objects on cold, clear nights when heat is lost, causing objects to become colder than the surrounding air

\(^3\) calcareous: comprised mostly of calcium carbonate or limestone
Question 1: Which statement best reflects the main idea of the passage?

A. Tidal pools are formed when high tide retreats from the shore.
B. Tidal pools are full of life that is hidden from people walking by.
C. People who visit tidal pools are in for an adventure of a lifetime.
D. The sponges in tidal pools look very similar to the first sponges.

TEKS: 10.5(C), 10.7(D)(i), 10.7(E), 10.8(A)

Question 2: Read this sentence from the passage.
As the backwash of a wave draws it seaward, the water falls away rapidly; then with a sudden reversal, the in rushing water foams and surges upward almost to one’s face.

What is the meaning of the word surges as used in the sentence?

A. to move in quickly
B. to rise and fall regularly
C. to approach unexpectedly
D. to become bubbly and frothy

TEKS: 10.2(B)

Question 3: Read this sentence from the passage.
Then I can hear the small sounds: the sound of water dripping from the mussels on the ceiling or of water dripping from seaweeds that line the walls—small, silver splashes losing themselves in the vastness of the pool and in the confused, murmurous whisperings that emanate from the pool itself—the pool that is never quite still.

What is the most likely reason the author includes the sentence in the passage?

A. to explain why the tidal pool is in a constant state of motion
B. to show that some aspects of the tidal pool are difficult to understand
C. to prove to the reader that the tidal pool is an experience for all of the senses
D. to help the reader feel that he or she is experiencing the tidal pool with the author

TEKS: 10.7(D)(i)

Question 4: Read this sentence from the passage.
I could have crushed any of these fragile structures between my fingers—yet somehow they find it possible to exist here, amid the surging thunder of the surf that must fill this cave as the sea comes in.

Which claim does the sentence best support?

A. Tidal pools are complex and awe inspiring.
B. Human activity threatens the vitality of tidal pools.
C. Oceanic activity affects the structure of tidal pools.
D. Tidal pools are endangered and need to be protected.

TEKS: 10.7(E)(i)
Question 5: Which detail from the passage best supports the idea that treasures can be found in unlikely places?

A. The waters of the tidal pools are full of plant and aquatic life.
B. Some tidal pools are located behind a wall of rocks or a thick curtain of weeds.
C. The ages of the snails in the tidal pool can be determined by the number of spirals in their shells.
D. Sponges found in the tidal pool today are only slightly different than the first sponges that lived long ago.

TEKS: 10.5(C)

Question 6: Which sentence from the passage best supports the idea that tidal pools can help scientists understand what life was like in the past?

A. Looking down into the small world confined within the walls of the cave, one feels the rhythms of the greater sea world beyond.
B. One of them has obviously not been long in the world, for its pure white shell has formed only the first turn of the spiral that will turn many times upon itself in growth from infancy to maturity.
C. I could have crushed any of these fragile structures between my fingers—yet somehow they find it possible to exist here, amid the surging thunder of the surf that must fill this cave as the sea comes in.
D. Simple in structure, little different from the first sponges that spread their mats on ancient rocks and drew their food from a primordial sea, the sponges bridge the eons of time.

TEKS: 10.5(C), 10.7(D)(i), 10.7(E), 10.8(A)

Question 7: What is the most likely reason the author organizes the ideas in the passage as a sequence of observations?

A. to make the reader feel part of the discovery process
B. to make the reader understand the importance of clean oceans
C. to emphasize that each species in the tidal pool is dependent upon another for survival
D. to emphasize the importance of learning about the past in order to help preserve the future

TEKS: 10.7(D)(i)

Question 8: Look at this photograph.

Analyze how both the passage and the photograph help the reader understand how tidal pools protect fragile sea life. Include details from the passage and the photograph to support your response.

According to the information in the passage, tidal pools are often protected by the natural structures often seen on the beaches by an ocean. For example, in the photograph, the tidal pool is surrounded by rocks that hold water in and keep most of the waves out, preventing the delicate creatures that live in the tidal pool from being killed. The passage also explains how the tides protect the tidal pools from any damage people could cause by limiting access. In the picture, a person would be able get to the tidal pool only when the tides are low.

TEKS: 10.7(F)
Question 9: Which of these sentences is written most appropriately and effectively?

A. In Ms. Johnson’s classroom last year, my homeroom, there was a large map.
B. That it has small size and gravity is the reason Pluto is now considered a dwarf planet.
C. Although the sun is quite far away, since it creates so much energy and it provides Earth with all its heat and light.
D. Because they are located above the atmosphere, orbiting satellite telescopes can give very clear pictures of distant objects.

TEKS: 10.9(D)

Question 10: Which sentence correctly uses a semicolon?

A. Kimchi ferments in a Korean pot; after the ingredients are mixed together.
B. Kimchi is a traditional dish; it has been popular in Korea for thousands of years.
C. Kimchi can be flavored with a variety of ingredients; salt, chili peppers, ginger, and garlic.
D. Kimchi is usually made from cabbage; but it can also be made from radishes or cucumbers.

TEKS: 10.9(D)v

Question 11: Read the sentence.

Janina is still **convelesscing** from the flu.

What is the correct spelling of the bolded word in the sentence?

A. connvalescing
B. connvellescing
C. convalescing
D. convelescing

TEKS: 10.9(D)vi

Question 12: Read this excerpt from a style guide.

**Citing a Book by Multiple Authors**

When a list of works cited includes a book by multiple authors, the first author’s name appears in last name, first name format. Subsequent authors’ names appear in first name, last name format. If there are only two authors, separate the authors’ names with the word and. If there are more than three authors, you may choose to list only the first author, followed by the phrase et al. in place of the subsequent authors’ names.

Last Name, First Name, and First Name Last Name. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Now look at this title page from a book.

**Architecture of the Ottoman Empire**
by George Palacios and Margaret Duffy

Based on the information in the style guide, which citation is written correctly?


TEKS: 10.9(D)

Question 13: Read this incomplete sentence.
Mom thought the sauce was too spicy, but my __________ was that it was perfect!
Which of these words best completes the sentence?

A. perceive  
B. perceiving  
C. perception  
D. perceptive

TEKS: 10.8(F)

Question 14: Which of these sentences uses a colon correctly?

A. Hilary bought an assortment of seafood: mussels, cod, and shrimp to put into a fish stew.
B. The rooms were painted an array of bright colors: jade green, turquoise, hot pink, and crimson.
C. After searching for an hour, I finally found my homework hidden under: a sweatshirt, my backpack, and a damp towel.
D. When he got home after football practice, Ian consumed: a ham sandwich, some leftover beef stew, five cookies, and two glasses of milk.

TEKS: 10.9(D)v

Question 15: Read this dictionary entry.

an-i-ma-tion (a nEY shen) n.
1. The act of giving life. 2. The quality of being lively. 3. The act of creating illustrations that move. 4. A series of moving illustrations.

Now read this sentence.
Helena plans to use her talent for drawing by pursuing a career in the field of animation.

Which definition of the word animation is used in the sentence?

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

TEKS: 10.2(A)
READ THE PASSAGE “THE THRILL OF SNOW VICTORY.” THEN ANSWER THE QUESTIONS.

The Thrill of Snow Victory

1. Let me preface my story by explaining that I am not athletic, and yet, somehow, this must have escaped me when I promised to glide down the face of an icy mountain with my legs strapped to a fiberglass board.

2. I had tried to revise the terms of the commitment that I had made, as I saw that the snow was beginning to fall, by suggesting any other activities—biking, hiking, swimming—that I could think of. Julia, a devoted outdoors person, rebuffed my attempts at an overhaul and insisted that I honor our agreement: I attempt to snowboard, and she attempts to appreciate my interests. I was able to imagine where I might be in a few short seconds: airborne, facing my vulnerability, and not ready to confront vast amounts of snow.

3. I knew I’d be a liability on the mountain; snowboarding seemed very threatening, and I’d hoped that Julia would grasp the idea that I was filled with worry and release me from our deal, but to be fair, she had been studying photography. She told me that I’d love it, which did little to dispel my anxiety.

4. Although Julia was my best friend, I was frustrated with her and, staring helplessly at the pile of helmets and kneepads, I wondered why we had thought it necessary to share hobbies. The meteorologists had predicted a massive snowstorm, which Julia insisted would produce perfect learning conditions. So I put together an ensemble of protective gear, which I was embarrassed to wear in front of the customers patronizing the board shop.

5. At the base of the mountain, Julia’s friends complimented me on my rented gear. I was unfamiliar with their jargon, but I nodded in appreciation. “I have a surprise for you,” Julia said to me, while pointing toward an uncomfortable-looking group that was gathering at the base of the mountain. “I reserved a spot for you in the amateur class! I know the lesson will make you feel much more confident.”

6. As a group, we rode the lift to mid-mountain, where I began to brace myself for the inevitable fall. I decided not to be immature, although I felt like deteriorating into a state of panic, and told myself that a promise was a promise. After working on the basic elements of snowboarding, I was strapped in and ready for my descent into the undiscovered world below. Slowly, I started to glide across the surface—my balance was not exactly great, but I did not fall, either.

7. The world seemed to slow down; I could see my breath and hear my heartbeat pounding loudly in my chest against the silence in the woods. Momentarily, it was as if I were riding the wind itself as it rushed past my cheeks.

8. When I did eventually fall, my equipment kept me safe. Gazing at the opaque sky while lying on my back was calming. I had never considered that snowboarding could provide such an amazing portal into nature. A sense of peace overwhelmed me, and I was ready to try again, stunned to realize that instead of experiencing the paralyzing fear I had anticipated, I was electrified.
Question 1: Read this sentence from the essay.

Although Julia was my best friend, I was frustrated with her and, staring helplessly at the pile of helmets and kneepads, I wondered why we had thought it necessary to share hobbies.

Which revision of the sentence uses parallel structure correctly?

A. As I stared helplessly at the pile of helmets and kneepads, I realized I was frustrated with Julia even though she was my best friend, wondering why we had thought it necessary to share hobbies.

B. Staring helplessly at the pile of helmets and kneepads, realizing I was frustrated with Julia, even though she was my best friend, and I wondered why we had thought it necessary to share hobbies.

C. Staring helplessly at the pile of helmets and kneepads, I realized I was frustrated with Julia, even though she was my best friend, and wondering why we had thought it necessary to share hobbies.

D. As I stared helplessly at the pile of helmets and kneepads, I realized I was frustrated with Julia even though she was my best friend, and I wondered why we had thought it necessary to share hobbies.

TEKS: 10.9(D)

Question 2: Read this sentence from the essay.

“I have a surprise for you,” Julia said to me, while pointing toward an uncomfortable-looking group that was gathering at the base of the mountain.

Which revision of the sentence is written most appropriately and effectively?

A. Julia pointed at an uncomfortable-looking group that was gathering at the base of the huge mountain and said, “I have a surprise for you.”

B. From the base of the mountain, Julia said to me, “I have a surprise for you,” and pointed toward an uncomfortable-looking group gathering.

C. Julia pointed toward an uncomfortable-looking group gathering at the base of the large mountain and said to me, “I should have a surprise for you.”

D. “Having a surprise for you,” Julia revealed to me and pointed to the base of the mountain where an uncomfortable-looking group was gathering ready to act.

TEKS: 10.9(D)

Question 3: Read this sentence from the essay.

When I did eventually fall, my equipment kept me safe.

Which revision creates the most vivid image of this scene?

A. Finally, I did fall over into the snow, and my rental equipment kept me safe from harm.

B. When I eventually fell onto the white snow, my rental equipment protected my body from harm.

C. When I landed hard on the packed snow, my protective equipment prevented me from receiving serious injuries.

D. Although I did eventually fall, my padded equipment absorbed most of the impact and I landed on the snow with a soft thud.

TEKS: 10.10(A)
**Question 4:** Which conclusion would be the most appropriate to add after the last sentence of the essay?

A. You will be rewarded immensely in the end. As you race down the mountain, you will feel at one with nature.
B. My frustration with Julia melted away. I wondered what I would tell her about my trip down the side of the snowy mountain.
C. Snowboarding is a rather dangerous sport. However, I realized that I had become extremely interested in the adventure it had to offer.
D. I then realized I should thank my friend Julia for her adventurous spirit. Without her, I would never have discovered how much fun snowboarding can be.

**TEKS:** 10.9(B)(i)

**Question 5:** Which technology resource would best enhance the ideas presented in Paragraph 6 of the essay?

A. a website for a store that sells snowboard and ski gear
B. a slideshow presentation about the history of snowboarding
C. a website that lists the most popular mountains for skiers and snowboarders
D. a video of an instructor who is demonstrating proper snowboarding techniques

**TEKS:** 10.9(B)(i)

**READING COMPREHENSION DIAGNOSTIC**

**READ THE TEXT. THEN ANSWER THE QUESTIONS.**

**The Origins of the French Revolution**

1 The French Revolution was a time of great upheaval between 1789 and 1799, when French citizens overthrew their monarch and initiated political and social reform in their country. The rebellion was characterized by extreme violence, and it did not achieve all of the goals originally put forth. However, it did succeed in altering the way that the people of France, and indeed, people around the world, perceived the power of the individual to effect change. While the exact origins of the revolution have been debated for centuries, many would agree on specific key factors that propelled the movement.

2 **Social Causes**
   At the onset of the revolution, the *ancien régime*—the old order—ruled, and the social hierarchy in France was strictly divided into three different classes, or estates.

3 In the **First Estate**, at the top of the hierarchy, were the clergy, who were subdivided into upper and lower categories. The Catholic Church had the most powerful position in France, and all of the power was with the upper clergy members. They maintained high ranks, such as bishops and abbots, and had significant wealth and property that they held tax-free. It was not unusual for the upper clergy to live in the home of the king at Versailles. Meanwhile, the lower clergy were often village priests who worked hard and were paid very little for their efforts.
4 The **Second Estate** consisted of the nobility, who could also own land and were exempt from paying taxes. Like the clergy, they were subdivided into two different levels. Those in the Nobility of the Sword served the king directly at Versailles and were highly respected. Most inherited their titles, which were passed down in their families through many generations. Those in the Nobility of the Robe were less prestigious because they often paid the king to obtain their titles.

5 The **Third Estate** included everyone else in France—the middle class, or bourgeoisie; the peasantry; and urban workers. Peasants made up the majority of the group, and they essentially lived in poverty. Some owned small parcels of land, but most rented their farms from the top tier of peasant landowners or from nobility. The bourgeoisie often had wealth, but they had no power, for the aristocracy did not allow them to be upwardly mobile and improve their position in society. They were also required to pay many taxes, along with the other members of the social order. The Third Estate paid taxes to both the king and the church, and for popular purchases, such as bread and wine.

6 The First and Second Estates consisted of about 500,000 people who collectively owned roughly 45% of the land and paid no taxes, and the Third Estate was made up of 25 million people who owned about 55% of the land and paid enormous taxes. There was a huge disparity between the social classes, and the common citizen suffered greatly for it.

7 The bourgeoisie were the most vocal about these inequalities, for the middle class had perhaps the most to gain from change. They were intelligent, educated people who were denied by the monarchy any position of power or influence. As a result, the middle class encouraged a new government with a parliament and a constitution limiting the king’s powers. The influence of the Age of Enlightenment and its promotion of reason supported their ideas, and they were encouraged by the recent revolution that took place in America. The bourgeoisie sought freedom from oppression with their own monarch, and they roused the entire Third Estate to take action.

8 **Political Causes**
Political causes also supported the advent of the revolution, most notably the corrupt absolute monarchy. Louis XVI was on the throne at the time, and he had inherited a crown that was based on irresponsible spending, inefficient management, general extravagance, and complete disregard for its people.

9 The monarchy was absolute—there were no checks and balances from groups that represented the people. The king’s word generally was law, and decisions were often made arbitrarily and without consideration for the people. The regions of France had local parlements that made legal decisions about their citizens, but they were inconsistent within and across their borders, and there was no unified system of law across the country. This made the people feel unprotected at best and persecuted at worst, and they resented the treatment by the crown.

10 **Economic Causes**
In addition, the monarchy was bankrupt and in significant debt due to years of borrowing...
and spending to support foreign wars and from overspending on luxury at home. Because France had no money, the king continued to heavily tax the Third Estate, and the tax rate increased enormously in relation to income.

11 To add to the volatile environment, the French economy was weakening. Higher standards of living resulted in an enormous population growth, which in turn created greater demand for food and goods, just as prices were rising in general. Meanwhile, antiquated agricultural methods and high taxes on bread resulted in food shortages. People were starving and had no money left to give, so the king had to look elsewhere to pay his debt.

12 Facing a political crisis, Louis XVI attempted to tax the elite First and Second Estates. Many believe that this was the catalyst for the revolution because it created significant unrest among all of the social orders and a general sense of animosity for the king. Groups began to form in opposition, and the movement took hold.

13 The mixture of social, political, and economic problems in France during the reign of Louis XVI was simply too much for the people to bear. As a result, the monarchy was eventually overthrown, and a new regime took its place. The French Revolution is an excellent example of the delicate dynamics that exist between a ruler and the people and the importance of always maintaining a balance between power and progress.

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

The Second Estate was mutually beneficial for the monarchy and for nobility.

Which detail best supports this inference?

A. The Nobility of the Sword served the king directly.
B. The nobility often inherited their titles through family.
C. The nobility could own land and were exempt from paying taxes.
D. The Nobility of the Robe paid the king for the privilege of the rank.

**Question 2:** Read the excerpt from the text and the directions that follow.

**Political Causes**

Political causes also supported the advent of the revolution, most notably the corrupt absolute monarchy. Louis XVI was on the throne at the time, and he had inherited a crown that was based on irresponsible spending, inefficient management, general extravagance, and complete disregard for its people.

The monarchy was absolute—there were no checks and balances from groups that represented the people. The king’s word generally was law, and decisions were often made arbitrarily and without consideration for the people. The regions of France had local parlements that made legal decisions about their citizens, but they were inconsistent within and across their borders, and there was no unified system of law across the country. This made the people feel unprotected at best and persecuted at worst, and they resented the treatment by the crown.
Select the sentence that best summarizes the excerpt.

A. The French Revolution originated because of an absolute monarch who was inconsistent with his treatment of his people outside of the royal court.
B. France was in need of a parliament similar to the parlements that currently existed across the regions, but a parliament that was reinforced and unified by the citizens.
C. France had an absolute monarchy under Louis XVI that was characterized by a history of poor leadership and included no unified system of law, which promoted fear and resentment in the general public.
D. The French Revolution occurred partially because Louis XVI was a corrupt monarch who was only interested in spending money on luxuries and essentially doing anything he wanted, regardless of what the parlements recommended.

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

Part A: The author describes social and economic causes of the French Revolution. Which sentence states how the economic causes build on the social origins described previously?
A. The unfair tax distribution is better understood within the context of the inequalities that existed among the social orders.
B. The description of the weakening economy is better understood within the context of the need for peasants to rent land from landowners.
C. The idea that there was an enormous population growth can be attributed to the fact that the Third Estate consisted of 25 million people.
D. The explanation of the monarch’s overspending on foreign wars and luxuries can be attributed to the lifestyles of the First and Second Estates.

Part B: Which sentence from the text best supports your answer in part A?
A. “They maintained high ranks, such as bishops and abbots, and had significant wealth and property that they held tax-free.”
B. “Some owned small parcels of land, but most rented their farms from the top tier of peasant landowners or from nobility.”
C. “Higher standards of living resulted in an enormous population growth, which in turn created greater demand for food and goods, just as prices were rising in general.”
D. “Facing a political crisis, Louis XVI attempted to tax the elite First and Second Estates.”

Question 4: Read this excerpt from the text and the directions that follow.
The First and Second Estates consisted of about 500,000 people who collectively owned roughly 45% of the land and paid no taxes, and the Third Estate was made up of 25 million people who owned about 55% of the land and paid enormous taxes. There was a huge disparity between the social classes, and the common citizen suffered greatly for it.
The bourgeoisie were the most vocal about these inequalities, for the middle class had perhaps the most to gain from change. They were intelligent, educated people who were denied by the monarchy any position of power or influence. As a result, the middle class encouraged a new government with a parliament and a constitution limiting the king’s powers. The influence of the Age
of Enlightenment and its promotion of reason supported their ideas, and they were encouraged by the recent revolution that took place in America. The bourgeoisie sought freedom from oppression with their own monarch, and they roused the entire Third Estate to take action.

Which sentence explains the role of the bourgeoisie in the French Revolution?

A. The bourgeoisie prompted new and exciting ideas about change, but without real results.
B. The bourgeoisie encouraged change as long as it was most beneficial for the middle class.
C. The bourgeoisie incited a response on behalf of everyone, but with the expectation of a personal gain.
D. The bourgeoisie provoked violence under the pretense that it would be representative of the Age of Enlightenment.

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

Part A: Which statement best summarizes how the author develops the idea that the French Revolution exemplified an imbalance between power and progress?

A. The author explains that the First and Second Estates obtained power from the monarchy, but the Third Estate did not progress.
B. The author explains that the absolute monarchy maintained too much political power, and the economic and social situation of the majority of the population did not allow for any progress at all.
C. The author explains that the monarchy did not have real political power under the king, and it needed to increase power so that the people could progress socially and economically in each of the three estates.
D. The author explains that the Third Estate had more power than it realized because of the large population of the group, so it was able to progress and form a movement against the First Estate, the Second Estate, and the monarchy.

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

A. “The rebellion was characterized by extreme violence, and it did not achieve all of the goals originally put forth.”
B. “However, it did succeed in altering the way that the people of France, and indeed, people around the world, perceived the power of the individual to effect change.”
C. “At the onset of the revolution, the ancien régime—the old order—ruled, and the social hierarchy in France was strictly divided into three different classes, or estates.”
D. “The bourgeoisie often had wealth, but they had no power, for the aristocracy did not allow them to be upwardly mobile and improve their position in society.”

READ THE TEXT. THEN ANSWER THE QUESTIONS.

The Warm-Up

1. Alvie stepped onto the regulation-sized clay practice court with the confidence of a champion, not through any misplaced sense of arrogance or assumption, but rather from the simple knowledge that she was, in fact, the best tennis player in the state. She rubbed the toe of her shoe against the hard, clean surface and reveled in the familiar feel
of it. This was home to her, for she had lived on the court for the past three years of high school, playing until the blisters on her fingers bled from gripping the tennis racket hour after hour. Even still, she remained to practice well beyond the end of each day and into the night, until the moon and stars alone witnessed her progress.

Alvie knew she was a champion, and she knew she would win today, for success was the only logical outcome in this journey she had been on for so long now. Today was the most important step, for she was being watched by university judges, and winning almost certainly guaranteed security in a premiere college with premiere sports benefits. Alvie was standing on a precipice, and the outcome of the day would change her life forever.

Taking a deep breath, she bounced the tennis ball once, twice, three times against the court surface, feeling the weight of the ball as it rose into her hand. Then, with the practice of a professional, she lightly tossed the ball high into the air and arched her body like a bow. Raising her arm up, she connected her racket so that the ball shot diagonally long and low over the net.

But today, something was terribly wrong. The ball did not land neatly in the designated serve area of the court as it always did. Instead, it curved forcefully to the left and landed outside the sideline. Alvie faulted on the serve. She stopped for a moment and shook her head before repeating the same procedure and achieving the same result, not once or twice, but three times more.

Alvie’s face grew suddenly hot, and she glanced nervously to her left and right to see if anyone was watching. She couldn’t remember the last time she had been troubled by her serve, and the fact that it was becoming an issue now, in the warm-up area of the state championships, was simply unimaginable. To add to her growing horror, she noticed an elderly woman approaching from across the court. The woman was wearing a floppy straw hat with a yellow sunflower centered at its crown. She was jogging, albeit very slowly, and had a wide smile plastered across her face as she dodged the perfectly-served balls in the other practice courts between her and Alvie.

“It’s all in the wrist, dear,” she shouted out when the two made eye contact two courts away. “You’re snapping it too much, perhaps because you are nervous, dear, and so you don’t have the correct control to direct the ball. It’s very important that rather than snapping so sharply, you . . .”

“Thank you, ma’am,” Alvie interrupted impatiently, “but I just seem to be having some grip issues with my racket. I would hope that I have perfected my serve by this point in time!” Alvie finished by laughing a bit too loudly and shifting her eyes uncomfortably around the practice area.

“Oh,” began the floppy-hatted woman, but before she could continue, Alvie effectively dismissed her by turning away. She attempted to prove her point with a perfect serve—except it, like the previous ones, sailed to the left of the sideline.
Alvie put her hands on her hips and closed her eyes in frustration. She knew this was simply a result of the enormous pressure of the day, but after five failed attempts at serving the ball, she couldn’t help but feel a bit of anxiety. Opening her eyes, she found the woman with the floppy hat standing directly in front of her, with her own wrist raised at an angle and an expectant look on her face.

“Exactly the problem, as I was trying to explain, dear,” she continued jovially, as if Alvie were taking a tennis lesson from her. “Perhaps you could . . .”

Reaching her breaking point, Alvie tossed her racket on the ground unceremoniously and very rudely told the woman that she, as the future state tennis champion, certainly did not need to take advice from some random stranger who would most likely never understand the details of the sport in the same way that Alvie already did.

The poor woman had such a shocked and affronted expression on her face that Alvie immediately regretted her outburst, but thankfully, the woman turned and quickly shuffled across the court in the opposite direction. Relieved, Alvie returned to her warm-up, but to her utter dismay, she found that she continued to fault on her serve over and over and over again.

Not long after her warm-up period, Alvie stumbled uncertainly onto the competition court to meet her opponent in her first match of the day. The once-reassuring feel of the court beneath her feet now felt like a final walk to her demise. Glancing up at the judge’s box for her top-choice university, Alvie’s heart sank even further when she noticed a familiar-looking floppy sunflower hat staring back at her. Too late, Alvie realized the grave error she had made, and she knew that she would pay for it in the immediate future and for many years to come.

Question 1: Read this statement about the text and the directions that follow.
Alvie is puzzled by her own behavior in the warm-up.
Which detail best supports this inference?
A. She shakes her head after serving.
B. She glances around to her left and right.
C. She throws her racket down on the court.
D. She bounces the ball repeatedly on the court.

Question 2: Select the best summary of the events in the text.
A. An elderly woman unknowingly embarrasses Alvie when she offers her help, and Alvie is reminded of the encounter when she begins an important tennis match.
B. An elderly woman tries to help Alvie during her warm-up, but Alvie is too proud to accept it; later she learns that the woman is someone important to her future.
C. Alvie faces a challenge while warming up for a tennis match, and she does not want anyone to see that she is struggling; she is rude to an elderly woman to make her leave.
D. Alvie thinks she will win the state tennis championships and rudely refuses advice from an elderly woman, only to find that the woman is someone famous in the sport of tennis.
**Question 3:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence summarizes two themes that are present in the text?
- A. Do not compare yourself to others, and silence is the best policy.
- B. Be wary of kind strangers, and every day brings a new beginning.
- C. Do not rush to pass judgment, and some lessons are learned the hard way.
- D. Be grateful for the things you have, and simple pleasures are the best kind.

**Part B:** Which set of sentences from the text best supports your answer in part A?
- A. “The woman was wearing a floppy straw hat with a yellow sunflower centered at its crown. She was jogging, albeit very slowly, and had a wide smile plastered across her face as she dodged the perfectly-served balls in the other practice courts between her and Alvie.”
- B. “She knew this was simply a result of the enormous pressure of the day, but after five failed attempts at serving the ball, she couldn’t help but feel a bit of anxiety. Opening her eyes, she found the woman with the floppy hat standing directly in front of her, with her own wrist raised at an angle and an expectant look on her face.”
- C. “The poor woman had such a shocked and affronted expression on her face that Alvie immediately regretted her outburst, but thankfully, the woman turned and quickly shuffled across the court in the opposite direction. Relieved, Alvie returned to her warm-up, but to her utter dismay, she found that she continued to fault on her serve over and over and over again.”
- D. “Glancing up at the judge’s box for her top-choice university, Alvie’s heart sank even further when she noticed a familiar-looking floppy sunflower hat staring back at her. Too late, Alvie realized the grave error she had made, and she knew that she would pay for it in the immediate future and for many years to come.”

**Question 4:** Read this excerpt from the text and the directions that follow.

“It’s all in the wrist, dear,” she shouted out when the two made eye contact two courts away. “You’re snapping it too much, perhaps because you are nervous, dear, and so you don’t have the correct control to direct the ball. It’s very important that rather than snapping so sharply, you . . .”

“Thank you, ma’am,” Alvie interrupted impatiently, “but I just seem to be having some grip issues with my racket. I would hope that I have perfected my serve by this point in time!” Alvie finished by laughing a bit too loudly and shifting her eyes uncomfortably around the practice area.

Which sentence explains how the setting influences Alvie’s reaction to the elderly woman?
- A. The setting makes Alvie feel anxious about being observed by others.
- B. The setting makes Alvie feel insecure that she is not in the correct place.
- C. The setting makes Alvie feel disappointed that no one is there to support her.
- D. The setting makes Alvie feel silly for getting upset over something so trivial.

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

**Part A:** Select the statement that best describes what is revealed about Alvie at the beginning of the text.
- A. Alvie is overly confident about her abilities.
- B. Alvie is unhappy about her future prospects.
C. Alvie is very excited about practicing before her first match.
D. Alvie is uninformed about the real purpose of the competition.

Part B: Which excerpt from the text best supports your answer in part A?
A. “She rubbed the toe of her shoe against the hard, clean surface and reveled in the familiar feel of it.”
B. “Even still, she remained to practice well beyond the end of each day and into the night, until the moon and stars alone witnessed her progress.”
C. “Alvie knew she was a champion, and she knew she would win today, for success was the only logical outcome in this journey she had been on for so long now.”
D. “Alvie was standing on a precipice, and the outcome of the day would change her life forever.”

MAZE FLUENCY

The Warm-Up

1. Alvie stepped onto the regulation-sized clay practice court with the confidence of a champion, not through any misplaced sense of arrogance or assumption, but rather from the simple knowledge that she was, in fact, the best tennis player in the state. She rubbed the toe of her [penny, shoe, heavy] against the hard, clean surface and [conceived, closer, revealed] in the familiar feel of it. [Where, After, This] was home to her, for she [had, got, bat] lived on the court for the [aside, skill, past] three years of high school, playing [outside, until, eternal] the blisters on her fingers bled [down, doctor, from] gripping the tennis racket hour after [basic, school, hour]. Even still, she remained to practice [well, none, think] beyond the end of each day [and, since, wrong] into the night, until the moon [like, and, yet] stars alone witnessed her progress.

2. Alvie [knew, rolled, expert] she was a champion, and she [smiles, over, knew] she would win today, for success [run, was, art] the only logical outcome in this [balance, excited, journey] she had been on for so [ache, giant, long] now. Today was the most important [step, fold, below], for she was being watched by [earthquake, disrespect, university] judges, and winning almost certainly guaranteed [security, illustrate, boundary] in a premiere college with premiere [onto, sports, alarm] benefits. Alvie was standing on a [directly, precipice, machine], and the outcome of the day [would, admire, proud] change her life forever.

3. Taking a [deep, cruel, past] breath, she bounced the tennis ball [drew, once, scary], twice, three times against the court [surface, camera, helpful], feeling the weight of the ball [me, no, as] it rose into her hand. Then, [except, with, busy] the practice of a professional, she [lightly, belief, sickly] tossed the ball high into the [air, bell, yet] and arched her body like a [spot, red, bow]. Raising her arm up, she connected [it, her, for] racket so that the ball shot [diagonally, caringly, experience] long and low over the net.

4. [Both, Mine, But] today, something was terribly wrong. The [slim, rule, ball] did not land neatly in the [designated, aggressive, contributed] serve area of the court as [he, it, of] always did. Instead, it curved forcefully [eye, since,
the left and landed outside the \textit{banish, minute, sideline}. Alvie faulted on the serve. She \textit{stopped, blending, herself} for a moment and shook her \textit{limit, above, head} before repeating the same procedure and \textit{achieving, brilliant, darkened} the same result, not once or \textit{forth, twice, quiet}, but three times more.

5 Alvie’s face \textit{sink, grew, clean} suddenly hot, and she glanced nervously \textit{the, a, to} her left and right to see \textit{if, or, at} anyone was watching. She couldn’t remember \textit{jog, fry, the} last time she had been troubled \textit{to, nor, by} her serve, and the fact that \textit{us, it, by} was becoming an issue now, in \textit{the, icy, old} warm-up area of the state championships, \textit{been, was, the} simply unimaginable. To add to her \textit{cheery, growing, station} horror, she noticed an elderly woman \textit{illuminate, courageous, approaching} from across the court. The woman \textit{was, the, have} wearing a floppy straw hat with \textit{up, on, a} yellow sunflower centered at its crown. \textit{The, What, She} was jogging, albeit very slowly, and \textit{sing, had, else} a wide smile plastered across her \textit{map, face, add} as she dodged the perfectly-served balls \textit{no, but, in} the other practice courts between her \textit{and, yet, hot} Alvie.

6 “It’s all in the wrist, \textit{card, dear, knock},” she shouted out when the two \textit{made, float, often} eye contact two courts away. “You’re \textit{achieved, certainly, snapping} it too much, perhaps because you \textit{can, are, low} nervous, dear, and so you don’t \textit{big, say, have} the correct control to direct the \textit{ear, ball, into}. It’s very important that rather than \textit{snapping, boring, ducking} so sharply, you . . .”

7 “Thank you, ma’am,” Alvie \textit{generous, interrupted, coordinated} impatiently, “but I just seem to \textit{go, the, be} having some grip issues with my \textit{beneath, account, racket}. I would hope that I have \textit{disguised, perfected, similarly} my serve by this point in \textit{time, back, noise}!” Alvie finished by laughing a bit \textit{drop, often, too} loudly and shifting her eyes uncomfortably \textit{around, without, disgust} the practice area.

8 “Oh,” began the \textit{follow-through, shrink-wrapped, floppy-hatted} woman, but before she could continue, Alvie \textit{previously, administer, effectively} dismissed her by turning away. She \textit{attempted, concerning, frightened} to prove her point with a \textit{shadowy, perfect, merely} serve—except it, like the previous \textit{begs, feet, ones}, sailed to the left of the \textit{example, sideline, puzzling}.

9 Alvie put her hands on her \textit{hips, calm, cart} and closed her eyes in frustration. \textit{Those, And, She} knew this was simply a result \textit{be, of, to} the enormous pressure of the day, \textit{shall, but, till} after five failed attempts at serving \textit{the, was, can} ball, she couldn’t help but feel \textit{to, on, a} bit of anxiety. Opening her eyes, \textit{the, us, she} found the woman with the floppy \textit{hat, like, key} standing directly in front of her, \textit{off, with, good} her own wrist raised at an \textit{event, almost, angle} and an expectant look on her \textit{home, face, chat}.

10 “Exactly the problem, as I was \textit{trying, bouncy, decayed} to explain, dear,” she continued jovially, \textit{as, how, win} if Alvie were taking a tennis \textit{caught, judge, lesson} from her. “Perhaps you could . . .”
11 Reaching [her, them, with] breaking point, Alvie tossed her racket [up, and, on] the ground unceremoniously and very rudely [held, told, smug] the woman that she, as the [deeply, future, untrue] state tennis champion, certainly did not [there, dance, need] to take advice from some random [stranger, between, question] who would most likely never understand [shall, the, stock] details of the sport in the [same, item, used] way that Alvie already did.

12 The [arch, vast, poor] woman had such a shocked and [advising, because, affronted] expression on her face that Alvie [immediately, sometimes, punishment] regretted her outburst, but thankfully, the [morning, woman, humming] turned and quickly shuffled across the [going, health, court] in the opposite direction. Relieved, Alvie [returned, excepting, debating] to her warm-up, but to her [stale, utter, nearby] dismay, she found that she continued [but, off, to] fault on her serve over and [easy, upon, over] and over again.

13 Not long after [they, her, fire] warm-up period, Alvie stumbled uncertainly onto [not, the, too] competition court to meet her opponent [off, she, in] her first match of the day. [The, Put, Go] once-reassuring feel of the court beneath [me, so, her] feet now felt like a final [grab, walk, sun] to her demise. Glancing up at [the, from, since] judge’s box for her top-choice university, Alvie’s [beam, strict, heart] sank even further when she noticed [a, I, he] familiar-looking floppy sunflower hat staring back [but, at, our] her. Too late, Alvie realized the [rural, drying, grave] error she had made, and she [brave, change, knew] that she would pay for it [yet, in, of] the immediate future and for many [years, drop, this] to come.
BENCHMARK ASSESSMENT

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 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 11.

A sample of Benchmark - Grade 11 - Form 1 is available in this Assessment Sampler.

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The Barn

1. Tess traced the raised lettering of a cracked old Mason jar with her finger, remembering all of the days she’d spent with her two sisters playing house, veterinarian, and a host of other childhood games. This dusty corner of the barn had been their favorite. It was hidden by a tall wooden stall and a stack of aged pine crates that always offered her and her sisters the privacy they demanded.

2. She carefully placed the jar back with the others, long forgotten, but never discarded. The smells in the old barn brought back so many memories of her days on the farm. Tears spilled out of her eyes, chasing each other down her round cheeks. She confronted the unavoidable fact that all of this would soon exist only in her and her siblings’ memories.

3. Tess moved to the center of the barn and scoured every inch of it to implant every sight, scent, and sound into the various compartments of her brain: the gray, weathered boards; the hanging ropes draped from the ceiling’s rafters; the rusted tools; and the decades of cobwebs in every crevice.

4. Tess whispered, “How can I stand idly by and let this all be destroyed when so much of my family is still alive in here?” The decision to finally modernize the farm came as no surprise to Tess, but she never imagined that the barn would have to be demolished to accomplish this transformation. The razing would begin early the next morning. Tess had intended to spend the night at her grandparents’ house so she did not have to witness the destruction of this essential part of her childhood. In fact, she decided she would spend the next two weeks with them before leaving for college in Chicago.

5. Tess left the barn feeling downhearted and heartbroken. The brilliance of the sun caused her to wince as she considered retreating to the sanctuary of the barn one more time. However, she proceeded toward the house and into the mudroom where, by habit, she stomped her feet, slipped off her boots, and splashed her hands in the washbasin.

6. “Tess, let’s go and check on the cows,” her father ordered in his usual authoritative tone, not even glancing in her direction as he walked past her and out the door. Tess splashed a handful of water on her face and dried her hands on her jeans. She caught the door before it slammed shut, slipped her boots back onto her feet, and followed her father. She did not have to ask to know that he was headed out to survey the pasture, since it was important that a close watch be kept on the cows that were expecting.

7. “Think any calves will be born today?” Tess asked as they bounced along in the dilapidated powderblue pickup truck.

8. “Hard to say,” was her father’s terse, predictable reply.
In silence, they drove the rest of way to the pasture, a scene so familiar in Tess's memory. Tess watched her father drive and thought, How can my own father let this happen? As they rumbled along, Tess replayed the many stories her father had told of playing in the loft as a young boy, swinging on ropes, flipping onto mountains of hay, and lying in the loft watching the moon rise. She knew that her father, too, had much of his childhood invested in the barn.

She wondered, Can a place run through your veins, beat in your heart, survive in your soul? I know, without a doubt, that the barn is as much a part of me as my bones and my blood. Tess could feel the tears welling up in her eyes yet again. Almost as if he knew what Tess was thinking, her father attempted to distract her from her pain, saying, “Can’t be too much longer for a few of these cows, so we just might see a newborn or two today.”

Tess felt the truck come to a sudden stop. Her father opened the door and rushed over to a stand of sycamore trees at the edge of the pasture.

Looking more closely, Tess saw a cow just beginning to stand. In a bed of grass, Tess noticed the cow’s calf—she had given birth! Tess’s father kept his distance but watched intently, looking for any sign of distress. After several minutes, he returned to the truck with a look of satisfaction that assured Tess that the mother and calf were doing fine. Not uttering a sound, they both leaned against the front of the pickup, eyes glued to the mother and the young calf, and contemplated the wonder of life.

Tess turned to her father and looked at him watching the calf. In that moment, Tess understood that life continues to move forward, and she began to recognize that she, too, had all that she needed to embrace what was to come.

Without looking at her, he said, “Tess, that old barn will always be with you, whether it is standing there for your eyes to see or living in your heart’s memory, giving you what you need.”

Tess paused for a moment and then leaned over and gave her father a huge hug. After another moment, she said, “Dad, I think I will be staying at the farm these next two weeks after all.”

Question 1: What is the most likely reason the author begins the passage by describing Tess’s memories in the barn?

A. to emphasize how much Tess misses her sisters
B. to describe why the barn is being torn down
C. to emphasize how important the barn is to Tess
D. to describe a painful thought that Tess has

TEKS: 10.6(C)
Question 2: Read this sentence from the passage.

Tears spilled out of her eyes, chasing each other down her round cheeks.

What does the sentence most likely mean?

A. Tess was crying hard.
B. Tess was running around.
C. Tess was feeling playful.
D. Tess was out of control.

TEKS: 10.7(B)

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

Part A: Which word best describes Tess?

A. Misunderstood
B. Sentimental
C. Stubborn
D. Curious

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

A. Tess traced the raised lettering of a cracked old Mason jar with her finger, remembering all of the days she’d spent with her two sisters playing house, veterinarian, and a host of other childhood games.
B. She carefully placed the jar back with the others, long forgotten, but never discarded.
C. The decision to finally modernize the farm came as no surprise to Tess, but she never imagined that the barn would have to be demolished to accomplish this transformation.
D. In fact, she decided she would spend the next two weeks with them before leaving for college in Chicago.

TEKS: 10.5(C), 10.6(B)

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

Part A: How do Tess’s actions contribute to the theme of the passage?

A. Tess talks to herself when she is in the barn, showing isolation can lead people to do things they normally wouldn’t do.
B. Tess is leaving in two weeks to attend college in Chicago, showing confusion can push people to make the wrong decisions.
C. Tess and her father have an emotional conversation about the calves, showing frustration can create resentment toward others.
D. Tess decides to stay at the farm when the barn is torn down, showing perspective can lead to acceptance.
Part B: Which sentence from the passage best supports the answer to the previous question?

A. Tess whispered, “How can I stand idly by and let this all be destroyed when so much of my family is still alive in here?”

B. Tess had intended to spend the night at her grandparents’ house so she did not have to witness the destruction of this essential part of her childhood.

C. Almost as if he knew what Tess was thinking, her father attempted to distract her from her pain, saying, “Can’t be too much longer for a few of these cows, so we just might see a newborn or two today.”

D. In that moment, Tess understood that life continues to move forward, and she began to recognize that she, too, had all that she needed to embrace what was to come.

TEKS: 10.5(C), 10.6(A)

READ THE PASSAGE “WORD BY WORD.” THEN ANSWER THE QUESTIONS.

Word By Word

1 Gretchen slumped over her desk, her head buried in folded arms. Everyone will stare at me, she thought—imagining twenty-four sets of critical eyes transfixing her into speechlessness. She wouldn’t be able to come up with a single solitary word, let alone five minutes of creative details concerning Shakespeare’s legendary play about star-crossed lovers. According to Mr. Laurens, the assignment was to captivate the audience, to keep the other students so interested that they wouldn’t even consider letting their attention wander.

2 It wasn’t that she didn’t comprehend Romeo and Juliet. It was just that the thought of standing isolated in front of an audience made her teeth chatter and her stomach twist into a double square knot. Gretchen nestled her chin deeper into her folded arms, feeling her mind slide ever further into a dark and abysmal hole. Never, ever had she contemplated so difficult an assignment.

3 With a meow, Liverwurst, her pet Siberian cat, sprang onto her desk, stalked across the scattered note cards, perched on Shakespeare’s play, and gazed at her with piercing hazel eyes. Gretchen caressed the cat at the base of his neck. Aunt Jasmine had presented the feline to her when he had only been a ball of chocolate brown fluff. Aunt Jasmine had also accompanied her on her fifteenth birthday outing. Gretchen closed her eyes, remembering . . .

4 The wind clutched at her ankles one instant, then gusted upward the next, causing her blue jacket to billow like a parachute. Aunt Jasmine trudged ahead, her plump form silhouetted in the first fiery glimmer of the rising sun. They’d been hiking for hours, observing the full moon slide downward in the night and watching shimmering shooting stars sail across the sky.

5 “Isn’t it breathtaking?” Aunt Jasmine whispered, as if concerned that her voice might disturb the wondrous spectacle. Muscles burning, Gretchen moaned and groaned, muttering about foolish, unattainable goals. When they relinquished their heavy packs at
the trail junction, Aunt Jasmine restocked the daypack with the essentials: water, some energy bars, and the first aid kit.

6 As they rounded a jagged peak, Gretchen trudged wearily along a narrow stretch of path that fell away to seeming nothingness for a thousand feet on either side. Suddenly, Gretchen noted another wonder. She appeared to be passing her aunt! Gretchen couldn’t resist echoing the words Aunt Jasmine had expressed repeatedly on their eight day journey, “You can do it, you know.”

7 With a gasping laugh, Aunt Jasmine poked her shoulder. “Impudent girl,” she said, but she allowed Gretchen to hoist the daypack onto her own shoulders.

8 The air seemed impossibly thin, and the summit inconceivably far away, but Gretchen strode into the lead. All she knew for certain was that she could survive the next step, so that’s what she did. Step by step, she ascended to the summit and stood blinking beside her aunt in a pool of brilliant radiance, gazing outward over the world below.

9 "If you can do this, you can accomplish anything," Aunt Jasmine said, her voice as musical as the wind.

10 “Meow,” said Liverwurst, and a velvety paw brushed her outstretched arm. Gretchen blinked at the cat who had stretched himself lazily across Shakespeare’s play. With a yawn, she crawled beneath her seashell quilt and drifted into sleep—with Liverwurst curled up beside her, purring.

11 The next morning, Gretchen conferred with her English teacher. At his surprised nod of affirmation, she organized her note cards on the podium. Sure, her stomach tied itself into a double square knot, and her teeth chattered, but she could persevere . . . word by word. Gretchen smiled at her twenty-four classmates and uttered one word and then another.

**Question 1:** According to the passage, which of these happens when Gretchen and Aunt Jasmine reach the summit?

A. Gretchen worries about descending on the narrow path.
B. They watch the sun ascend into the sky as if to greet them.
C. Aunt Jasmine transfers the daypack to Gretchen’s shoulders.
D. They marvel at the natural wonders appearing all around them.

**TEKS:** 10.5(C)

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

With a gasping laugh, Aunt Jasmine poked her shoulder. “Impudent girl,” she said, but she allowed Gretchen to hoist the daypack onto her own shoulders.
This excerpt shows that Aunt Jasmine is:

A. jealous of Gretchen’s youthful ability
B. supportive of Gretchen’s accomplishments
C. embarrassed to admit that she is exhausted
D. able to face disappointment with a sense of humor

**TEKS:** 10.2(A)

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

**Part A:** Which of these best describes the mood conveyed by the author’s description of the hike to the summit of the mountain?

A. Ambitious
B. Enchanted
C. Exhausted
D. Sentimental

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

A. Aunt Jasmine trudged ahead, her plump form silhouetted in the first fiery glimmer of the rising sun.
B. They’d been hiking for hours, observing the full moon slide downward in the night and watching shimmering shooting stars sail across the sky.
C. When they relinquished their heavy packs at the trail junction, Aunt Jasmine restocked the daypack with the essentials: water, some energy bars, and the first-aid kit.
D. As they rounded a jagged peak, Gretchen trudged wearily along a narrow stretch of path that fell away to seeming nothingness for a thousand feet on either side.

**TEKS:** 11.5(C), 11.6(D)

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

**Part A:** Which statement best describes a theme of the passage?

A. Things are not always what we expect.
B. Lessons can be learned through others.
C. People do not always view things in the same way.
D. Difficult goals can be achieved through determination.

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

A. According to Mr. Laurens, the assignment was to captivate the audience, to keep the other students so interested that they wouldn’t even consider letting their attention wander.
B. Gretchen closed her eyes, remembering . . .
C. Muscles burning, Gretchen moaned and groaned, muttering about foolish, unattainable goals.
D. Sure, her stomach tied itself into a double square knot, and her teeth chattered, but she could persevere . . . word by word.

**TEKS:** 10.5(C), 10.6(A)
Shirley Chisholm and the Politics of Change

I stand before you today as a candidate for the Democratic nomination for the presidency of the United States. I am not the candidate of black America, although I am black and proud. I am not the candidate of the women’s movement of this country, although I am a woman, and I am equally proud of that. I am not the candidate of any political bosses or special interests. I am the candidate of the people.
—Shirley Chisholm, 1972

1 The year 1972 was a contentious time in American politics. A war was raging in Vietnam, inspiring massive protests and divided loyalties among the American people. Richard M. Nixon was running for his second term as president, a term that would be cut short a mere two years later by his resignation. The year before, the voting age had been lowered from 21 to 18, a move that promised to bring millions of young people into the political process. It was in this environment that a well respected, outspoken congresswoman named Shirley Chisholm announced her candidacy for the White House, becoming not only the first woman, but the first person of color in the history of the United States to run for president.

2 Education First
Shirley St. Hill Chisholm was born on November 30, 1924, in Brooklyn, New York. Her father, Charles St. Hill, had emigrated from Guyana, and her mother, Ruby, came from Barbados. Her parents were firm believers in the value of a good education and, sensing limited opportunities for their daughter in their own neighborhood, they sent Shirley to live with her grandmother in Barbados.

Chisholm returned to the United States at the age of 10 with a firm educational background that would serve her well throughout her life. Chisholm excelled in high school. Although she won scholarships to two prestigious universities, she chose to stay at home and work toward a teaching degree at Brooklyn College.

3 Becoming Political
It was at Brooklyn College that Chisholm first developed an interest in politics. Barred from joining a popular campus social club because of her race, Chisholm led the charge to start an alternative club that was open to African American students. She joined the debate club, the Delta Sigma Theta sorority, and the National Association for the Advancement of Colored People (NAACP). Her participation in these organizations taught her how to mobilize large groups and raise money to support their efforts. After graduation, she went on to become the director of the Friends Day Nursery in Brooklyn and earned a master’s degree in elementary education from Columbia University.

4 A National Platform
Throughout her 20s and 30s, Chisholm worked as an educator. She remained active in politics and formed the Unity Democratic Club, an organization that mobilized African
American and Hispanic voters. In 1964, Chisholm was elected to political office for the first time: she became a member of the New York General Assembly. Four years later, running under the slogan “Shirley Chisholm—Unbought and Unbossed,” Chisholm became the first black woman elected to the U.S. House of Representatives.

6 Chisholm quickly established herself as a figure of national prominence by hiring an all-female staff and becoming a founding member of both the National Organization for Women (NOW) and the Congressional Black Caucus. During her second term, in 1972, Chisholm announced her candidacy for president. Although she lost the Democratic nomination to Senator George McGovern, she managed to receive an impressive 151 delegate votes. Perhaps more importantly, she showed an entire generation of young women and black Americans that one can make a great difference through hard work and determination.

**Question 1:** The author wrote the first paragraph in order to

A. foreshadow that Chisholm did not become president
B. explain how Chisholm became interested in politics
C. compare and contrast politics in 1972 to politics today
D. describe the political climate during Chisholm’s time

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

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

**Part A:** The author wrote the section titled “A National Platform” in order to

A. illustrate the significant impact Shirley Chisholm had on American politics
B. point out the effectiveness of Shirley Chisholm’s political campaign slogan
C. analyze why Shirley Chisholm was defeated in her bid for the Democratic nomination for president
D. suggest that Shirley Chisholm should have focused her attention on New York politics rather than national politics

**Part B:** Which sentence from the section best supports the answer to the previous question?

A. Throughout her 20s and 30s, Chisholm worked as an educator.
B. In 1964, Chisholm was elected to political office for the first time: she became a member of the New York General Assembly.
C. Chisholm quickly established herself as a figure of national prominence by hiring an all-female staff and becoming a founding member of both the National Organization for Women (NOW) and the Congressional Black Caucus.
D. Although she lost the Democratic nomination to Senator George McGovern, she managed to receive an impressive 151 delegate votes.

**TEKS:** 10.5(C), 10.8(G)

**Question 3:** Read this sentence from the passage.

Her participation in these organizations taught her how to mobilize large groups and raise money to support their efforts.
As used in the excerpt, the word *mobilize* most likely means

A. Assist  
B. Fund  
C. Rally  
D. Transport  

**TEKS:** 10.2(B)

**Question 4:** Read this sentence from the passage.

Although she lost the Democratic nomination to Senator George McGovern, she managed to receive an impressive 151 delegate votes.

How does this sentence support the author’s purpose?

A. It shows that Chisholm never came close to winning.  
B. It shows how the political process worked in the 1970s.  
C. It shows how Chisholm’s performance compared to that of a man.  
D. It shows that a person does not have to win to make an important statement.

**TEKS:** 10.8(A)

**Question 5:** The author uses subheadings in the passage in order to

Although she lost the Democratic nomination to Senator George McGovern, she managed to receive an impressive 151 delegate votes.

How does this sentence support the author’s purpose?

A. emphasize the significance of each period in Chisholm’s life  
B. highlight important dates in Chisholm’s political career  
C. provide extensive background on the social attitudes of the 1970s  
D. document Chisholm’s rise in popularity prior to her political career

**TEKS:** 10.8(A)

**READ THE PASSAGE “EXCERPTED FROM SLAVERY IN MASSACHUSETTS.” THEN ANSWER THE QUESTIONS.**

**Excerpted from Slavery in Massachusetts**

_in 1850, Congress passed the Fugitive Slave Law. A person suspected of being a runaway slave could be arrested without warrant and turned over to a slave owner based only on his sworn testimony of ownership._

_in 1854, a slave named Anthony Burns fled from Virginia to Boston. Mr. Burns was captured and convicted of being a fugitive slave and returned to Virginia. Henry David Thoreau, an opponent of slavery, delivered a speech in Framingham, Massachusetts, shortly after Mr. Burns’s conviction. The following is an excerpt from that speech, given on July 4, 1854._
1 I wish my countrymen to consider, that whatever the human law may be, neither an individual nor a nation can ever commit the least act of injustice against the obscuresest individual without having to pay the penalty for it. A government which deliberately enacts injustice, and persists in it, will at length even become the laughingstock of the world.

2 Much has been said about American slavery, but I think that we do not even yet realize what slavery is. If I were seriously to propose to Congress to make mankind into sausages, I have no doubt that most of the members would smile at my proposition, and if any believed me to be in earnest, they would think that I proposed something much worse than Congress had ever done. But if any of them will tell me that to make a man into a sausage would be much worse—would be any worse—than to make him into a slave—than it was to enact the Fugitive Slave Law, I will accuse him of foolishness, of intellectual incapacity, of making a distinction without a difference. The one is just as sensible a proposition as the other.

3 I hear a good deal said about trampling this law under foot. Why, one need not go out of his way to do that. This law rises not to the level of the head or the reason; its natural habitat is in the dirt. It was born and bred, and has its life, only in the dust and mire, on a level with the feet; and he who walks with freedom...will inevitably tread on it, and so trample it under foot—and Webster, its maker, with it, like the dirtbug and its ball.

4 Recent events will be valuable as a criticism on the administration of justice in our midst, or, rather, as showing what are the true resources of justice in any community.... Free men have no faith that justice will be awarded in such a case. The judge may decide this way or that; it is a kind of accident, at best. It is evident that he is not a competent authority in so important a case. It is no time, then, to be judging according to his precedents, but to establish a precedent for the future. I would much rather trust to the sentiment of the people. In their vote you would get something of some value, at least, however small; but in the other case, only the trammeled* judgment of an individual, of no significance, be it which way it might.

5 It is to some extent fatal to the courts, when the people are compelled to go behind them. I do not wish to believe that the courts were made for fair weather, and for very civil cases merely; but think of leaving it to any court in the land to decide whether more than three millions of people, in this case a sixth part of a nation, have a right to be free men or not! But it has been left to the courts of justice, so called—to the Supreme Court of the land—and, as you all know, recognizing no authority but the Constitution, it has decided that the three millions are and shall continue to be slaves.... The law will never make men free; it is men who have got to make the law free. They are the lovers of law and order who observe the law when the government breaks it.

* trammeled: to hinder or obstruct
Question 1: Which of the following statements best summarizes the main idea of the passage?

A. Congress must pass the Fugitive Slave Law.
B. Slavery will cause the United States to be ridiculed by other nations.
C. People must take action to change the laws that permit slavery.
D. The Supreme Court is the only hope the nation has for ending slavery.

TEKS: 11.5(D)

Question 2: Read this sentence from the passage.

I wish my countrymen to consider, that whatever the human law may be, neither an individual nor a nation can ever commit the least act of injustice against the obscurest individual without having to pay the penalty for it.

What does injustice mean as it is used in the sentence?

A. Anger
B. Harm
C. Intolerance
D. Unfairness

TEKS: 11.2(B)

Question 3: Why does the author compare the Fugitive Slave Law to a law that allows making mankind into sausages?

A. to illustrate that slavery is practical
B. to emphasize the absurdity of slavery
C. to suggest that even unfair laws may be passed
D. to warn that the slavery situation will worsen in the future

TEKS: 11.8(B)

Question 4: It is reasonable to conclude that the author delivered this speech on July 4 in order to

A. contrast the freedoms ensured by the Declaration of Independence with the lack of freedom for slaves
B. prevent further mistreatment of Anthony Burns following his arrest
C. discourage Massachusetts voters from reelecting their congressman
D. praise Congress for safeguarding the freedoms listed in the Declaration of Independence

TEKS: 11.5(C)

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

The Envelope

1. Halfway up the staircase to the admissions building, Marietta turned to face the college quad and sat down, preparing herself for what she had to do. Bells chimed from the campanile, and suddenly students were flowing from doors, surging along the paths that crisscrossed the grass: a fellow with a bulging backpack striding to class, a cluster of laughing girls entering the student commons, a silverhaired woman caught up in a spirited conversation with several students. Sighing, Marietta dropped her eyes to the envelope
in her hand; with one finger, she traced circles on the thick paper, circles of what might have been . . . what could still be . . .

2 She thought back to the sight of her mother and brothers gathered around the kitchen table, their beaming expressions as they handed her the slim envelope, crying, “Open it!” The moment her finger broke the embossed seal, a shiver ran through her veins; envelopes offering admission, she’d heard, were thick with papers, pamphlets, financial aid information, yet this envelope was thinner than an empty promise. She steeled herself to open the letter and then gasped in amazement. The university was offering her a prestigious Fullerton Scholarship, covering all her expenses for four years! As her brothers raised her to their broad shoulders, chanting her name, Marietta felt both an incredible floating lightness and the weight of responsibility at being the first in her family to go to college.

3 The next day she ran to the school library, eager to find out about the scholarship’s benefactor. She logged on to the computer, typed in “Fullerton Corporation,” and was about to click on the company’s Web site when a phrase lower on the page caught her eye: sweatshop conditions. Her chest tightening, she began skimming other entries: overseas factory abuse . . . investigation continues . . . human rights violations. Part of her wanted to stop, but the reliability of the sources convinced her to keep going. Her fingers slowed on the keyboard, weighted down by the terrible truth she was uncovering. Hamilton Fullerton III was one of the wealthiest men in the United States, but his corporation’s wealth came from factories overseas that were the subject of human rights investigations. Marietta read reports about hazardous conditions, chemicals affecting employee health, inhumane work days for meager wages. She saw photographs of child laborers and the conditions in which they lived. This, Marietta realized as her heart sunk, was the source of her scholarship.

4 That evening, it nearly broke her heart to tell her mother she’d decided to refuse the scholarship, especially when her mother cried, “What about your future?” But Marietta pulled out the photographs she’d printed. “I’m shaping my future, the kind of person I will be,” she said. Her mother’s nod of acceptance washed over her like a healing balm.

5 Now, clinging to that memory, Marietta rose and climbed the stairs, entered the imposing doors, and, showing the letter to a receptionist, asked to see the person whose name appeared at the bottom: Harold Robertson, Director of Admissions. She was shown into a wood paneled office and introduced to a man in a coat and tie.

6 Forcing her voice to be strong, she said, “Thank you for the honor of this scholarship, but I can’t accept it, not in good conscience.” Mr. Robertson’s smile disappeared, replaced by a worried look, but she continued, fighting back tears. “Once, my mother’s relatives suffered in factories like Fullerton’s; they made their way to America, searching for a life where their children wouldn’t have to work in dangerous conditions for starvation wages. I’m here because of them, and as much as I want to attend this university, it’s because of them that I must follow another path.”
For a moment there was silence, and then Mr. Robertson said, “The Fullerton Scholarship is the most generous available”—she knew this, knew how ungrateful her refusal must seem—"but it is not our only option. You qualify for financial aid, and a campus job will make up much of the difference. In fact, I need a student to work here in admissions, and I’ve been looking for someone with integrity and compassion. Would you be interested?”

The envelope dropped from Marietta’s hand to the floor and suddenly she was aware again of the room around her, the sunlight streaming through a window, the shelves of books lining the walls, the sounds of activity coming from the quad—a world she could now join with her whole heart.

Question 1: In the first paragraph of the passage, the words flowing, surging, and striding create a mood that is

A. Agitated
B. Anxious
C. Energetic
D. Welcoming

TEKS: 11.2(B), 11.7(B)

Question 2: Read this sentence from the passage.

Her mother’s nod of acceptance washed over her like a healing balm.

The phrase “washed over her like a healing balm” is used to show that Marietta

A. felt less sick about what she had to do
B. felt like she was under a lot of pressure
C. felt humiliated from what she had discovered
D. felt as if she had been cleansed of her worries

TEKS: 11.2(B)

Question 3: Marietta would most likely describe her mother as

A. pushy and demanding
B. critical and unforgiving
C. appreciative and adoring
D. supportive and understanding

TEKS: 10.6(B)

Question 4: The speech given by Henry David Thoreau and the actions of Marietta in the passage both relate to the theme of

A. creating laws
B. making personal sacrifices
C. being educated and informed
D. standing up for the rights of others

TEKS: 11.6(A), 11.7(D)(i), 11.7(E), 11.8(A)
Revising and Editing

**Question 1:** Read these sentences.

My piano lessons this year have progressed very smoothly, and I have earned praise for my interpretations of many songs. I believe I am well prepared to advance to playing more challenging pieces of music.

Which phrase should be added to the beginning of the second sentence to provide the best transition between the ideas?

A. By the way,
B. For one thing,
C. For these reasons,
D. Be that as it may,

**TEKS:** 10.9(B)(i)

**Question 2:** Read this paragraph.

As I ate breakfast in the kitchen this morning, something outside caught my eye. A large red-tailed hawk was chasing a sparrow away from our bird feeder. At the last minute, the smaller bird swooped into an evergreen shrub and evaded the predator.

Which revision of the opening sentence best adds drama to the paragraph?

A. As I ate breakfast quietly at the kitchen table this morning, I noticed something outside the window.
B. This morning I observed something I had never seen before and wonder if you have ever seen, either.
C. As I ate my delicious oatmeal breakfast this morning, I happened to notice an interesting scene outside.
D. This morning my quiet breakfast was interrupted by a sudden, ferocious movement outside the kitchen window.

**TEKS:** 9.9(D)

**Question 3:** Read this paragraph.

(1) During the eight-hour airplane trip, Mr. Otis sat with his knees bumping against the seat in front of him and had little room to move his arms. (2) When the plane landed, he felt groggy and stiff. He drove to his hotel, quickly unpacked his suitcase, and put on some walking shoes. (3) Then he exited the hotel and walked around the hotel gardens, looking at the flowers.

Which revision of sentence 3 in the paragraph conveys the **most** vivid picture?

A. Convinced that walking around would help relieve the lingering discomfort in his joints, he then stepped outside and explored the hotel gardens, gazing admiringly at the large, beautiful flowers.
B. Then he strode outside and immersed himself in the stunning hotel gardens, slowly ceasing to notice the stiffness in his joints while he marveled at luminous, sky-blue flowers as big as saucers.
C. Then he went outside for a little while, strolling through the amazing hotel gardens and observing the impressive flowers until he successfully distracted himself from the lingering discomfort in his joints.
D. Having decided that walking around would be the best remedy for his stiff joints, he then left the hotel and wandered around the hotel gardens, quietly enjoying the sight of the numerous luminous flowers.

**TEKS:** 11.10(A)
**Question 4:** A student is writing an argumentative essay about food shortages around the world. Read the paragraph from the essay and answer the question that follows.

With a global population of over seven billion people, it is necessary for survival to find ways to grow more food in an affordable and sustainable way. Human expansion has turned land once used for growing food crops into oversized homes and outlet malls, reducing the amount of food cultivated. With many countries already facing food shortages, the time for action is upon us.

The writer claims that there is a need for more food to be grown. Which sentence should the writer add to support this claim?

A. Climate change has affected the availability of water in many areas.
B. Much of the food humans eat is also necessary for the survival of other species.
C. Little is being done by governments around the world to address food shortages.
D. Many people are wasteful of their food without concern for those who have none.

**TEKS:** 10.9(B)

**Question 5:** Read this student journal entry.

November 10,

This week in social studies we have been studying the westward expansion of the United States. It's interesting to learn about immigration from China during this period in our history. Many Chinese immigrants came here to help build the transcontinental railroad. I think the work they had to do must have been ____________, and I am impressed by what they accomplished.

Which two words or phrases would best complete the sentence to convey a vivid picture of the experience described in the journal?

A. worrying
B. rather tiring
C. quite difficult
D. backbreaking
E. utterly toilsome

**TEKS:** 11.10(A)

**Research**

**Question 1:** Read this information about life in the 1800s that was gathered from three sources.

Source A: The United States was a land of opportunity; some Americans born into relatively modest circumstances became millionaires.

Source B: The United States was becoming a country of increasing inequality.

Source C: By 1860, the wealthiest 10 percent of American families controlled nearly three quarters of the nation’s wealth.

Which sentence best combines the information from the three sources?

A. The existence of an upper class that controlled most of the wealth in the United States during the 1800s could be seen as an incentive for the other classes to try harder to make their fortunes.
B. The United States in the 1800s may have had extremes of wealth, but it still offered all its people the chance to succeed, with even some of the poorest Americans becoming millionaires.
C. Despite the wealth of the upper class, economic opportunities gave the middle class control over most of the wealth in the United States during the 1800s, and some Americans born into modest circumstances made millions of dollars.

D. Although some people born into relative poverty amassed huge fortunes in the United States in the 1800s, there was increasing inequality, and the wealthiest 10 percent of households owned nearly three quarters of the nation's assets.

TEKS: 10.5(D)

Question 2: Read this excerpt from a style guide.

Citing More Than One Work by an Author

When you use more than one source by the same author, list the sources alphabetically by title. After the first entry, insert a dash in place of the author's name, as shown:

Last Name, First Name. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

—. Title of Book. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Based on the information in the style guide, which pair of entries is formatted correctly for two books by the same author?


TEKS: 10.9(D)

Question 3: Read this information gathered from three sources.

Source A: High school students in rural communities are more likely than students from large cities to participate in school social activities such as afterschool clubs.

Source B: High school students in city centers are more likely than students from smaller communities to participate in culturally related social activities such as international festivals.

Source C: High school students list seeing their friends as one of the most enjoyable aspects of attending school.

Which sentence best combines the information from the three sources?

A. Although some students only participate in afterschool clubs while others only attend international festivals, all high school students enjoy social gatherings.

B. Although some students are from small towns in the country while others are from cities, most high school students enjoy afterschool clubs and dislike international festivals.
C. Although some students like school-related activities while others prefer larger-scale gatherings, high school students in general belong to small, rural communities.

D. Although some students may be more active in school-related activities while others prefer culturally related community events, high school students generally enjoy interacting with their friends.

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

**Question 4:** Which sentence correctly uses a semicolon?

A. Kimchi ferments in a Korean pot; after the ingredients are mixed together.

B. **Kimchi is a traditional dish; it has been popular in Korea for thousands of years.**

C. Kimchi can be flavored with a variety of ingredients; salt, chili peppers, ginger, and garlic.

D. Kimchi is usually made from cabbage; but it can also be made from radishes or cucumbers.

**TEKS:** 11.9(D)

**Question 5:** Read this sentence.

The teacher was impressed with how he studied hard in class, was cheerful with classmates, and his eagerness to participate in extracurricular activities.

Which revision of the sentence best uses parallel structure?

A. The teacher was impressed with his studiousness in class, cheerful with classmates, and eager to participate in extracurricular activities.

B. The teacher was impressed with how he studied hard in class, being cheerful with classmates, and eager to participate in extracurricular activities.

C. The teacher was impressed with how he studied hard in class, cheerfulness with classmates, and being eager to participate in extracurricular activities.

D. **The teacher was impressed with his studiousness in class, his cheerfulness with classmates, and his eagerness to participate in extracurricular activities.**

**TEKS:** 10.9(C)

**Question 6:** Which two sentences are written **most** appropriately and effectively?

A. In Ms. Johnson’s classroom last year, my homeroom, there was a large map.

B. That it has small size and gravity is the reason Pluto is now considered a dwarf planet.

C. **Some of the most intriguing elements of the universe are black holes, which can form when stars collapse.**

D. Although the sun is quite far away, since it creates so much energy and it provides Earth with all its heat and light.

E. Because they are located above the atmosphere, orbiting satellite telescopes can give very clear pictures of distant objects.

**TEKS:** 10.9(C)
Question 7: Which two sentences use a colon correctly?

A. Aiden was conflicted about what subject he should study in college: archaeology, literature, or astrophysics.
B. The garden bloomed with an array of flowers: pink and red roses, purple irises, blue bellflowers, and some white lilies.
C. To reach the end of the obstacle course, the horses had to cross over: a stream, two fences, a barrel, and a low hedge.
D. Bridget’s closet is full of miscellaneous objects such as: old sneakers, dried-up markers, board games, and a collection of hats.
E. During the transatlantic flight, Maya watched: two movies, a documentary program about penguins, and five episodes of her favorite show.

TEKS: 10.9(D)(v)

Question 8: Read this sentence.

Jonas saw Amanda suddenly pause to drop a dime into a musician’s guitar case as he reached the escalator, before navigating her way through the writhing crowd in the subway.

Which revision of this sentence expresses the ideas most effectively?

A. Before navigating her way through the writhing crowd in the subway, Jonas saw Amanda suddenly pause to drop a dime into a musician’s guitar case as he reached the escalator.
B. As he reached the escalator, Jonas saw Amanda suddenly pause to drop a dime into a musician’s guitar case before navigating her way through the writhing crowd in the subway.
C. Jonas as he reached the escalator saw Amanda, before navigating her way through the writhing crowd in the subway, suddenly pause to drop a dime into a musician’s guitar case.
D. Before navigating her way through the writhing crowd in the subway, Amanda suddenly paused to drop a dime into a musician’s guitar case, which Jonas saw as he reached the escalator.

TEKS: 10.9(C)

Question 9: Which two sentences are correctly written with appropriate parallel structure?

A. She prefers arriving quickly at her destination rather than enjoying the scenery along the way.
B. The coach praised the new goalie’s work ethic, speed, and always supporting the other players.
C. Being a safe driver requires knowing the rules of the road and having paid close attention to other cars.
D. Kindness, compassion, and helpfulness are character traits that are valued in societies around the world.
E. Experienced politicians are aware that it is essential to take a stand on issues and also compromising when necessary.

TEKS: 10.9(C)
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

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 do 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

THE MIDNIGHT ZONE

Question 1: Which of the following inferences is best supported by the passage below (paragraph 7)?

And while it’s true that my children were endlessly fascinating, two petri dishes growing human cultures, being a mother never had been, and all that seemed assigned by default of gender I would not do because it felt insulting. I would not buy clothes, I would not make dinner, I would not keep schedules, I would not make playdates, never ever. Motherhood meant, for me, that I would take the boys on month long adventures to Europe, teach them to blast off rockets, to swim for glory.

A. The protagonist resents her children.
B. The protagonist does not know how to be a mother because her mother was absent.
C. The protagonist attempts to redefine the role of a caretaker.
D. The protagonist resents her husband for not partaking in the care of their children.

TEKS: 12.4(F)

Question 2: “The Midnight Zone ” is told in the _________ tense, from a _________ point of view.

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

TEKS: 12.8(A)

Question 3: The following passage (paragraph 11) mainly refers to ____________.

There had been a weight on us as we played outside, not as if something were actually watching but because of the possibility that something could be watching when we were so far from humanity in all that Florida waste.

A. the dangers of being isolated
B. the protagonist remembering the outside predator
C. how they can hear the sound of the panther nearby
D. the close relationship the protagonist has with her children

TEKS: 12.4(F)

Question 4: Which of the following inferences about the protagonist is best supported by the passage below (paragraph 65)?

At one point, something passed across the woods outside like a shudder, and a hush fell over everything, and the boys and the dog all looked at me and their faces were like pale birds taking flight, but my hearing had mercifully shut off whatever had occasioned such swift terror over all creatures of the earth, save me.

A. The protagonist has lost many of her senses.
B. The children are scared of how their mother looks.
C. The protagonist is vulnerable.
D. The protagonist is unable to protect her children.

**TEKS:** 12.5(C), 12.4(G), 12.6(B)

**Question 5:** The following passage (paragraph 56) adds to the development of the story **mainly** by ________.

At one point, something passed across the woods outside like a shudder, and a hush fell over everything, and the boys and the dog all looked at me and their faces were like pale birds taking flight, but my hearing had mercifully shut off whatever had occasioned such swift terror over all creatures of the earth, save me.

A. introducing the theme of time
B. adding complexity to the protagonist’s character
C. offering an insight into the protagonist’s psyche
D. intensifying the protagonist’s fear

**TEKS:** 12.5(D)

**Question 6:** Which line from the text **best** supports the correct answer to Question 5?

A. “I counted slow breaths and was not calm by two hundred; I counted to a thousand.”
B. “The lantern flicked itself out and the dark poured in.”
C. “For a few moments, there was a sense of mutual watching, a wait for something definitive, though nothing definitive came, and then the bodiless me stood and circled the cabin.”
D. “I was vigilant, moving softly in the underbrush, and the palmettos’ nails scraped down my body.”

**TEKS:** 12.5(C)

**Question 7:** According to the story, which of the following statements **best** conveys the theme of nature?

A. Nature works as a consolation allowing humans to see beauty in suffering.
B. Nature reveals the impermanence of life.
C. Nature provides insight into human vulnerability.
D. Nature doesn’t exist in the story’s setting.

**TEKS:** 12.5(D), 12.4(G), 12.6(A)

**Question 8:** Which sentence from the text **best** supports the correct answer to Question 7?

A. “We watched the circling red-shouldered hawks.”
B. “Our friend had treated the perimeter of the clearing with panther deterrent, some kind of synthetic superpredator urine, and we felt safe-ish near the cabin.”
C. “There was a nice solidity to the rain’s pounding on the roof, as if the noise were a barrier that nothing could enter, a stay against the looming night.”
D. “We had seen some scat in the woods on a walk three days earlier, enormous scat, either a bear’s or the panther’s, but certainly a giant predator’s.”

**TEKS:** 12.5(C)
Question 9: Match the correct definition with the corresponding vocabulary word.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>to make someone unable to think or feel clearly</td>
<td>stupefy</td>
</tr>
<tr>
<td>existing in thought or as an idea but not having a physical or</td>
<td>abstract</td>
</tr>
<tr>
<td>concrete existence</td>
<td></td>
</tr>
<tr>
<td>correct or clear reasoning</td>
<td>logic</td>
</tr>
<tr>
<td>a point or place of origin</td>
<td>source</td>
</tr>
<tr>
<td>extraordinarily large in size, extent, amount, power, or degree</td>
<td>enormous</td>
</tr>
</tbody>
</table>

TEKS: 12.2(B)

Question 10: Order the following quotes as they appear in the story.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>“There was sparse electricity from a gas-powered generator and</td>
</tr>
<tr>
<td></td>
<td>no Internet and you had to climb out through the window in the</td>
</tr>
<tr>
<td></td>
<td>loft and stand on the roof to get a cell signal.”</td>
</tr>
<tr>
<td>Second</td>
<td>“Two days, he promised. Two days and he’d be back by noon on</td>
</tr>
<tr>
<td></td>
<td>the third. He bent to kiss me, but I gave him my cheek and</td>
</tr>
<tr>
<td></td>
<td>rolled over when the headlights blazed then dwindled on the</td>
</tr>
<tr>
<td></td>
<td>wall.”</td>
</tr>
<tr>
<td>Third</td>
<td>“The old bulb was hot, and I was passing it from hand to hand,</td>
</tr>
<tr>
<td></td>
<td>holding the new bulb under my arm, when the puppy leapt up at</td>
</tr>
<tr>
<td></td>
<td>my older son’s face. He let go of the stool to whack at her,</td>
</tr>
<tr>
<td></td>
<td>and I did a quarter spin, then fell and hit the floor with my</td>
</tr>
<tr>
<td></td>
<td>head, and then I surely blacked out.”</td>
</tr>
<tr>
<td>Fourth</td>
<td>“Everything depended on my staying still, but my skin was</td>
</tr>
<tr>
<td></td>
<td>stuffed with itches. Something terrible in me, the darkest</td>
</tr>
<tr>
<td></td>
<td>thing, wanted to slam my own head back against the headboard.</td>
</tr>
<tr>
<td></td>
<td>I imagined it over and over, the sharp backward crack, and</td>
</tr>
<tr>
<td></td>
<td>the wash and spill of peace.”</td>
</tr>
</tbody>
</table>

TEKS: 12.5(D)

READING QUIZ - 40-0

Question 1: Which of these statements about the writer is best supported by the passage below (paragraph 3)?

But I was tall. And long. And had large hands. I was made for the game. It found me later in life, compared to most collegiate athletes.

A. She was recruited after a scout saw a video of her dunk a basketball.
B. Though she found success in the sport, she wishes she would have started playing basketball earlier in life.
C. She would always be compared to other athletes because of her large size.
D. Though she wasn’t as experienced as other college players, her size made her a natural player.

TEKS: 11.4(F)
Question 2: The following passage (paragraphs 4–5) mainly shows that ____________.

When I went to Baylor on a basketball scholarship — and when I thought about the future as a freshman — one achievement I wanted more than any individual award was a national championship. I’m a competitor, you know. I don’t want to play just to play; I want to play to win, and I wanted to win it all.

We came close that first year, but lost to UConn. We wanted to get back.

A. the writer’s competitive spirit motivated her to win the national championship
B. she had dreamed, all her life, of being a starting center for Baylor
C. the writer’s sense of vengeance towards UConn motivated her to win the national championship
D. the writer received a scholarship from Baylor

TEKS: 11.5(D)

Question 3: Which sentence best summarizes the following passage (paragraph 9)?

We dominated. The media surrounding my team — and myself — was out of this world. Every time I left the gym, every event we had, every time I stepped on that court, there were recorders or cameras aimed at me. Every team had a signing at the Final Four, and ours was insane. All of my teammates were like, “OK, Brittney, you go to the end of the table. You’re the last one or else all of these fans are going to pile up.” Every time we went to go eat a team meal — media. It was non-stop the whole tournament.

A. The price of Baylor memorabilia soared after the team went undefeated.
B. Media and fans showed great interest in the team and, especially, Griner.
C. Griner’s teammates became jealous of the outsized attention she was receiving.
D. The signing at the Final Four drew the largest crowd of basketball fans ever recorded.

TEKS: 11.5(D)

Question 4: Which of these statements about the Baylor basketball team is most strongly supported by the passage below (paragraph 10)?

Still, we made it to the championship game. We would be facing Notre Dame, who we’d played earlier in the season and beat on their home court. We were pretty confident but we couldn’t overlook them — that’s when you lose games.

A. They were cautiously optimistic they could beat Notre Dame.
B. They were nervous to be playing Notre Dame for a second time that season.
C. Earlier in the season the team considered benching Griner.
D. They knew that this game would be different because it wasn’t at Notre Dame’s home court.

TEKS: 11.4(F)
Question 5: Which of these inferences is most strongly supported by the passage below (paragraph 15)?

Our team built a lead, but we were a little over-excited at the start. We had so many Lady Bears fans make the drive — bus after bus of them. It felt like a home game. They were screaming and shouting; you could feel it reverberating throughout the arena. Coach made sure to calm us down; she didn’t want us getting big eyes and overlooking Notre Dame. We couldn’t give up the big lead we’d established out the gate. She put us in check. Turnovers, loose balls we didn’t go after, rebounds we didn’t pull down — she called us out and made sure we capitalized on those small details that are so important to a win.

A. Baylor’s fans were the loudest ever recorded at an NCAA event.
B. Notre Dame was worried about the overwhelming support of Baylor fans.
C. The preponderance of Baylor supporters was a concern for Baylor’s coach.
D. Baylor struggled to gain attention from fans in spite of the team’s accomplishments.

TEKS: 11.4(F)

Question 6: Which of these sentences from the text most strongly supports the answer to Question 5?

A. “Our team built a lead, but we were a little over-excited at the start.”
B. “They were screaming and shouting; you could feel it reverberating throughout the arena. Coach made sure to calm us down . . . ”
C. “We couldn’t give up the big lead we’d established out the gate. She put us in check.”
D. “But we didn’t.”

TEKS: 11.5(C)

Question 7: Which of these inferences about the writer is best supported by the text??

A. Becoming a leader was a difficult undertaking for her.
B. She was the first captain to have been selected by a unanimous vote.
C. She wouldn’t have become a leader without her coach and team’s reliance on her.
D. She was chosen to be the leader because of her soaring confidence.

TEKS: 11.4(F)

Question 8: Which of these sentences from the text most strongly supports the answer to Question 7??

A. “The trip back to Texas—it was like we were riding back on a party plane and a party bus.”
B. “They put a lot on my shoulders. They had confidence in me. I became a leader because of their confidence.”
C. “All the little moments that added up to that unbelievable whole. When I got to Baylor, Coach said I’d win a championship and . . . I did. We did.”
D. “I wish I could go back and play in that game again. They always say you’re going to miss it when you’re done playing.”

TEKS: 11.5(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>relating to a college or its students</td>
<td>collegiate</td>
</tr>
<tr>
<td>control of the ball or puck in a game</td>
<td>possession</td>
</tr>
<tr>
<td>to set up or lay the groundwork for</td>
<td>establish</td>
</tr>
<tr>
<td>to echo; rumble</td>
<td>reverberate</td>
</tr>
<tr>
<td>to make money or gain advantage from something</td>
<td>capitalize</td>
</tr>
</tbody>
</table>

TEKS: 11.2(B)

QUESTION 10: Order these events as they appear in the text.

| First                       | Griner talks about having a body type well-suited to basketball. |
| Second                     | Griner enters the tournament undefeated.                          |
| Third                      | Baylor’s coach warns the team not to be overconfident.            |
| Fourth                     | Griner makes a confetti angel.                                    |

TEKS: 11.7(D)(i)
REVIEW AND RETEACH

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 Project, so they can be assigned to students at any time.
- are more accessible for students in need of remediation. They teach to the same standards as our Core program, but generally with pared-down language or a reduced word count. Spotlight skills address common misconceptions and provide students with strategies to help them master the skill.
- provide students with concrete examples and non-examples for each skill. Students need to know what good and great work looks like.
- give students multiple opportunities to practice through 3 Your Turn questions, or 2 Your Turn questions and a Write prompt. Teachers can edit or change prompts to fit their classroom needs.

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. Search for Spotlight skills by name or keyword, and by utilizing the filter. See below for an overview of the Spotlight Skills available for Grade 11.
# Spotlight Skills

The following Spotlight Skill lessons are available for Reading, Writing, and Speaking and Listening reviewing and reteaching in Grade 11.

Samples of Grade 11 “Poetic Structure” and “Persuasive Techniques” Spotlight Skill lessons are available in this Assessment Sampler.

## Reading Skills

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<th>Writing Skills</th>
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<td>Body Paragraphs 11.9(B)(i)</td>
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<td>Arguments and Claims 11.7(E)</td>
<td>Cohesion 11.9(B)(i)</td>
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<tr>
<td>Author’s Purpose and Message 11.8(A)</td>
<td>Commentary 11.5(C), 11.9(B)(ii)</td>
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<tr>
<td>Author’s Purpose and Text Structure 11.8(B)</td>
<td>Compare and Contrast 11.5(B)</td>
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</tr>
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</tr>
<tr>
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<td>Narrative Sequencing 11.9(B)(i)</td>
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<tr>
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</tr>
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<td>Organizing an Oral Presentation 11.1(C)</td>
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<td>Organizing Argumentative Writing 11.9(B)(ii)</td>
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<td>Evidence and Counter Arguments 11.7(E)(ii)</td>
<td>Organizing Correspondence Writing 11.9(B)(i)</td>
</tr>
<tr>
<td>Figurative Language 11.7(B)</td>
<td>Organizing Informational Writing 11.9(B)(i)</td>
</tr>
<tr>
<td>Generating Questions 11.11(A)</td>
<td>Organizing Literary Analysis Writing 11.9(B)(i)</td>
</tr>
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<td>Peer Review 11.1(D)</td>
</tr>
<tr>
<td>Interacting with Sources 11.5(E)</td>
<td>Personal Response 11.5(A)</td>
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<tr>
<td>Language, Style, and Audience 11.8(D)</td>
<td>Persuasive Techniques 11.1(C), 11.9(B)(ii), 11.10(C)</td>
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<td>Planning Research 11.11(A), 11.11(C)</td>
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<td>Reading Independently 11.5(I)</td>
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<tr>
<td>Making and Confirming Predictions 11.4(C)</td>
<td>Research and Notetaking 11.11(E), 11.11(F)</td>
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<tr>
<td>Making Connections 11.4(E)</td>
<td>Short Constructed Responses 11.5(F)</td>
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<tr>
<td>Making Inferences 11.4(F)</td>
<td>Sources and Citations 11.7(D)(ii), 11.11(H)</td>
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<td>Monitoring Comprehension 11.4(I)</td>
<td>Supporting Details 11.9(B)(ii)</td>
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<tr>
<td>Multimodal and Digital Texts 11.7(F)</td>
<td>Text Dependent Responses 11.5(C)</td>
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<tr>
<td>Paraphrasing 11.5(D)</td>
<td>Thesis Statement 11.10(B), 11.10(C)</td>
</tr>
<tr>
<td>Plot 11.6(C)</td>
<td>Timed Writing 11.9(B)(i)</td>
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<tr>
<td>Poetic Devices 11.7(B)</td>
<td>Transitions 11.9(C)</td>
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<td>Poetic Structure 11.7(B)</td>
<td>Using a Style Guide 11.9(D)</td>
</tr>
<tr>
<td>Print and Graphic Features 11.8(C)</td>
<td><strong>Speaking &amp; Listening Skills</strong></td>
</tr>
<tr>
<td>Rhetoric 11.8(G)</td>
<td>Collaborative Conversations 11.1(D)</td>
</tr>
<tr>
<td>Rhetorical Analysis 11.10(F)</td>
<td>Communicating Ideas 11.1(C)</td>
</tr>
<tr>
<td>Setting 11.6(D)</td>
<td>Considering Audience and Purpose 11.5(H)</td>
</tr>
<tr>
<td>Summarizing 11.5(D)</td>
<td>Engaging in Discourse 11.1(A)</td>
</tr>
<tr>
<td>Synthesizing 11.4(H)</td>
<td>Giving and Following Instructions 11.1(B)</td>
</tr>
<tr>
<td>Text Evidence 11.5(C)</td>
<td></td>
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<tr>
<td>Text Structure and Organizational Design 11.7(D)(ii)</td>
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</tr>
<tr>
<td>Theme 11.6(A)</td>
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</tr>
<tr>
<td>Visualizing 11.4(D)</td>
<td></td>
</tr>
<tr>
<td>Word Meaning 11.2(A)</td>
<td></td>
</tr>
</tbody>
</table>
SPOTLIGHT SKILL 1: POETIC STRUCTURE

Define

Poetic Structure describes the organization of words and lines in a poem, as well as the inclusion of other elements such as rhyme. Poetry takes a variety of forms, from nursery rhymes to free verse to epics. Poems consist of words arranged on a page, usually divided into lines. A group of lines is called a stanza.

Rhythm is the pattern of unstressed and stressed syllables in a line of poetry. A regular pattern of syllables is called meter, and it gives a line of poetry a predictable rhythm. Rhyme is the repetition of the same or similar sounds. The rhyme scheme of a poem is the pattern formed by the rhyming words at the ends of lines or within lines, though not all poems have rhyme.

Poets also build in graphic elements, such as line length and word position, and to emphasize ideas and create meaning. A poem’s form, or arrangement and style, will help determine its structure.
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>poetic structure</td>
<td>noun</td>
<td>the organization of words and lines as well as the rhyme and meter of a poem</td>
</tr>
<tr>
<td>line</td>
<td>noun</td>
<td>an arrangement of words in a poem; not usually a complete sentence</td>
</tr>
<tr>
<td>stanza</td>
<td>noun</td>
<td>a group of lines in a poem</td>
</tr>
<tr>
<td>rhyme</td>
<td>noun</td>
<td>the repetition of the same or similar sounds in a poem</td>
</tr>
<tr>
<td>rhyme scheme</td>
<td>noun</td>
<td>the pattern formed by the rhyming words at the end of lines in a poem</td>
</tr>
<tr>
<td>rhythm</td>
<td>noun</td>
<td>the pattern of unstressed and stressed syllables in a line of poetry</td>
</tr>
<tr>
<td>meter</td>
<td>noun</td>
<td>a regular pattern of unstressed and stressed syllables in a line of poetry</td>
</tr>
<tr>
<td>graphic element</td>
<td>noun</td>
<td>line length, word position, capitalization, or punctuation in a poem to create meaning or add effects</td>
</tr>
</tbody>
</table>

**Model**

**Checklist for Poetic Structure:**

In order to identify various poetic forms and their structures, note the following:

- ✓ **free verse:** informal poetry with no regular line lengths or meter, stanzas, rhyme scheme, capitalization, or punctuation

- ✓ **lyric poetry:** formal poetry with regular meter often rhyming, expressing a speaker’s thoughts and feelings, usually in the first person

- ✓ **sonnet:** a formal poem of fourteen lines, a regular rhyme scheme, and a meter called iambic pentameter

In order to identify characteristics of a poem, note the following:

- ✓ **stanzas:** the inclusion of regular rhyming words in a poem

- ✓ **line breaks:** the places where a poet chooses to end a line and begin another

- ✓ **speaker:** the “narrator” of a poem, often first person, who is separate from the poet

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

- ✓ Do the lines contain a regular meter or rhythm? Can you count a pattern of unstressed and stressed syllables?
✓ How do the meter, rhyme, sounds, and other structural elements change or contribute to the meaning of the poem?

**Skill Model**

Reviewing examples of **incomplete thinking** and **complete thinking** helps you better understand how to analyze relationships among characteristics of poetry, including stanza, line breaks, speaker, and sound devices in poems across a variety of poetic forms.

In the poem, “Love is not All” by By Edna St. Vincent Millay, the importance of love is contemplated. As you read, you would look for rhyme and meter in addition to line breaks, to see the relationship among structural characteristics of poetry.

Let’s begin with an example of **incomplete thinking**:

The reader notices the specific rhyme pattern and a consistent meter that carries the reader from line to line. Using these observations, he synthesizes that it is a lyric poem; however, he does not note how the meter and rhyme impact the reader for any meaningful effect.

Using the same stanza, here’s an example of **complete thinking**:

The colon after “all” allows for elaboration on all the things love is not. The rhyme scheme alternates end rhymes and the meter is consistent, keeping the reader moving with punctuated line breaks, much like the poet/speaker delivers her flowing thoughts on how love cannot help those in need.
The reader notices the rhyme scheme and considers the effect that the meter has on her as a reader. She also notices the poet's use of graphical elements to create line breaks, and thinks about how these choices contribute to meaning in the poem.

Let's look at another example of **incomplete thinking**:

It well may be that in a difficult hour,
Pinned down by pain and moaning for release,
Or nagged by want past resolution’s power,
I might be driven to sell your love for peace,
Or trade the memory of this night for food.
It well may be. I do not think I would.

The reader notices the overall structure of the poem as a sonnet and that the couplet ends with a slant rhyme, signaling the poet's end of thought. He does understand a majority of the poem's content, but misses the poet's final message, how the structure lends to meaning, and how the line breaks assist the poem's clarity and reader's understanding.

Using the same stanza, this example of **complete thinking** takes a closer look:

It well may be that in a difficult hour,
Pinned down by pain and moaning for release,
Or nagged by want past resolution’s power,
I might be driven to sell your love for peace,
Or trade the memory of this night for food.
It well may be. I do not think I would.

This reader carefully analyzes the meter, rhyme, structure, and graphical elements. She notes the effects these choices have on moving the poem to its climax. This is a more complete analysis of the relationships among characteristics of poetry.
Your Turn 1

**Student Directions:** Read the poem “Past and Future” by Sarojini Naidu. Then, for each of the selected quotations, choose the answer that best explains how the elements of poetic structure work together to contribute to the meaning of the poem.

1. The new hath come and now the old retires:
2. And so the past becomes a mountain-cell,
3. Where lone, apart, old hermit-memories dwell
4. In consecrated calm, forgotten yet
5. Of the keen heard that hastens to forget
6. Old longings in fulfilling new desires.
7. And now the Soul stands in a vague, intense
8. Expectancy and anguish of suspense,
9. On the dim chamber-threshold...lo! he sees
10. Like a strange, fated bride as yet unknown,
11. His timid future shrinking there alone,
12. Beneath her marriage-veil of mysteries.

**TEKS:** 11.7(B)

<table>
<thead>
<tr>
<th>#</th>
<th>Quotation</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The new hath come... desires. And now the Soul stands...mysteries.</td>
<td>Each line ends with punctuation that abruptly stops the reader and separates the poet’s ideas.</td>
<td>Each stanza is one long sentence, allowing the poet to present complex, detailed ideas.</td>
</tr>
<tr>
<td>2</td>
<td>On the dim chamber-threshold...lo! he sees...</td>
<td>I notice that the speaker interrupts his flow of thought with an exclamation point, as he sees an opportunity in his future.</td>
<td>The graphical element of an exclamation point in this line throws off the meter of the poem and results in confusion for the reader.</td>
</tr>
<tr>
<td>3</td>
<td>And so the past becomes a mountain-cell, Where longe, apart, old hermit-memories dwell In consecrated calm, forgotten yet Of the keen heard that hastens to forget</td>
<td>With no consistent meter or rhyme pattern, the poet uses blank verse.</td>
<td>The meter and rhyme are consistent, resulting in a regular rhythm.</td>
</tr>
<tr>
<td>4</td>
<td>The new hath come and now the old retires Old longings in fulfilling new desires.</td>
<td>The poet uses repetition to keep the language simple and avoid losing the reader in the complex ideas.</td>
<td>The poet repeats the word “new” to emphasize the narrator’s need to leave what he knows for greater opportunities.</td>
</tr>
</tbody>
</table>
Your Turn 2

**Student Directions:** Read the following excerpt from the poem “The Journey” by Mary Oliver. Based on your analysis of the characteristics of poetic structure, sort the statements as **incomplete thinking** and **complete thinking**.

1. One day you finally knew
2. what you had to do, and began,
3. though the voices around you
4. kept shouting
5. their bad advice -
6. though the whole house
7. began to tremble
8. and you felt the old tug
9. at your ankles.
10. “Mend my life!”
11. each voice cried.
12. But you didn’t stop.
13. You knew what you had to do,
14. thought the wind pried
15. with its stiff fingers
16. at the very foundations -
17. though their melancholy was terrible.

**TEKS:** 11.7(B)

<table>
<thead>
<tr>
<th>Incomplete Thinking</th>
<th>Complete Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poet uses varying line lengths, indicating a lack of structure, regular meter, or rhyme.</td>
<td>The poem’s line lengths vary with the ideas, and direct the reader where to pause for understanding or speed up for fluency.</td>
</tr>
<tr>
<td>In order to keep the reader focused and prevent confusion, the poet avoided a formal rhyme scheme, instead utilizing free verse.</td>
<td>The lack of a formal rhyme scheme allows for the poet to present ideas freely and informally, resulting in a personal connection.</td>
</tr>
<tr>
<td>There is inconsistent use of punctuation at line breaks, resulting in the reader having to revisit sections of the poem to ensure understanding.</td>
<td>The irregular punctuation at line breaks allows for the ideas to flow and build upon one another naturally, which helps convey the speaker’s thoughts.</td>
</tr>
</tbody>
</table>
Your Turn 3

**Student Directions:** Read another excerpt from the poem “The Journey” by Mary Oliver. Then, complete the chart by answering the questions about how the structural elements of poetry help to develop meaning.

1. It was already late enough, and a wild night, and the road full of fallen branches and stones.
2. But little by little, as you left their voices behind, the stars began to burn through the sheets of clouds, and there was a new voice, which you slowly recognized as your own, that kept you company as you strode deeper and deeper into the world, determined to do the only thing you could do— determined to save the only life you could save.

**TEKS:** 11.7(B)

<table>
<thead>
<tr>
<th>Excerpt</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was already late enough, and a wild night, and the road full of fallen branches and stones.</td>
<td>How does the lack of a regular meter or rhythm affect the poem's meaning?</td>
<td>Free verse allows the speaker to portray his/her thoughts as they come. It helps the reader connect with the speaker because their thoughts unfiltered and relaxed.</td>
</tr>
<tr>
<td>which you slowly recognized as your own, that kept you company as you strode deeper and deeper into the world,</td>
<td>How does the repetition of the word “you” affect the meaning of the poem?</td>
<td>The speaker repeats the word “you” to emphasize the importance of the poem’s subject and the control the subject has over his/her own destiny.</td>
</tr>
<tr>
<td>the only thing you could do— determined to save the only life you could save.</td>
<td>How do the graphical elements at line breaks help the reader with meaning?</td>
<td>The dash works well to allow the speaker to clarify the one action the subject of the poem could take, saving their own life. The period indicates the finality of “you’s” decision.</td>
</tr>
</tbody>
</table>
SPOTLIGHT SKILL: PERSUASIVE TECHNIQUES

Define

Writers and speakers of argumentative texts can use a variety of persuasive techniques. Most arguments make use of a persuasive technique known as a rhetorical appeal. An appeal to logic presents facts and logical reasoning. An appeal to emotion attempts to stir up positive or negative feelings. And an appeal to ethics aims to establish the writer’s or speaker’s good character and credibility.

Persuasive techniques may also include rhetorical devices, which are specific ways of using language to make arguments more persuasive. One common rhetorical device is repetition. For example, Martin Luther King, Jr., repeated “I have a dream” eight times, making his speech one of the most powerful and memorable in American history.
Another persuasive technique is a **counter argument**, in which the writer or speaker acknowledges an opposing opinion and then attempts to disprove that opinion. A counter argument shows that the writer has considered alternatives and has tested his or her position against a different viewpoint.

**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>appeal to logic</td>
<td>noun</td>
<td>a persuasive technique that appeals to logic and reasoning</td>
</tr>
<tr>
<td>appeal to emotion</td>
<td>noun</td>
<td>a persuasive technique that attempts to stir up emotions</td>
</tr>
<tr>
<td>appeal to ethics</td>
<td>noun</td>
<td>a persuasive technique that aims to establish a writer’s or speaker’s good character or credibility</td>
</tr>
<tr>
<td>rhetorical device</td>
<td>noun</td>
<td>a specific way of using language to make an argument more persuasive</td>
</tr>
<tr>
<td>counter argument</td>
<td>noun</td>
<td>the part of an argument in which the writer considers and attempts to disprove an opposing opinion</td>
</tr>
</tbody>
</table>

**TEKS:** 11.1(C), 11.9(B)(iii), 11.10(C)

**Model**

**Checklist for Persuasive Techniques:**

In order to strengthen your argumentative text, first consider your audience and purpose. You may ask yourself:

- ✔ Who is my primary audience? How might I characterize a member of this audience? What is my audience’s primary motivation?

- ✔ What is my purpose? What do I hope to achieve?

Next, think about the following persuasive techniques and how you might use one or more, considering what you know about your audience and your overall purpose for writing:

- ✔ **Appeals to Logic**
  - What facts or statistics will convince my audience to agree with my argument?
  - What is the most effective way to present factual information to persuade my audience that my argument is logically sound and reasonable?
✓ Appeals to Emotion

› What emotions do I want my audience to feel about my topic?
› What words or phrases should I include to bring about those feelings in my audience?

✓ Appeals to Ethics

› What ideas about right and wrong and fairness do I want my audience to keep in mind as they read or listen to my argument?
› Which experts could I use to establish the credibility of my claims?
› What words or phrases should I include to remind my audience of our shared values about what is right, good, and fair?

✓ Rhetorical Devices

› How can I use language in artful and persuasive ways to convince my audience to accept my position?
› What specific rhetorical devices, such as rhetorical question, repetition, parallelism, do I want to try to use to make my argument more persuasive?

✓ Counter Argument

› What is an opposing opinion that my audience might have?
› How can I rebut that opposing opinion in a way that respects my audience and strengthens my argument?

Skill Model

Checklist for Author’s Purpose and Message:

Reviewing an example of a writer’s incomplete thinking and complete thinking as he uses persuasive techniques will help you better understand how to craft a strong argumentative essay of your own.

For example, while drafting an argument, you would need to consider your audience, and then your purpose, or what you want to achieve. Then, you would need to consider how you will appeal to your reader and choose rhetorical devices or counter arguments to include in your writing.

While reviewing the following examples of incomplete thinking and complete thinking, keep in mind the writer’s goals. 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 my purpose for writing?</td>
<td>To convince a teacher to delay an important math test because the students need more time to study</td>
</tr>
<tr>
<td>Who is my audience?</td>
<td>Math teacher</td>
</tr>
<tr>
<td>Key Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How will I appeal to my reader’s sense of emotion? Logic? Ethics?</td>
<td>Appeal to ethics: because students were not given adequate instruction or enough time to understand the material, testing them would be unfair</td>
</tr>
<tr>
<td></td>
<td>Appeal to logic: Testing before the class is ready would even put the teacher at a disadvantage because it would slow down progress in later math units</td>
</tr>
<tr>
<td>What rhetorical devices can I use?</td>
<td>Rhetorical question about why so many students have been receiving low homework scores this unit. Another rhetorical question about what a teacher should do in response.</td>
</tr>
<tr>
<td>Will there be a counter argument in my argument? What is it?</td>
<td>Yes. The counter argument is that delaying the test will put the class behind schedule.</td>
</tr>
<tr>
<td>What do I want to persuade my audience to do as a result of reading my argument?</td>
<td>I want to persuade the teacher that the math exam should be delayed so that students will be more prepared.</td>
</tr>
</tbody>
</table>

The writer’s first attempt is an example of **incomplete thinking**:

Our quadratic functions test is coming up, and on behalf of the students in this class, I implore you to delay it so we can get additional guidance understanding the material. It would be downright unfair to test us on material you know we don’t understand. My fellow students and I have gathered to study, but we don’t understand. You wouldn’t want a low score on your teaching records, would you? This would show that your students are not mastering the material. Please consider delaying the test and providing more study sessions.

The writer made clear who the audience is and that the note it is being written on behalf of the whole class. His arguments appeal to the teacher’s sense of ethics. However, the writer did not include all of the points in the outline. There is also no counter argument or rebuttal included in the paragraph. Furthermore, the tone feels demanding and harsh.

Before revising his argument to add persuasive techniques, the writer takes a moment to pause and jot down a few notes about his next steps:

*I did some, but not all, of the things I planned in my outline. I included an appeal to ethics. However, I stopped short and didn’t appeal to the teacher’s sense of logic the way that I had planned. My outline also includes a counter argument, so I will add it in my revision. This should make my argument more effective and more complete. In addition to using these persuasive techniques, I will use a more conversational, respectful tone.*
The writer's second attempt is an example of **complete thinking**:

Our quadratic functions test is coming up, and we’re not ready! On behalf of students in the class, I respectfully ask that you delay. We were unable to grasp the content as it was delivered to us. Don’t you agree that it would be unfair to test us on material we don’t understand? We need to understand this material to progress forward in math. Because there are so many of us who don’t understand, performance across the class will be low. You’re a strong teacher, and we don’t want your teaching record to show low mastery levels. I’m sure you agree. You might argue that delaying the test would put us behind for the rest of the year. But imagine how much further behind we’ll be if we all do poorly on this exam. The math concepts build on each other, so it’s more important than ever to stop now and help us understand quadratic functions. We **want** to understand them, believe us! Please consider delaying the test and providing more study sessions.

In the second attempt, the writer includes an additional argument that appeals to ethics, and includes a counter argument and rebuttal. The writer also strengthened the tone of the paragraph by making it more personal and less harsh. This revision is more complete and contains stronger persuasive techniques that increase the overall effectiveness of the writing.
Your Turn Item 1

**Student Directions:** The following statements are the first lines of argumentative essays in the StudySync library. To complete the table, sort them by the persuasive techniques each writer uses.

<table>
<thead>
<tr>
<th>Appeal to Emotion</th>
<th>Appeal to Logic</th>
<th>Appeal to Ethics</th>
<th>Rhetorical Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Imagine a delicately carved white sculpture. It depicts beautiful figures, nature and detailed patterns. However, this isn’t a typical marble sculpture. This sculpture is made out of ivory—sourced from the tusks of dead African elephants.” From StudySync’s informational text, “Illegal Ivory: How much impact can government action have on the ivory trade?”</td>
<td>“‘Looking at reading data, we identified students who were a year, two years behind in reading,’ Liechty told the newspaper. ‘From that, we had more than 120 kids. We had to put a cap on it so we could fit under one roof.’” From StudySync’s informational text, “I Promise: How can public figures impact a city?”</td>
<td>““Free and open debate is what makes this country work, and many people around the world risk their lives every day for the liberties we often take for granted,’ Carson said. ‘But as much as we value a healthy debate, we don’t let that debate tear us apart.’” From StudySync’s informational text, “California Dreamin’: How important is it for America to remain one nation, indivisible?”</td>
<td>“‘When you think of social media apps like Instagram, how do they really make you feel? In April 2018, Eva Chen, director of fashion partnerships at Instagram, announced that the social media platform had created a ‘Wellbeing Team’ within the company.” From StudySync’s informational text, “Antisocial Media: How important is it to be popular on social media?”</td>
</tr>
</tbody>
</table>
Your Turn Item 2

**Student Directions:** Read the following excerpt, which was taken from the first draft of a writer’s persuasive argument. As you read, note areas of possible revision. Then, read each question and choose the best response.

“Not Everyone Needs to Go to College”

(1) According to the Center for Public Education, students spend up to 1,000 hours in school every year. (2) That means that since kindergarten, students spend more than 13,000 hours in a classroom by the time they graduate high school. (3) After all of that schooling, what could another four years of school at university possibly do? (4) According to several educational and economic research studies, attending college is not the reason behind every financial success story. (5) In some cases, college has nothing to do with a person’s success or the money in their bank account.

(6) Who are some of the most successful people who never graduated college? (7) According to an article published in Business Insider, they include Bill Gates, Steve Jobs, Oprah Winfrey, and Michael Dell, none of whom have a college degree. (8) This is not to say that college is not helpful at all, but as these people can surely attest, there is more than one way to path to success in business. (9) The research supports the notion that every person needs to make the decision for himself or herself about what to do after high school.

**TEKS:** 11.1(C), 11.9(B)(ii), 11.10(C)

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What persuasive technique does the writer use in Sentence 3?</td>
<td>Appeal to logic</td>
<td>Rhetorical device</td>
</tr>
<tr>
<td>2</td>
<td>What kind of appeal does the writer use in Sentence 4 and Sentence 5?</td>
<td>Appeal to ethics</td>
<td>Appeal to logic</td>
</tr>
<tr>
<td>3</td>
<td>The writer wants to add a counter argument that states that the people mentioned in Sentence 7 actually did go to colleges, but they did not graduate. Where is the BEST place to put the counter argument?</td>
<td>After Sentence 6</td>
<td>After Sentence 7</td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>The writer wants to rebut the counter argument mentioned in Question 3.</td>
<td>These people are successful because they went to college for at least a little while.</td>
<td>These people dropped out in part because they knew that a diploma would not open doors they could open themselves.</td>
</tr>
<tr>
<td></td>
<td>Where would make the BEST rebuttal to the counter argument?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The writer wants to add an appeal to emotion after Sentence 5.</td>
<td>It is time we stop trying to force the time and expenses of a college education on someone who may not need it.</td>
<td>Do the right thing and let students decide for themselves about their own futures.</td>
</tr>
<tr>
<td></td>
<td>What would make the BEST appeal to emotion?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WRITE

Prompt: Draft an argument about why everyone should learn how to cook for themselves. Your response should be two to three paragraphs long. As you write, use persuasive techniques to appeal to a reader’s sense of logic. Remember to include and address a counter argument in your draft. You should refer to the steps in the Checklist section as a guide when you write.

RUBRIC

PERSUASIVE TECHNIQUES

Score 4: The writer presents a strong argument about why everyone should learn to cook for themselves, which fully appeals to the reader’s sense of logic; a counter argument is included and addressed.

Score 3: The writer presents a sufficient argument about why everyone should learn to cook for themselves, which appeals to reader’s sense of logic; a counter argument may be included but not completely addressed.

Score 2: The writer presents some ideas about why everyone should learn to cook for themselves, and appeals to the reader’s sense of logic, but a counter argument is missing.

Score 1: The writer attempts to make an argument about why everyone should learn to cook for themselves, but it does not include appeals to logic, and it is missing a counter argument.

Score 0: The writer does not attempt to make an argument or use persuasive techniques.

TEKS: 11.1(C), 11.9(B)(ii), 11.10(C)

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):

• What techniques does the writer use to appeal to the reader’s sense of logic?
• Does the writer make it clear who his or her audience is? How do the arguments and counter arguments show this?
• 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.

REVIEWS REQUESTED: 2
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 11.

A sample of End of Unit - Grade 11 - Unit 1 is available in this Assessment Sampler.

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<td>Context Clues 11.2(B)</td>
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<td>Compare and Contrast 11.5(B)</td>
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<td>Literary Devices 11.8(E)</td>
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<td>Making Connections 11.4(E)</td>
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<td>Making Inferences 11.4(F)</td>
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<td>Plot 11.6(C)</td>
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<td>Setting 11.6(D)</td>
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<td>Short Constructed Response 11.5(F)</td>
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<td>Text Evidence 11.5(C)</td>
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<td>Theme 11.6(A)</td>
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<td><strong>Writing</strong></td>
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<td>Capitalization 11.9(D)</td>
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<td>Consistent Verb Tenses 11.9(D)</td>
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<td>Descriptive Details 11.10(A)</td>
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<td>Developing Ideas 11.9(B)(ii)</td>
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<td>Narrative Sequencing 11.10(A)</td>
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<td>Narrative Techniques 11.10(A)</td>
</tr>
<tr>
<td>Basic Spelling Rules 11.9(D)</td>
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</table>
### Unit 2 End-of-Unit Assessment: Tested Skills

**Reading**
- Argumentative Text Structure 11.7(E)(i)
- Compare and Contrast 11.5(B)
- Diction and Syntax 11.8(F)
- Evidence and Counter Arguments 11.7(E)(ii)
- Paraphrasing 11.5(D)
- Plot 11.6(C)
- Rhetorical Analysis 11.10(F)
- Setting 11.6(D)
- Synthesizing 11.4(H)
- Text Structure and Organizational Design 11.7(D)(ii)
- Word Meaning 11.2(A)

**Writing**
- Apostrophes 11.9(D)
- Cohesion 11.9(B)(i)
- Introductions and Conclusions 11.9(B)(i), 11.10(B)
- Quotation marks 11.9(D)
- Transitions 11.9(B)(i)

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

**Reading**
- Author’s Purpose and Text Structure 11.8(B)
- Character 11.6(B)
- Elements of Informational Texts 11.7(D)
- Figurative Language 11.2(B)
- Poetic Devices 11.7(B)
- Poetic Structure 11.7(B)
- Summarizing 11.5(D)
- Text Structure and Organizational Design 11.7(D)
- Theme 11.6(A)
- Visualizing 11.4(D)

**Writing**
- Body Paragraphs 11.9(B)(i)
- Commonly Confused Words 11.9(D)
- Introductions and Conclusions 11.9(B)(i), 11.10(E)
- Misuse of Commas 11.9(D)
- Organizing Literary Analysis Writing 11.10(E)
- Semicolons 11.9(D)
- Supporting Details 11.9(B)(ii)
- Thesis Statement 11.10(E)

### Unit 4 End-of-Unit Assessment: Tested Skills

**Reading**
- Author’s Purpose and Message 11.8(A)
- Character 11.6(B)
- Dramatic Conventions and Elements 11.7(C)
- Identifying Audience and Purpose 11.7(E)(iii)
- Language, Style, and Audience 11.8(D)
- Literary Devices 11.8(E)
- Logical Fallacies 11.8(G)
- Setting 11.6(D)
- Summarizing 11.5(D)
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**END-OF-UNIT ASSESSMENT - FORM 1**

**NYARA WROTE THIS STORY ABOUT ELENA, A YOUNG WOMAN WHO WAS BRAVE ENOUGH TO FOLLOW HER HEART. READ NYARA'S STORY AND LOOK FOR THE REVISIONS SHE NEEDS TO MAKE. THEN ANSWER THE QUESTIONS THAT FOLLOW.**

**Standing Behind the Chair**

1 Elena slid her keys into the lock and slowly opened the door to her salon. 2 This moment was one of her favorite parts of every workday—walking into the space that she designed and owned gave her a jolt of pride each morning as she prepared herself for the day ahead. 3 Today was a special day. 4 For starters, it was the 10th anniversary of her grand opening. 5 Her first client was Denise, one of her favorite customers from her very first month in business, and she couldn’t wait to celebrate with her.
Elena’s family had not initially supported her desire to open her own salon or to become a hairstylist. The Diazes were a family of lawyers; in fact, her father’s firm, Diaz, Henkel, and Rowe, was the most prominent law firm in the city. But ever since she was a young girl, Elena had dreamt of something else, something of her very own. She would style her doll’s hair, she would braid and pin and style her friends’ hair, and one time she even fixed the haircuts of her high school classmates after they had tried giving themselves asymmetrical dos at a house party. Elena’s natural talent matched her love of styling hair, and now that she had achieved her dream and opened her own salon, she was happier than she ever imagined being.

It took her family, most especially her father, several years before they accepted that she was not going to join the family business and carry on the Diaz moniker, at least not in the law practice anyway. Eventually, she bought her first house, with money of her very own no less. Her father finally came around. He even threw her a housewarming party, replete with fancy decorations and a decadent catering service. It was impossible for even him to deny that she had done well for herself, and he was proud of his daughter.

As she prepared for the day, she put some soft music on her tablet and played it through the speakers in the salon. Her favorite song was by a local band, and she had just seen them in a concert in a café next door to the salon. She made sure she had all the various scissors, brushes, and combs, clean and ready for the day, and she checked the shelves to make sure they held enough clean towels. Finally, she lit some sandalwood scented candles and tidied up the table on which lay an electric tea kettle, boxes of herbal teas, and many assorted mugs. Everything was in place, the lighting in her space was soft and mellow and matched the music, and she was able to savor a few final moments of solitude before she heard the jingle of the door opening and Denise’s familiar “Hellooooo” beckon her from the front of the salon.

**Question 1:** What is the most effective transition to add to the beginning of sentence 5?

A. Likewise  
B. Although  
C. However  
D. Furthermore

**TEKS:** 11.9(C)

**Question 2:** Which of these sentences could best follow sentence 7 and provide additional details for the main idea of the second paragraph (sentences 6–10)?

A. Her father won more cases than any other lawyer—or law firm—in the entire area, and he was proud of his success.  
B. Her father graduated from law school at only 22, and he was the youngest man ever to be made partner in a local firm.
C. Her father had always assumed that Elena would go to law school, graduate, pass the bar exam, and join him in his business.
D. Her father would tell Elena stories of his early success, explaining how hard he had to work to get to where he was today.

**TEKS: 11.9(C)**

**Question 3:** The author of the selection wants to add a more effective transition between the second paragraph (sentences 6–10) and the third paragraph (sentences 11–15). Which of the following sentences should be added before sentence 11 to help readers effectively transition from the second to the third paragraph?

A. She wasn’t always this happy, however.
B. Her family was more stubborn than she knew.
C. Elena was not interested in studying law.
D. Ultimately, all of this would change.

**TEKS: 11.9(C)**

**Question 4:** What is the best way to combine sentences 12 and 13 and improve the flow of the paragraph?

A. Eventually, she bought her first house, and with money of her very own no less, her father finally came around.
B. *Eventually, she bought her first house, with money of her very own no less, and her father finally came around.*
C. Eventually, her father finally came around, once she bought her first house, with money of her own, no less.
D. Eventually, once she bought her first house, with money of her own no less her father, finally, came around.

**TEKS: 11.9(C)**

**Question 5:** Which sentence in the final paragraph (sentences 16–20) is irrelevant and does not support the central idea of the paragraph?

A. Sentence 16
B. **Sentence 17**
C. Sentence 18
D. Sentence 19

**TEKS: 11.9(C)**
Family Life Aboard a Packet Boat

1 When Father informed me that we would be working on one of the new packet boats that travel up and down the Erie Canal, my heart danced with merriment. 2 I had always helped my mother and Father in the family general store, but after the fire the jobs became less and less interesting and more and more laborious. 3 Our luck turned when Father was hired as the chef on a new packet boat that transported freight and passengers from Buffalo to New York City; I and my sister and mother would perform other tasks. 4 My job as junior steward would be to set the table at mealtimes and to set up the cots at night, among other things, but I would have done anything now that I had the good fortune to join the first group to ride on this new and luxurious passenger boat.

5 Packet boats are small, and so we had to use every last bit of space available. 6 During the day, most of the passengers sat and relaxed on top of the boat so that they could enjoy the view as we passed through the towns of upstate New York. 7 One of my jobs was to yell, “Bridge!” when we were nearing one of the many crossways that traverses the canal. 8 Some of the bridges were so low that the passengers have to lie down on their backs as we passed underneath. 9 If I didn’t remember to do my job, a sleeping passenger could get knocked clear off the boat and into the water, or worse, he could get seriously hurt. 10 So, much of my work involved running up and down from below deck to the upper deck, but I did not mind; I loved riding the boat as she sailed along the canal.

11 During the day, all the passengers could mingle and sit wherever they pleased—some of the women and children sat inside the main cabin and read while their children played with dolls or games on the floor and the men smoked pipes on the upper deck. 12 In the evening, we had to divide the main cabin into two with a curtain; one side was for the men, and the other for the women and children to sleep. 13 It was my job to move all of the tables to the side, set up all the cots, and hang the curtain in the middle. 14 The boat continued to move even during the night, so sometimes Father let me stay up well after Sister was asleep and help him steer the boat.

15 Our first trip down to New York lasted ten days, and when we arrived, there was a grand celebration with music and dancing and libations on the docks. 16 Everyone was dressed in their best clothes, and it thrilled me to know that I was a part of this important and momentous event—after the trial of losing our store, experiencing the thrill of the Canal firsthand was a welcome joy for my whole family.
Question 1: What change should be made in sentence 2?
A. Change *mother* to *Mother*
B. Change *Father* to *father*
C. Remove the comma after *store*
D. Change *laborious* to *laborius*

**TEKS:** 11.9(D)

Question 2: What change, if any, should be made in sentence 7?
A. Change *Bridge* to *bridge*
B. Add a comma after *crossways*
C. Change *travers* to *traverse*
D. Sentence 7 should not be changed.

**TEKS:** 11.9(D)

Question 3: What change needs to be made in sentence 8?
A. Change *bridges* to *Bridges*
B. Change *have* to *had*
C. Change *lie* to *lay*
D. Change *underneath* to *underneath*

**TEKS:** 11.9(D)

Question 4: What change, if any, should be made to sentence 11?
A. Remove the comma after *day*
B. Add a comma after *passengers*
C. Change *sat* to *would sit*
D. Sentence 7 should not be changed.

**TEKS:** 11.9(D)

Question 5: What change needs to be made in sentence 16?
A. Change *Everyone* to *Everybody*
B. Change the dash after *event* to a comma
C. Change *Canal* to *canal*
D. Change *firsthand* to *first hand*

**TEKS:** 11.9(D)
READ THE SELECTION AND CHOOSE THE BEST ANSWER TO EACH QUESTION.

MOVING DAY

1 When the voice on the phone offered Rosa the job, she had stammered out a startled acceptance. If she was being completely honest with herself, she had been surprised that she had even gotten that far in the interview process. The advertisement had said that they were looking for a new park ranger for a national park in California in the high chaparral. The position would require someone to work alone in the wilderness for long stretches of time monitoring the landscape for signs of wildfire. Rosa had worked at the natural history museum over the summer, so she knew that she could show a passion for preservation, but she had not been sure how her background in art history would translate to a job in environmental conservationism.

2 Now Rosa found herself meticulously packing everything that she owned into her unreliable old coupe to drive across the country to her newly-leased one-bedroom apartment on the outskirts of national park land in California. She was leaving the towering apartment blocks and the comforting reassurance of a neighbor across the hall a few feet away. She would miss her neighborhood’s distinctive character and its familiar accent—the lilting tone of the people she loved most in the world that blended a little bit of their home country with every word of their new lives. Sometimes she felt the energy and bustle and history of the city thrumming through her body and it just felt like home.

3 “Will I need any of this?” she asked herself as she continued to cram every nook and cranny of the car with bits of her old life. Her new apartment was a little one bedroom too small to fit a couch (“Cozy" the advertisement had read), a window that overlooked the parking lot (“Wide Open Views”), and an economy kitchen without a dishwasher (“Environmentally Friendly”).

4 Of course, there were things that Rosa could not fit in the car no matter how much she squished and squashed her life inside. She couldn’t take her secondhand wooden desk with the filigree border, the one that her mother had bought her after bargaining down the price to something they could afford as new immigrants in the country. She couldn’t take the old rattan chair that had sat outside their house until it had eventually degraded from years of use. Her mother would wait in that chair every day for Rosa to come home from school. It had been as much a part of their home as the framed pair of portraits of Rosa’s grandparents in the hallway. They supervised the family from their lofty perch, silent sentinels from a country far away.

5 Rosa wondered what they would think of their granddaughter moving across the country after their own daughter had left home for the United States so many years ago. She tried to see things from their perspectives as she thought about those ancient relatives in their gilded frames. Rosa hoped that her own mother would be able to see things from her point of view. After all, her mother had also left everything behind to start a new life a generation ago. Her mother should understand trying to make it on her own, even if Rosa’s version of independence came in the form of a 12-month lease that included a parking spot instead of a one-way plane ticket to a brand new country.
Finally, there was no room left to wedge in another tchotchke or another memory. That apartment waiting for her in California was a big blank white box full of possibilities. She would have to make it home, on her own, with a car full of her past and a new job for her future.

**Question 1:** Read the sentence from paragraph 2.

Sometimes she felt the energy and bustle and history of the city thrumming through her body and it just felt like home.

This description of the setting helps to reveal what theme?
A. The city is a difficult place to feel connected to other people.
B. Where people live can shape their outlook on life.
C. Most people feel the impulse to live in an urban center.
D. Rural living does not have the sense of history that urban living does.

TEKS: 11.6(A)

**Question 2:** The author establishes conflict in paragraph 4 by describing —

A. Rosa’s thoughts about what she must leave behind
B. the bargaining skills of Rosa’s mother
C. the difficult nature of packing a car for a long trip
D. Rosa’s relationship with her grandparents

TEKS: 11.6(C)

**Question 3:** What does the description of the rattan chair in paragraph 4 reveal about Rosa’s mother?

A. She values her daughter’s independence.
B. She is dedicated and predictable.
C. Her love for Rosa is all encompassing.
D. She is concerned about appearances.

TEKS: 11.4(F)

**Question 4:** The word sentinels in paragraph 4 best conveys a sense of —

A. Disapproval
B. Discipline
C. caution
D. watchfulness

TEKS: 11.2(B)

**Question 5:** Which sentence shows that Rosa’s decision to live more independently is influenced by the setting in which she grew up?

A. Now Rosa found herself meticulously packing everything that she owned into her unreliable old coupe to drive across the country to her newly-leased one-bedroom apartment on the outskirts of national park land in California.
B. “Will I need any of this?” she asked herself as she continued to cram every nook and cranny of the car with bits of her old life.
C. Of course, there were things that Rosa could not fit in the car no matter how much she squished and squashed her life inside.

D. Her mother should understand trying to make it on her own, even if Rosa’s version of independence came in the form of a 12-month lease that included a parking spot instead of a one-way plane ticket to a brand new country.

**TEKS:** 11.6(D)

**Question 6:** Complete the chart below. Drag and drop the correct text evidence from the box that supports the author’s purpose.

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<th>Text Evidence</th>
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<td>To show Rosa’s connection to her heritage</td>
<td>She tried to see things from their perspectives as she thought about those ancient relatives in their gilded frames. (paragraph 5)</td>
</tr>
<tr>
<td>To show Rosa’s determination to succeed</td>
<td>She would have to make it home, on her own, with a car full of her past and a new job for her future. (paragraph 6)</td>
</tr>
<tr>
<td>To show the difference between where Rosa lives now and where she is moving</td>
<td>The position would require someone to work alone in the wilderness for long stretches of time monitoring the landscape for signs of wildfire. (paragraph 1)</td>
</tr>
<tr>
<td>To show that Rosa shares close bonds with others</td>
<td>She couldn’t take the old rattan chair that had sat outside their house until it had eventually degraded from years of use. (paragraph 4)</td>
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**TEKS:** 11.8(A)

**READ THE SELECTION AND CHOOSE THE BEST ANSWER TO EACH QUESTION.**

**Carving a Life of Their Own**

1. Mi-sun positioned the last of their merchandise—a silky scarf the color of ripe mandarins—into the top of their vending cart and secured the lid with a padlock. Then, Jin-woo began pushing the rickety dray through the crowded sidewalks—navigating the narrow thoroughfares where people were packed like sardines.

2. It was their first day on the job in their new home of New York City, and they were determined to make their uncle proud. After all, as they had always been told, America’s streets were paved with gold and the air was filled with an intoxicating entrepreneurial spirit. In this magical environment, even individuals as simple as ladies fashion vendors could bask in the warmth of success and, most importantly, experience unparalleled freedom.

3. As Jin-woo piloted their craft through the sea of pedestrians, Mi-sun kept an eye out for a spot to drop anchor. She pointed out one ideal locale near a busy intersection where no one else had yet docked. After steering over potholes and broken concrete—and narrowly avoiding sideswiping a dozen or so commuters—the pair finally squeezed into port.
Min-sun went right to work—she first unlocked the cart and opened the lid. The neatly packed scarves represented a rainbow of hues and came in nearly every imaginable size and fabric. Ours will certainly sell the best, she deemed, because after all, they are the best for the best price.

Jin-woo worked his magic with his smiling face and bright, sunny countenance. “Ladies scarves, ten dollars,” he chanted to each passerby. “Many colors. Beautiful fabric.”

A few people bought, and several more came to haggle. “Too much—I will only pay two dollars,” one woman in haute couture chortled after she had stepped out of her sleek limo that sparkled like a sheen mirror. Her neck and arms dripped carelessly with diamonds and her bulging wallet burst violently with bills.

“The uptown rich always act like that,” a fellow vendor whispered after Ms. Diamonds—an appropriate moniker they all agreed—had stomped away at their refusal to sell the scarves for such an absurdly low price. “Last week, Mr. Birdman landed on a tenement roof in a helicopter, and demanded we sell our wares for pennies just so he could turn around and sell the merchandise for five times as much in his store on Park Avenue. We must stand in solidarity to such abuses.”

That evening—with only a handful of bills in their pockets and a cartful of rainbow-hued scarves—Min-sun and Jin-woo returned to their uncle’s tiny studio apartment on Orchard Street. As they went, the sights, sounds, and smells of Chinatown felt just like home—in fact, they closed their eyes for a second and felt transported across thousands of miles to their hometown along the Yangtze. The streets in New York weren’t exactly paved in gold like they thought. And it didn’t appear to be as easy as they imagined to just bask in massive success. But the entrepreneurial spirit—and unparalleled freedom—of the city was still alive and well.

“Tomorrow, we try again. We will sell more, I know it!” Jin-woo smiled as he and Min-sun slipped the cart into the safety of their uncle’s abode.

**Question 1:** The economic context of the setting affects the development of the characters by —

A. hinting at the complex backstory of the life they left behind
B. showing the challenges their environment presents to their lives
C. contrasting the life they had with the life they hope to someday obtain
D. presenting opportunities for interactions with others in the world around them

**TEKS:** 11.6(D)

**Question 2:** The point of view used by the author gives the reader deep insight into the —

A. collective hopes and dreams of the main characters
B. connections between the characters and their past
C. difficulties of extended family relationships
D. dangers of starting a new life in a new place

**TEKS:** 11.6(A)
**Question 3:** Fill in the blanks to complete the inference that can be made about the story. Drag the correct phrases from the box below.

It can be inferred that the main characters believe their goods **hold the key to success** because they use specific means to **keep them safe** and refuse to **sell for less than they are worth**.

sell for less than they are worth  
hold the key to success  
keep them safe

**TEKS:** 11.4(F)

**Question 4:** The author's main purpose for writing this story is to —

A. highlight the role that environment plays in ability to find success  
B. explain that dreams often need to be altered to match reality  
C. illustrate the fortitude that one needs to have to combat inequality  
D. show the challenges encountered when moving to a new country

**TEKS:** 11.8(A)

**Question 5:** The author uses satire in the text to highlight the —

A. contrast between the characters' old and new ways of life  
B. imagined and perceived environment that a new life presents  
C. significant economic disparity between city residents  
D. physical obstacles ever-present in the characters' daily routine

**TEKS:** 11.8(E)

**READ THE SELECTION AND CHOOSE THE BEST ANSWER TO EACH QUESTION.**

**The Freedom Frontier**

1 Edward made his way out of the musty factory into the murky night where thick, smoke-filled air shrouded the city with an imperious sheath. He coughed as he inhaled the ashen particulates—the same dirty air he gulped every minute of every day that was taking such a tremendous toll on his health.

2 As he trudged past the community center, he looked—as usual—at the information board in anticipation of some activity that could temporarily release him from his daily drudgeries. Yet, tonight it wasn’t the activity calendar that caught his eye, but rather a new poster that read: Homesteaders Wanted, Oregon Territory!

3 Edward paused just long enough to gather the pertinent details and then dashed home. Excitement boiled up inside of him like hot water in a tea kettle, just waiting to bubble over—he couldn’t wait to tell his wife the promising news.

4 Julia responded just as Edward had imagined—with an enthusiastic, “Let’s do it!” For years, she had felt trapped in the city and had dreamt of a new life in a new place where the air was clean and clear, the sky was blue and free of smoke, and the sun shone brightly on land covered in lakes, meadows, and fertile soil.
The next day, Edward resigned his job at the factory, and Julia gave her notice at the textile mill. Within weeks, they liquidated their meager belongings and used the cash to purchase supplies for the trip. They were able to share a wagon and team with another couple from their neighborhood, which helped them save money.

Before they knew it, their life in the dreary city was gone and they were traveling in a wagon train towards Oregon Territory—out on the dusty trail where the sky was just as clear and blue as Julia had always envisioned. Yet, it didn’t take but a few days for Edward and Julia to realize that life out on the open trail wasn’t all rainbows and sunshine. Every day seemed to present its own set of challenges: on one day, the wagon got stuck in the mud after a heavy rainstorm and they had to dig it out; on another, they almost tipped the Conestoga over while crossing a swiftly moving stream; and they more than once contracted illnesses that left them lying on death’s bed in the back of the wagon for days on end.

“This is hardly the dream I pictured in my mind,” Julia gasped in delirium while enduring the effects of a burning fever.

Edward held her hand and reminded her of the freedom and opportunity they would find at the end of the trail on their own very own piece of America.

Months—and many obstacles—later, Edward and Julia finally made it to Oregon Territory; but the end of the journey didn’t mean an instantaneous happily ever after. There was still land to plant and harvest, a home to build, and their property to secure and protect. But the wide open spaces, the clean blue sky, and the bright sunshine all hinted at a much better life to come.

Question 1: In the story’s first sentence, the author is able to imply an impending death through the nuanced meaning of the word —
A. musty  
B. murky  
C. shrouded  
D. imperious  

TEKS: 11.2(B)

Question 2: The story’s setting is imperative to the development of the theme because it —
A. allows the characters to find ways to rely on the support of others  
B. creates a barrier between the characters and their dreams  
C. provides an opportunity for the characters to reflect on days gone by  
D. presents the characters’ primary source of conflict  

TEKS: 11.6(A)

Question 3: The author’s tone in the initial part of the story helps to develop the plot by —
A. showing why the characters are eager to make a change  
B. highlighting the hopefulness that dreams can evoke  
C. illustrating elements of human nature that need to be overcome  
D. hinting at impending danger on the horizon  

TEKS: 11.6(C)
Question 4: Which evidence from the text best supports the analysis that Edward feels transformed once he discovers the poster at the community center?

A. His movement changes from trudging to dashing.
B. He knows exactly how his wife will respond.
C. He suddenly recollects on his wife’s dreams for the future.
D. His thoughts immediately switch to find a distraction.

TEKS: 11.5(C)

Question 5: The author’s overall message in the text is that —

A. hard work always results in success
B. teamwork allows people to achieve their dreams
C. all environments pose their own sets of challenges
D. humans all long to develop better relationships

TEKS: 11.8(A)

Question 6: The characters in the two stories are similar because they —

A. are presented with tips for survival that they choose to ignore
B. start out with inaccurate beliefs about the ease of attaining a more prosperous life
C. know that sometimes you have to give up something good to get something better
D. are willing to reject modernity for a simple way of living

TEKS: 9.6(B)

Question 7: Readers can relate their own personal experiences to what happens in the stories because both texts show the basic truth that —

A. humans often compare their own lives to the lives of others
B. simpler ways of life are preferred to the hectic and chaotic
C. industry and persistence are necessary ingredients for success
D. dreams and reality are often vastly different from each other

TEKS: 11.4(E)

Question 8: Write your answer below. How are the challenges—and the characters’ reactions to those challenges—similar and different in “Carving a Life of Their Own” and “The Freedom Frontier”? 

The characters from both stories experience the challenges that life in a big city present (difficulties making a living, chaotic atmosphere, etc.). They also both face the challenge of realizing that their dreams and the pathways to their dreams are different from what they expected them to be. Both sets of characters handle their challenges with optimism. They accept that things are going to be difficult but are prepared to make the best of whatever comes their way. They work hard to achieve their dream of making a better life for themselves.

TEKS: 11.5(B), 11.5(F)

Question 9: Write your answer below. Explain how the similar themes found in “Carving a Life of Their Own” and “The Freedom Frontier” apply to challenges currently faced in society today.

A common theme in the two stories is that dreams don’t always turn out exactly like we envision them in our
minds. In “Carving a Life of their Own,” the characters envision America and prosperity to be very different from what they encounter. In “The Freedom Frontier,” the characters picture that life will be “happily ever after” once they break free of the imprisoning atmosphere of the city. However, they both quickly discover that each environment presents its own sets of challenges. The characters in both stories find out that the path to achieving dreams is also often filled with obstacles. This can apply to society today because people often still want a quick path to their dreams—and they find out that this isn’t usually possible. They also envision the “grass being greener on the other side” and quickly find out that every situation has its challenges.

TEKS: 11.5(B), 11.5(F)

READ THE SELECTION AND CHOOSE THE BEST ANSWER TO EACH QUESTION.

Remember the Ladies

1. His little hand, with the experience of only seven years, grasped at his mother’s fingers in a gesture to show he wanted to protect her, but he was just too little to do anything. Little Johnny was the young son of John Adams, an honorable man trying to secure safety and independence for a burgeoning nation. John Adams had been away in Philadelphia already a year working to develop new law for a new country, corresponding to his beloved wife, Abigail Adams, in letters that arrived on horseback. In those writings, he warned his wife to stay away from any dangers as she continued her duties tending to their country home and children left behind in Braintree.

2. Abigail hoped for their safety, as she waited patiently for the safe return of her husband. She looked down at her young son, already in school, learning quickly and developing his own small independence. She envied him in some ways, that he would be allowed the schooling that she was never allowed because of her gender. Girls were allowed an education, but only at home, while boys attended schools and could soak up as much education as was possible. It didn’t seem fair to her that gender should prevent a child from learning, but Abigail remembered the nights sneaking into her father’s library and reading everything she could. Young Johnny had that same excitement for learning, which made her feel an enormous relief and joy that his access to education would not go wasted.

3. Johnny, in his tiny voice spoke to his mother, “Don’t be afraid,” as cannons sounded loudly to where they stood on Penn’s Hill, a deafening “boom” that made both wince and shudder at the same time. The smoke from Charlestown traveled from 10 miles away, and this battle of Bunker Hill, she knew, would be more meaningful to this young nation’s independence than the lives lost, if that could be said without mournful tears. She dreamed of her son living in a free country, one for which his honorable father would help build.

4. The battle that began on June 17, 1775, continued for a full 24 hours already, causing much confusion, as Abigail wrote to her husband, “Charlestown is laid in ashes....When I say that ten thousand reports are passing vague and uncertain as the wind I believe I speak the Truth.” Throughout the confusion, though, Abigail knew the work towards independence from British rule must ensue for the sake of future generations.
5 As she looked down into little Johnny’s eyes, she remembered the day she gave birth to him, the joy that was the blending of two idealistic and independent spirits, that of her husband and her own. Abigail recalled in delight the move to Boston to be closer to John’s cousin, Samuel Adams. She remembered how Samuel used to pinch his little nephew’s cheeks calling him, “Little John-John.” Samuel introduced the family to other independent thinkers—John Hancock, James Otis, and Joseph Warren. So much happened in Boston, and little Johnny would never know how his father worked to keep the dignity of the colonists, to build a new country the “right” way, if there was one. This Boston social circle brought Abigail and her husband closer together in their belief in that the colonists could eventually attain their own independence. Abigail and John Adams believed that they could do this peacefully, but they knew eventually battle would follow, and it would be impossible to stop it once it commenced.

6 Abigail looked on to Charleston, in ashes, and she was frightened to be alone with just her children; yet, thinking about her husband’s work gave her an enormous feeling of hope that helped her cope with his absence. After all, her husband was working with great men in Philadelphia. He was a delegate to the First Continental Congress creating different legislative decisions that would allow America to become completely independent of the British.

7 Months went by, and Abigail wrote long letters to her husband, all of which he replied to, explaining the importance of the work he was doing. As she knew he was developing important documents that would eventually establish future law for the young country, it dawned on her to remember her own gender, which she felt had never attained equality in the eyes of history. She wrote to her husband about her feelings.

8 “I long to hear that you have declared an independency and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to form a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.” (March 31, 1776)

9 Although Abigail was one of the first to speak out on women’s rights, she continued to hold ideals of independence throughout the remainder of her life. Abigail worked closely with her young son, John Quincy Adams, who eventually became the sixth President of the United States.

**Question 1:** Read this sentence from paragraph 1.

Little Johnny was the young son of John Adams, an honorable man trying to secure safety and independence for a burgeoning nation.
Which phrase from the paragraph provides the **best** context that supports the meaning of *burgeoning* as it is used in this sentence?

A. experience of only seven years  
B. he wanted to protect her  
C. new law for a new country  
D. arrived on horseback

**TEKS:** 11.2(B)

**Question 2:** The author includes the flashback of Abigail Adams sneaking into her father’s library to show that —

A. she thirsted for knowledge, even though she was denied a formal education  
B. she always disobeyed men, even though they thought she was obedient  
C. she would meet in secret with her mother, even though they were forbidden to read  
D. she dreamed of being a writer, even though she knew her gender would not allow this

**TEKS:** 11.8(E)

**Question 3:** How does the author **best** reveal the power of an independent spirit through Abigail Adams?

A. Abigail feels hopeful when she thinks about her husband’s work.  
B. Abigail is able to correspond often with her husband through the mail.  
C. Abigail stays behind when her husband goes on an extended trip to Philadelphia.  
D. Abigail goes to Penn’s Hill despite her husband telling her to stay away from danger.

**TEKS:** 11.6(A)

**Question 4:** The point of view used by the author gives readers insight into Abigail’s —

A. love of her husband  
B. love of her country  
C. fears for her children  
D. concerns and hopes

**TEKS:** 11.6(A)

**Question 5:** What is the significance of the author’s choice to set the story on Penn’s Hill?

A. Abigail’s son watches the battle, which will forever change the course of his life.  
B. Abigail’s son soothes his mother, which is important to the resolution of the story.  
C. **Abigail witnesses a battle, which is uncommon for a woman during this time period.**  
D. Abigail notices that the smoke is traveling from Charleston, which is 10 miles away.

**TEKS:** 11.6(D)
Question 6: The author most likely includes Abigail’s memory of Samuel Adams pinching little Johnny’s cheeks to —

A. establish the close relationship between an important historical figure and Abigail’s family
B. suggest that Samuel Adams would later take on young John as one of his legal apprentices
C. show how Abigail had a special relationship with Samuel Adams that would last a lifetime
D. reveal that the Adams family had lavish parties in which famous figures would come and go

TEKS: 11.8(E)

Question 7: Read this sentence from the letter that Abigail Adams writes to her husband in paragraph 8.

I long to hear that you have declared an independency and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors.

In this sentence, Abigail uses the word generous to suggest that her husband should give women

A. praise
B. liberties
C. economic charity
D. government roles

TEKS: 11.2(B)

Question 8: The author’s choice to include the primary text letter helps to develop the plot by —

A. revealing how Abigail talked kindly to her husband
B. showing how Abigail believed in equal rights for women
C. explaining that Abigail was already an independent woman
D. suggesting that Abigail had a strained relationship with her husband

TEKS: 11.6(C)

Question 9: What is the most likely reason the author wrote this passage?

A. To provide informative context for Abigail’s letter to her husband
B. To convince others that the entire Adams family was important to the founding of our country
C. To entertain with an historical story about Abigail’s ideals of gender equality
D. To argue that Abigail was the first feminist through the letter she wrote to her husband

TEKS: 11.8(A)

Question 10: What is a possible intended message in the passage?

A. Even the most influential wives could not get equal rights put into law.
B. Women had to hope that their sons could change the course of history.
C. Abigail Adams will be remembered because she asked her husband to remember her.
D. Abigail Adams would have liked the way that gender equality has evolved since her time.

TEKS: 11.8(A)
**Writing Prompt**

READ THE FOLLOWING LINES FROM THE POEM “THE ROAD NOT TAKEN” BY ROBERT FROST.

Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

—Robert Frost

These lines reflect a spirit of independence and autonomy. Think carefully about what it means to be independent and to take a “less-traveled path.”

Write a personal narrative describing a time when you took a less-traveled path and struck out on your own with something.

Be sure to —

- clearly state your central idea
- choose your words carefully
- organize and develop your ideas effectively
- edit your writing for grammar, mechanics,
- provide relevant and specific support for and spelling
  your central idea

In Frost’s poem, the speaker takes the less-traveled road without hesitation. That is not what it was like for me. Although a voice inside of me always knew that I wanted to take ballet classes, I was afraid of what my friends would think of me. However, when I finally made a decision to listen to my own intuition and sign up for ballet lessons, I realized that no one’s opinion matters more than being true to myself.

“Boys don’t dance! Not real boys.” The words of my best friend, Hector, felt like a punch in my stomach. I felt my face turning a bright crimson and I felt my desire to dance evaporate like furiously boiling water.

Hector’s words, spoken when I was only seven years old, stuck with me for a very long time but so did my urge to dance. Then, finally, when I was twelve-years-old, I decided that I didn’t care what he—or anyone else—thought. I was going to learn to dance.

My parents were supportive, if surprised. I had never been brave enough to tell them about my aspirations. They agreed to pay for lessons and to drive me to the ballet school.

At the lessons, I discovered that ballet is hard work for my body, which ached at night. It was also hard work for my mind. It took great discipline to stick with my lessons even when I tripped over my own feet and felt clumsy and ungraceful next to all the other dancers.

Despite the challenges, I have continued my lessons for the last five years and I have loved dancing as much as I always knew I would! This year I will have a small role in a performance of The Nutcracker, and my family will be in the audience, cheering me on.

I am pretty sure Hector still thinks it’s odd that I dance. He and I are no longer best friends. I also know that some of the other kids at school share his opinion, but I find that I can shrug off their judgements. I have found a hobby that is important to me and makes me happy . . . and I have worked very hard at it. I am extremely proud of myself for rejecting the stereotypes of society and my group of friends to do something I truly love.
EXPLANATION: Score Point 4

In this well-written personal narrative, the writer begins by making a skillful distinction between the poem excerpt and his own story. He then states a central idea: “when I finally made a decision to listen to my own intuition and I signed up for ballet lessons, I realized that no one’s opinion matters more than being true to myself.” He then goes on to tell of a single comment that stunted him from living his dream for many years. The writer’s use of dialogue works well here (“Boys don’t dance! Not real boys.”) bringing the comment to life. Similarly, his reaction is beautifully described (I felt my face turning a bright crimson and I felt my desire to dance evaporate like furiously boiling water.) The writer’s skilled use of transitional phrases throughout the narrative makes the writing flow smoothly. He artfully orients the reader in time and place. The conclusion expands on the original main idea and provides a sense of closure for the narrative.

TEKS: 11.10(B)

6 TEST PREPARATION AND PRACTICE

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 11.

The Grade 11 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.

Test Preparation Skills Lessons

- ✓ Arguments and Claims - Identify Audience and Purpose
- ✓ Author’s Purpose and Message

- ✓ Author’s Purpose and Text Structure

- ✓ Character, Setting, Plot

- ✓ Context Clues

- ✓ Diction and Syntax

- ✓ Foreign Words and Phrases

- ✓ Language, Style, and Audience

- ✓ Literary Devices

- ✓ Make Complex Inferences

- ✓ Make Connections - Compare and Contrast

- ✓ Print and Graphic Features

- ✓ Revising
✓ Editing
✓ Elements of Informational Text
✓ Evaluate Details
✓ Evidence and Counterarguments

✓ Rhetoric
✓ Theme
✓ Word Meaning

Test Preparation Assessments
✓ State Test Preparation - Grade 11 - Form 1
✓ State Test Preparation - Grade 11 - Form 2
✓ State Test Preparation - Grade 11 - 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