TEACHER ASSESSMENT GUIDE

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

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

<table>
<thead>
<tr>
<th>Page</th>
<th>Section Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Assessment Overview</td>
<td>The Assessment Overview describes StudySync's approach to assessment as well as each component of the Texas StudySync Assessment cycle.</td>
</tr>
<tr>
<td>10</td>
<td>Screening and Diagnostic</td>
<td>The Grade-level Readiness Screeners and Reading Comprehension Diagnostics assess students' preparedness as well as their reading comprehension and fluency.</td>
</tr>
<tr>
<td>36</td>
<td>Benchmark Assessment</td>
<td>The three Benchmark Assessments are leveled throughout the school year to gather valid and reliable data for a comprehensive understanding of students' progress toward TEKS mastery at specific intervals.</td>
</tr>
<tr>
<td>60</td>
<td>Instruction &amp; Formative Assessment</td>
<td>Daily assessments, including Reading Quizzes that assess student comprehension of ELAR unit texts, are embedded in Texas StudySync instruction to provide real-time data on progress towards TEKS mastery.</td>
</tr>
<tr>
<td>80</td>
<td>Review and Reteach</td>
<td>Spotlight Skills are targeted lessons that reteach and remediate without assigning additional readings. Each Core ELAR Skill lesson has a corresponding Spotlight Skill lesson.</td>
</tr>
<tr>
<td>100</td>
<td>End-of-Unit Assessment</td>
<td>At the end of each unit, students are assessed on their mastery of key instructional content, and their ability to write in response to prompts across a series of genres.</td>
</tr>
<tr>
<td>107</td>
<td>Test Preparation and Practice</td>
<td>Tests and skill lessons in Texas Test Preparation and Practice focus on the reading and writing skills that make up the content of end-of-year testing.</td>
</tr>
</tbody>
</table>
ASSESSMENT OVERVIEW

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

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

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

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

BENCHMARK ASSESSMENT

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

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

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

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

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

Every Texas StudySync lesson offers students an opportunity to demonstrate progress toward standards mastery. Responding to sources, auto-graded Reading Quizzes, skills mastery checks, and longer written responses in the Extended Writing Projects all include TEKS and ELPS labeling. When students complete assignments digitally, Texas StudySync tracks performance by standard. Data reporting tools provide teachers a comprehensive view of their students and their class’s progress toward mastery of each standard.
Each unit concludes with review and assessment. The pacing guide suggests time for teachers to revisit key concepts with which students may have struggled during core instruction and application. Review and reteaching is guided by the data tracking tools in Texas StudySync that allow teachers to view day-to-day student performance on all TEKS and ELPS.

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

### Assessment Section | Content | Assessed Skills & TEKS
--- | --- | ---
**READING** | **A Cleaner Future for Space**
Genre: Non-fiction
Word Count: 622
Lexile: 1240L | • Text Structure and Organizational Design 12.7(D)(ii) ★
• Author’s Purpose and Message 12.8(A) ★ | • Context Clues 12.2(B) ★
• Text Evidence 12.5(C) ★
• Character 8.7(B) ★
• Interpreting Text 12.5(G) ★

| **Protecting Earth**
Genre: Non-fiction
Word Count: 487
Lexile: 1370L | • Context Clues 12.2(B) ★
• Interpreting Text 12.5(G) ★
• Elements of Informational Text 12.7(D)(i) ★
• Text Evidence 12.5(C) ★ | • Text Structure and Organizational Design 12.7(D)(ii) ★
• Making Connections 12.4(E) ★
• Short Constructed Response 12.5(B), 12.5(F)

| **Doing My Part**
Genre: Non-fiction
Word Count: 477
Lexile: 1300L | • Author’s Purpose and Message 12.8(A) ★
• Interpreting Text 12.5(G) ★
• Rhetoric 12.8(G) ★ | • Make Connections 12.4(E) ★
• Compare and Contrast ★
• Short Constructed Response 12.5(B), 12.5(F)

| **Superblocks**
Genre: Non-fiction
Word Count: 933
Lexile: 1300L | • Author’s Purpose and Message 12.8(A) ★
• Text Evidence 12.5(C) ★
• Elements of Informational Text 12.7(D)(i) ★ | • Rhetoric 12.8(G) ★
• Text Structure and Organizational Design 12.7(D)(ii) ★

**REVISING AND EDITING**

| **Student Passage #1** | • Thesis 12.9(C) ★
• Developing Ideas 12.9(C) ★ | • Cohesion 12.9(C) ★
• Introduction and Conclusion 12.9(C) ★

| **Student Passage #2** | • Spelling 12.9(D) ★
• Sentence Variety 12.9(D) ★ | • Apostrophes 12.9(D) ★

**WRITING**

| Prompt | Argumentative Writing 12.9(B)(i), 12.10(C), 12.9(B)(ii), 12.9(D)

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

- ✓ Skill strengths
- ✓ Standard and skill proficiency levels
- ✓ Skill deficiencies
- ✓ 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.
SCREENING AND DIAGNOSTIC

At the beginning of the school year, there is a lot to learn about students in order to make data-informed decisions about 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 32 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.

Samples of these Grade 12 Readiness Screener and Reading Comprehension Diagnostic are available in this Assessment Sampler.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness Screeners</td>
<td>Readiness Screener - Grade 12 - Form 1*</td>
</tr>
<tr>
<td>Reading Comprehensive Diagnostic Assessment</td>
<td>Reading Comprehension Diagnostic - Grade 12 - Form 1*</td>
</tr>
</tbody>
</table>
The Dragon Painter

The young man Tatsu, an artist and painter of dragons, has journeyed from his wild mountain home to the civilized world and impatiently awaits his marriage to a young woman whose father, Kano, and the longtime family servant, Mata, prevent the two young people from seeing each other in the days leading up to the wedding.

1 A secluded room was fitted up as a studio, for his sole use. Here were great rectangles of paper, rolls of thin silk, stretching frames, water holders, multitudinous brushes, and all the exquisite pigment that Japanese love of beauty has drawn from water, earth, and air. But the boy looked askance upon the expensive outlay. His wild nature resented so obvious a lure. It seemed unworthy of a Dragon Painter to accept this multitude of material devices. He had painted on flakes of inner bark, still quivering with the life from which he had rudely torn them. Visions limned on rock and sand had been the more precious for their impermanence. Here, every stroke was to be recorded, each passing whim and mood registered, as in a book of fate.

2 For days the little workroom remained immaculate. Kano began to fret. Ando Uchida, the wise, said, “Wait.” It was Mata who finally precipitated the crisis. One rainy morning, being already in an ill humor over some trifling household affair, she was startled and annoyed by the sudden vision of Tatsu’s head thrust noiselessly into her kitchen. Rudely she had slammed the shoji together, calling out to him that he had better be off doing the one thing he was fit to do, rather than to be skulking around her special domain. Tatsu had, as rudely, reopened the shoji panels, tearing a large hole in the translucent paper. He had come merely for a glimpse of the Dragon Maid, he told the angry dame. In a few days more she was to be his wife, and this maddening convention of keeping him always from her was eating out his vitals with red fire, so declared Tatsu, and let the consuming passion blaze in his sunken eyes.

3 But Mata, undismayed, stood up in scornful silence. She was gathering herself together like a storm, and in an instant more had hurled upon him the full terror of her vocabulary. She called him a barbarian, a mountain goat—a Tengu—better mated to a fox spirit or a she-demon than to a decent girl like her young mistress. Tatsu’s attempts at retort were swept away with a hiss. For a while he raged like a flame upon the doorstep, but he was no match for his vigorous opponent. It was something to realize his own defeat. Gasping, he turned to the friendly rain and would have darted
from the gate when, with a swoop like a falcon, Mata was bodily upon him. She was trying to thrust something hard and strange into his other hand. He glanced toward it. The last indignity of an umbrella! “Open it, madman!” she cried shrilly after him, “and hold your robe up; it is one of your new silk ones!”

4 Tatsu had never used an umbrella in his life. Now he opened it eagerly. Anything to escape that frightful voice! In the windy street he clutched at his fluttering skirts as he had seen other men do, and, with a last terrified backward glance, ran breathlessly toward the haven of his temporary home.

5 The little house was empty. Tatsu was thankful for so much. Instinctively his wandering feet led him into the little painting room. As usual, the elaborate display of artist materials chilled him. After his recent exasperation he longed to ease his heart of a sketch, but obstinacy held him back. He sat down in the centre of the space.

6 The rain now fell in quivering wires of dull light. The world was strung with them like a harp, and upon them the wind played a monotonous refrain. Against the wall near Tatsu stood a light framework of wood with the silk already stretched and dried for painting. At his other hand a brush slanted sidewise from a bowl of liquid ink. The boy’s pulses leaped toward these things, even while his lips curled in disdain at the shallow decoy. “So they expect to trap me, these geese and jailers who have temporary dominance over my life,” thought he, in scorn. No, even though he now desired it of himself, he would not paint! Let him but gain his bride—then nothing should have power to sting or fret him. But, oh, these endless days and hours of waiting! They corroded his very thought as acid corrodes new metal. He felt the eating of it now.

7 A spasm of pain and anger distorted his face. He gave a cry, caught up suddenly the thick hake brush, and hurled it across the room toward the upright frame of silk. It struck the surface midway, a little to the left; pressed and worked against it as though held by a ghost; and then, falling, dragged lessening echoes of stain.

8 Tatsu’s mirthless laugh rang out against the sound of dripping rain. The childish outburst had been of some relief. He looked defiantly toward the white rectangle he had just defaced. Defaced? The boy caught in his breath. He thrust his head forward, leaning on one hand to stare. That bold and unpremeditated stroke had become a shadowed peak; the trailing marks of ink a splendid slope.

1 limned: depicted
2 shoji: double doors made of wood frames with translucent paper over them
3 Tengu: a supernatural creature in Japanese folklore, possessing some characteristics of a human and some characteristics of a large, dangerous bird
4 hake: a soft, broad brush used for applying large areas of color

Abridgment from The Dragon Painter by Mary McNeil Fenollosa, 1906
Question 1: Read this excerpt from the passage.

It seemed unworthy of a Dragon Painter to accept this multitude of material devices. He had painted on flakes of inner bark, still quivering with the life from which he had rudely torn them. Visions limned on rock and sand had been the more precious for their impermanence. Here, every stroke was to be recorded, each passing whim and mood registered, as in a book of fate.

Which of these best explains how the details in the excerpt help shape the rest of the passage?

A. They portray Tatsu's former career as an artist, which he will have to give up to begin his new life as a husband.
B. They illustrate the lack of proper art materials in the mountains, which drives Tatsu to come to the city for better ones.
C. They demonstrate Tatsu's unwillingness to start painting dragons, because he would rather continue painting mountains.
D. They reveal the tension created by Tatsu's struggle to cope with the civilized world, where he feels alone and out of place.

TEKS: 11.6(C)

Question 2: Read these sentences from the passage.

For days the little workroom remained immaculate. Kano began to fret. Ando Uchida, the wise, said, "Wait."

Which of these best explains how the plot is affected by the fact that Kano follows Ando Uchida's advice?

A. Kano's decision not to speak with Tatsu makes Mata angry at Kano, which drives the plot toward Mata's eventual outburst.
B. Kano's decision not to speak with Tatsu leaves Mata to confront Tatsu, which drives the plot toward Tatsu's eventual outburst.
C. Kano's decision not to speak with Tatsu leaves Mata in charge of wedding plans, which drives the plot toward Mata's eventual outburst.
D. Kano's decision not to speak with Tatsu makes Tatsu feel isolated in the unfamiliar city, which drives the plot toward Tatsu's eventual outburst.

TEKS: 11.6(C)

Question 3: Which of these best explains why Mata reacts so angrily to Tatsu's unannounced visit?

A. Tatsu tears a large hole in the translucent paper of Mata's expensive shoji panels.
B. Tatsu has broken a social custom by visiting Mata in her kitchen, so she is offended.
C. Mata is angry at Tatsu because he did not bring an umbrella, and she has to lend him hers.
D. Mata believes Tatsu should be painting rather than trying to sneak a glimpse of her young mistress.

TEKS: 11.5(C)
Question 4: In “The Dragon Painter,” how is Tatsu’s creativity affected by his move from the wild mountains to the civilized world? Use details from the passage to support your answer.

Tatsu, who is from the mountains, is used to painting on natural materials such as bark, rock, and sand. Although these materials often do not last, he feels that the impermanence of those paintings makes them more precious. When he comes to the city, he is provided with a proper artist’s studio and encouraged to paint on silk, but he doesn’t want to use the expensive new art materials.

TEKS: 11.6(A)

Question 5: Read this excerpt from the passage.

But, oh, these endless days and hours of waiting! They corroded his very thought as acid corrodes new metal. He felt the eating of it now.

What does the excerpt suggest about Tatsu's feelings?

A. Tatsu’s frustration at being separated from his bride is destroying his ability to paint.  
B. Tatsu’s long separation from his bride is making him feel uncertain about the marriage.  
C. Tatsu is so impatient and frustrated with waiting for his marriage that he cannot think clearly.  
D. Tatsu realizes that having to wait so long for his marriage is beginning to adversely affect his health.

TEKS: 11.2(B), 11.7(B)

Question 6: Which of these sentences from the passage best demonstrates Tatsu’s conflicting feelings?

A. He had painted on flakes of inner bark, still quivering with the life from which he had rudely torn them.  
B. Tatsu had, as rudely, reopened the shoji panels, tearing a large hole in the translucent paper.  
C. For a while he raged like a flame upon the doorstep, but he was no match for his vigorous opponent.  
D. The boy’s pulses leaped toward these things even while his lips curled in disdain at the shallow decoy.

TEKS: 11.5(C)

Question 7: Read this excerpt from the passage.

But the boy looked askance upon the expensive outlay. His wild nature resented so obvious a lure.

What does the word *askance* mean as used in the excerpt?

A. Tatsu looked sideways at the brushes, inks, and paper.  
B. Tatsu looked suspiciously at the brushes, inks, and paper.  
C. Tatsu looked with disbelief at the brushes, inks, and paper.  
D. Tatsu looked with confusion at the brushes, inks, and paper.

TEKS: 11.2(B)
HERE IS A SPEECH ABOUT INTERNET FREEDOM. READ THE PASSAGE. THEN ANSWER THE QUESTIONS.

Remarks on Internet Freedom

1. The spread of information networks is forming a new nervous system for our planet. When something happens in Haiti or Hunan, the rest of us learn about it in real time—from real people. And we can respond in real time as well. Americans eager to help in the aftermath of a disaster and the girl trapped in the supermarket are connected in ways that were not even imagined a year ago, even a generation ago. That same principle applies to almost all of humanity today. As we sit here, any of you—or maybe more likely, any of our children—can take out the tools that many carry every day and transmit this discussion to billions across the world.

2. Now, in many respects, information has never been so free. There are more ways to spread more ideas to more people than at any moment in history. And even in authoritarian countries, information networks are helping people discover new facts and making governments more accountable.

3. During his visit to China in November, for example, President Obama held a town hall meeting with an online component to highlight the importance of the Internet. In response to a question that was sent in over the Internet, he defended the right of people to freely access information and said that the more freely information flows, the stronger societies become. He spoke about how access to information helps citizens hold their own governments accountable, generates new ideas, encourages creativity and entrepreneurship. The United States’ belief in that ground truth is what brings me here today.

4. Because amid this unprecedented surge in connectivity, we must also recognize that these technologies are not an unmitigated blessing. These tools are also being exploited to undermine human progress and political rights. Just as steel can be used to build hospitals or machine guns, or nuclear power can either energize a city or destroy it, modern information networks and the technologies they support can be harnessed for good or for ill.... And technologies with the potential to open up access to government and promote transparency can also be hijacked by governments to crush dissent and deny human rights.
5 In the last year, we’ve seen a spike in threats to the free flow of information. China, 
Tunisia, and Uzbekistan have stepped up their censorship of the Internet. In Vietnam, 
access to popular social networking sites has suddenly disappeared. And last Friday 
in Egypt, 30 bloggers and activists were detained. One member of this group, Bassem 
Samir, who is thankfully no longer in prison, is with us today. So while it is clear that 
the spread of these technologies is transforming our world, it is still unclear how 
that transformation will affect the human rights and the human welfare of the world’s 
population.

6 On their own, new technologies do not take sides in the struggle for freedom 
and progress, but the United States does. We stand for a single Internet where all 
of humanity has equal access to knowledge and ideas. And we recognize that the 
world’s information infrastructure\(^8\) will become what we and others make of it. Now, 
this challenge may be new, but our responsibility to help ensure the free exchange of 
ideas goes back to the birth of our republic. The words of the First Amendment to our 
Constitution\(^9\) are carved in 50 tons of Tennessee marble on the front of this building. 
And every generation of Americans has worked to protect the values etched in that 
stone.

\[1\] Hunan: a province of China

\[2\] authoritarian: having a government in which the leader or leaders are not held 
accountable to the people by constitutional requirements

\[3\] entrepreneurship: the act of owning and managing a business

\[4\] unprecedented: never seen before

\[5\] connectivity: the ability to send information among computer systems

\[6\] undermine: weaken

\[7\] hijacked: stolen or taken control of

\[8\] infrastructure: basic systems

\[9\] First Amendment to our Constitution: The First Amendment reads, “Congress 
shall make no law respecting an establishment of religion, or prohibiting the free 
exercise thereof; or abridging the freedom of speech, or of the press; or the right 
of the people peaceably to assemble, and to petition the Government for a redress 
of grievances.” In other words, the First Amendment protects people’s rights to 
practice their own religions, speak and publish their own ideas, organize peaceful 
gatherings, and ask the government to correct perceived wrongs. The Supreme 
Court of the United States has ruled that the First Amendment allows Congress 
to outlaw speech that is intended to provoke people to commit illegal actions. 
However, the Court has also ruled that the First Amendment protects people’s right 
to express their objections to government actions and laws, and even to express 
ideas that are offensive to many people.

*Excerpt from “Remarks on Internet Freedom” by Hillary Rodham Clinton, The Newseum, January 21, 2010*
**Question 1:** Which of these **best** describes the two central ideas of the speech?

A. Natural disasters and Internet access  
B. Human rights and the First Amendment  
**C. New information technology and free speech**  
D. Authoritarian governments and common people  

**TEKS:** 11.7(D)(i), 11.7(E), 11.8(A)  

**Question 2:** Which of these details from the speech **best** supports the idea that the spread of information around the world has a positive impact on people's lives?

A. People listening to the speech can transmit it to others around the world.  
B. An Egyptian activist who had been detained was recently let out of prison.  
**C. People who want to help after a disaster abroad are able to communicate with the victims.**  
D. President Obama holds town hall meetings throughout the world to answer people’s questions.  

**TEKS:** 11.5(C)  

**Question 3:** How does the detention of 30 Egyptian bloggers and activists show that the same technologies that help spread information can also cause harm?

A. These technologies made it possible for officials to track down the bloggers and activists.  
B. These technologies provided an opportunity for authorities to block access to certain blogs.  
C. These technologies provided a platform across which people could spread their ideas and beliefs.  
D. These technologies enabled the bloggers and activists to communicate that they were being detained.  

**TEKS:** 11.5(C)  

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

And even in authoritarian countries, information networks are helping people discover new facts and making governments more accountable.  

Which central idea from the speech does the sentence best support?

A. **Freedom of information helps a society grow stronger.**  
B. Americans are strongly in favor of freedom of information.  
C. Information technology helps rescue victims of natural disasters.  
D. Information technology can be used in harmful ways by governments.  

**TEKS:** 11.5(C)
Question 5: Which of these best explains the meaning of the phrase “information networks” as used in this speech?

A. groups of people who help in times of need  
B. contemporary communication technologies  
C. private internets that provide information only to certain people  
D. groups of government leaders who share classified information

**TEKS:** 11.8(D)

Question 6: A student is summarizing the speech in one sentence. He begins his summary with this phrase.  
Although it is unclear how technology will ultimately impact free speech around the world...

How can the student best complete the summary?

A. The United States is absolutely in favor of the free flow of information.  
B. The United States needs to restrict certain types of content on the Internet.  
C. The United States must decide which types of information technology to promote.  
D. The United States has achieved more widespread Internet access than ever before.

**TEKS:** 11.5(D)

Question 7: Read these sentences from the speech.

Because amid this unprecedented surge in connectivity, we must also recognize that these technologies are not an unmitigated blessing. These tools are also being exploited to undermine human progress and political rights.

What is the meaning of the word *unmitigated* as used in the first sentence?

A. Complete  
B. Fresh  
C. Modern  
D. Surprising

**TEKS:** 11.2(B)

Question 8: Read these sentences from the footnote about the First Amendment.

The Supreme Court of the United States has ruled that the First Amendment allows Congress to outlaw speech that is intended to provoke people to commit illegal actions. However, the Court has also ruled that the First Amendment protects people’s right to express their objections to government actions and laws, and even to express ideas that are offensive to many people.

How would this idea most likely apply to activists in the United States who criticize the government?

A. They would be punished for offending authority.  
B. They would not be punished for any form of speech.  
C. They could be forbidden to share ideas that insult others.  
D. They could not legally try to make other people break the law.

**TEKS:** 11.7(E)(i)
Question 9: In what ways is the structure of this speech effective in making a convincing argument? Use details from the speech to support your answer.

The speaker explains the positive effects of technology on free speech with examples that show America in a positive light, such as President Obama advocating free speech on the Internet in China. After this, she highlights some negative effects of information networks by pointing out cases where foreign governments have used information technology to limit free speech. Once she has demonstrated that technology does not take sides in the fight for freedom, she states her main argument: that America does. She uses the First Amendment to show that free speech has always been a core American value.

TEKS: 11.7(D)(i)

REVISING AND EDITING

Question 1: Which of these sentences includes a hyphenation error?

A. The engineer is well-respected in his field.
B. Her family is moving to the city in mid-November.
C. He needs the measuring cup to be three-fourths full.
D. It is important to have self-assurance when interviewing for a job.

TEKS: 11.9(D)

Question 2: Read this incomplete sentence.

Lindy felt ____________ once she opened the window and smelled the ocean air.

What is the correct spelling of the word that completes the sentence?

A. exhilarated
B. exhilerated
C. exilarated
D. exilerated

TEKS: 11.9(D)
Question 3: Read this excerpt from a style guide.

When you quote more than three lines of a poem, you should begin your quotation on a new line. Typically, you should indent each line one inch from the left margin. However, if the poem involves a specific spacing structure, make sure to keep this structure intact while adding one inch to the indentation of all lines. Double-space the lines from the poem, and do not add punctuation marks that do not appear in the original verse. Cite the page number of the source in parentheses at the end of the last line of the quotation. If the citation will not fit on the line, place it on a new line, aligned with the right margin of the page.

Based on the information in the style guide, which of these shows the correct format for a quotation from a poem?

A. Amy Lowell's poem “Song” begins by expressing the speaker’s wish to be a flower:
   Oh! To be a flower
   Nodding in the sun,
   Bending, then upspringing
   the breezes run; (6)

B. Amy Lowell’s poem “Song” begins by expressing the speaker’s wish to be a flower:
   Oh! To be a flower
   Nodding in the sun,
   Bending, then upspringing
   As the breezes run; (6)

C. Amy Lowell’s poem “Song” begins by expressing the speaker’s wish to be a flower:
   Oh! To be a flower
   Nodding in the sun,
   Bending, then upspringing
   As the breezes run; (6)

D. Amy Lowell’s poem “Song” begins by expressing the speaker's wish to be a flower:
   Oh! To be a flower
   Nodding in the sun,
   Bending, then upspringing
   As the breezes run; (6)

TEKS: 11.9(D)

Question 4: Read this incomplete sentence.

The teacher could hardly have been more ____________ in stating that no more late assignments would be accepted after that week.

Which word should be used to complete the sentence?

A. emphasis
B. emphasized
C. emphatic
D. emphatically

TEKS: 11.2(A)
Question 5: Which of these sentences uses correct hyphenation?

A. Her very favorite snack is chocolate-covered raisins.
B. The children were joyfully-singing on the playground.
C. Most of the children on the street are about five-years-old.
D. The closet is about four-feet-wide and about eight-feet-long.

TEKS: 11.9(D)

Question 6: Which of these sentences includes a misspelled word?

A. Graduation day was a momentous day for the whole class.
B. Small children are more susceptible to illnesses than adults.
C. The large rock teetered precariously on the hillside by the road.
D. Many of the items in the old house were antiquated and of little use.

TEKS: 11.9(D)

Question 7: Read this excerpt from a style guide.

When you cite a translated work in a bibliography, give the author’s name first if your text refers primarily to the work itself. Next, give the title of the work. After the title, use the abbreviation Trans. for Translated by, followed by the translator's name.

Now look at this information taken from the title page of a book.

Cooking
An Art and a Science
by Domenica Fiore
Translated by Richard Johnson

Based on the information in the style guide, which of these shows how to cite a translation in a bibliography when referring primarily to the work itself?


TEKS: 11.9(D)
**Question 8:** Read these sentences from the essay.

Uncle Charlie didn’t just slap some water and soap on the cars and send the customers on their way. He was always thorough. He was also always careful and precise. Folks who brought their cars to the car wash knew that their cars would look brand new when he finished washing and detailing them.

Which of these revisions most effectively adds variety to the sentence structures?

A. Always thorough, careful, and precise, Uncle Charlie didn’t just slap some water and soap on the cars and send the customers on their way. Knowing that their cars would look brand new when he finished washing and detailing them, folks brought their cars to the car wash where Uncle Charlie worked.

B. Always thorough, careful, and precise, Uncle Charlie didn’t just slap some water and soap on the cars and send the customers on their way. Folks who brought their cars to the car wash where Uncle Charlie worked knew that their cars would look brand new when he finished washing and detailing them.

C. Not just slapping some water and soap on the cars and sending the customers on their way, Uncle Charlie was always thorough, as well as careful and precise. Bringing their cars to the car wash where Uncle Charlie worked, folks knew that their cars would look brand new when he finished washing and detailing them.

D. Not just slapping some water and soap on the cars and sending the customers on their way, Uncle Charlie was always thorough, as well as careful and precise. Knowing that their cars would look brand new when he finished washing and detailing them, folks brought their cars to the car wash where Uncle Charlie worked.

**TEKS:** 11.9(D)

**Question 9:** Read this excerpt from a style guide.

Numbers from one to nine should generally be given in word form, while numbers 10 or greater should generally be given as numerals. This rule applies even when numbers are incorporated into other words or phrases: five-year study, ninth-place finish, 10th degree of latitude, 15-inch tiles. However, any number that is the first word in a sentence should be given in word form. For percentages, use the word percent rather than the symbol %.

Now read this sentence from the essay.

Two in every five car-wash customers in the county were going to Uncle Charlie’s car wash rather than to any other car wash.

The student wants to give the number two in every five as a percentage. Based on the information in the style guide, which of these shows how the student should revise the sentence?

A. 40% of the carwash customers in the county were going to Uncle Charlie’s car wash rather than to any other car wash.

B. Forty % of the carwash customers in the county were going to Uncle Charlie’s car wash rather than to any other car wash.

C. 40 percent of the carwash customers in the county were going to Uncle Charlie’s car wash rather than to any other car wash.

D. Forty percent of the carwash customers in the county were going to Uncle Charlie’s car wash rather than to any other car wash.

**TEKS:** 11.9(D)
**Question 10:** Read this sentence from the essay.

When I wasn’t doing well in school, Uncle Charlie asked me to come and work for him, and I thought he was just going to load me up with work until I learned the value of working hard.

Which revision of the sentence best helps create a more vivid description?

A. When I wasn’t performing at the top of my game in school, Uncle Charlie asked me to come and work for him. At the time, I believed he was just going to load me up with work until I discovered the value of working hard at an assigned task.

B. When I wasn’t doing well in school, Uncle Charlie sat down for a little talk with me and asked me to come and work for him at his car wash. Back then, I believed he was just going to load me up with work until I slowly learned the true value of working hard.

C. When I wasn’t doing well in school, Uncle Charlie asked me to come and work for him. I thought he was just going to force me to spend long hours on my feet toiling away with a scrub brush and bucket of soapy water until I learned the value of working hard.

D. When I wasn’t performing at the top of my game in school, Uncle Charlie asked me to come and work for him at his car wash. I thought he was just going to assign me immense amounts of work until I eventually realized the value of working hard to achieve a goal.

**TEKS:** 11.10(A)

**Question 11:** Read this sentence from the essay.

Anybody who thinks that owning a car wash is not rewarding should take a look at my Uncle Charlie to see what a nice thing he provides to his customers.

Which revision of the phrase “a nice thing” would best improve the clarity of the sentence?

A. a generous item

B. a valuable service

C. an important dedication

D. an interesting opportunity

**TEKS:** 11.9(C)

**Question 12:** Read these sentences from the essay.

I used Uncle Charlie’s listening techniques to find out how students were approaching math and science and what made them frustrated. I was able to use their strengths to help them learn the material.

Which revision of the second sentence provides the best transition between the ideas?

A. As a result, I was able to use their strengths to help them learn the material.

B. For one thing, I was able to use their strengths to help them learn the material.

C. On the contrary, I was able to use their strengths to help them learn the material.

D. For this purpose, I was able to use their strengths to help them learn the material.

**TEKS:** 11.9(B)(i)
Preserving Pompeii: A Study in Archaeological Conservation

1 The archaeological ruins of Pompeii are one of the top tourist destinations in Italy, second only to the Roman Colosseum. More than two million people visit the site every year, but in recent history what they had viewed and explored could have more aptly been described as “ruined ruins.” That is because, for a variety of reasons, the site had been neglected to the point where it had slowly but steadily fallen apart. How did one of the most famous archaeological locations in the world degrade to such a poor condition, and more importantly, what is being done to rectify the situation?

2 A TRAGIC HISTORY, ANCIENT AND MODERN
Located on the Bay of Naples in Italy, Pompeii was prosperous during the first half of the 1st century a.d., but it suffered an earthquake in a.d. 62. Then, while Pompeii was still rebuilding, it became forever frozen in time when nearby Mount Vesuvius erupted in the summer of a.d. 79. The volcano buried thousands of the city’s inhabitants in approximately ten meters of ash and debris. It was a tragic event that left in its wake a preserved snapshot of life as it existed exactly at the moment of destruction.

3 Because of the unique preservation that the ash provided, Pompeii is considered one of the greatest archaeological finds in history. After it was discovered in 1748, it became a source of continuous excavation in an effort to understand the architecture, art, artifacts, and people of that time period. As the years went on, Pompeii became a tourist destination that drew countless visitors due to the unique story that it told. However, the site was poorly managed, and soon the resurrected city began to decline. Continuous excavation exposed roughly three-quarters of Pompeii’s homes, temples, and streets to the elements—rain, most notably. Water quickly became a major source of destruction, causing rot, crumbling walls and roofs, and cracked streets that collapsed under foot. Water damage also wore away frescoes and other paintings, despite numerous attempts to preserve the art.

4 In addition to natural causes, people were also largely to blame for the current state of the ruins. Inappropriate tourist activity was permitted for many years. Access was given to areas that should have been protected, and lack of effective security allowed thieves and looters to enter the site relatively easily. Budget cuts throughout the years also prevented a proactive approach toward day-to-day maintenance. Instead, repairs and restorations were carefully chosen for only the best decorated houses and most popular tourist spots, and much of the remainder of the city was allowed to deteriorate.
At last, when the site’s Schola Armaturarum (a well-known building noted for its depictions of weapons and armor) collapsed in 2010, and then a few years later when UNESCO warned that the site might be placed on the List of World Heritage in Danger, money was finally given to improve the site’s restoration and management. The Great Pompeii Project was born. It included funding that totaled $143 million, much of it provided by the European Union. As a result, a massive restoration began in 2012 that still continues today.

A BRIGHTER FUTURE
Organizers of the Great Pompeii Project are taking their cue from another successful group, the Herculaneum Conservation Project (HCP), which has already succeeded in restoring a smaller seaside town that was also buried by Vesuvius. Pompeii could learn some valuable lessons from its sister city of Herculaneum when it comes to establishing a water drainage network, reinforcing structures, replacing roofing, and restoring wall paintings and mosaics. The HCP has essentially restructured a miniature version of Pompeii, and it had bigger water drainage problems and a smaller budget of about $28 million. The HCP’s careful focus on infrastructure and good eye for analyzing critical risks to conservation have helped to both renew and revitalize its site.

Now, Pompeii seeks to follow in its sister’s footsteps. Great strides have already been made in a few short years. One example is Pompeii’s restored House of the Golden Cupids, a beautiful villa filled with frescoes and mosaics that includes a reproduced garden based on period paintings. Many other Pompeii houses previously at risk are also undergoing renovation, all while excavation continues with careful consideration for future preservation. Researchers are now focusing their attention on learning about all aspects of the city and how the city developed. This involves maintenance and management of the entire site, rather than just a few select locations. The past few years have yielded vast improvements at the Pompeii ruins, and organizers have big plans for the future. After hundreds of years of excavation, about one third of the city is still buried, and there is much left to be discovered.

The challenges at Pompeii bring to light a global concern regarding the preservation of archaeological sites, for once a location has been discovered, it is exposed to the elements, human neglect, and other abuses (intentional or otherwise) that go along with its excavation. Pompeii exemplifies how the art of conservation is essential in today’s modern age. It is a notable step forward, particularly in archaeology—a field in which research must be carefully managed so that history does not disappear before it can even be discovered.
**Question 1:** Which sentence from the text best supports the inference that the ruins of Pompeii are so popular because of the way in which the ancient city was destroyed?

A. “That is because, for a variety of reasons, the site had been neglected to the point where it had slowly but steadily fallen apart.”

B. “It was a tragic event that left in its wake a preserved snapshot of life as it existed exactly at the moment of destruction.”

C. “Continuous excavation exposed roughly three-quarters of Pompeii’s homes, temples, and streets to the elements—rain, most notably.”

D. “In addition to natural causes, people were also largely to blame for the current state of the ruins.”

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

**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. Pompeii was almost destroyed by an earthquake in a.d. 62, and then it was completely frozen in time in a.d. 79 when a volcano erupted and ten meters of ash and debris fell on it. Years later, it became a tourist destination that started to fall apart, mainly due to water damage. Ever since organizers fixed the issues related to the site, tourists have been able to enjoy the history of Pompeii without fear of doing any damage.

B. Only three-quarters of Pompeii’s homes, temples, and streets are exposed to the natural elements. Researchers have worked to preserve and restore the exposed architecture so that it looks similar to the ancient city that was buried in volcanic ash. Researchers continue to excavate the remaining part of the city that is still uncovered in the hopes that they will discover more about how the people of Pompeii lived.

C. The city of Pompeii was damaged and repaired multiple times before it reached its current renovated state. It was almost destroyed completely before the European Union stepped in with major funding for repairs. Pompeii renovations were modeled after those of its sister city of Herculaneum. Archaeological conservation is the key to improving and maintaining sites that are undergoing any form of excavation.

D. The ancient city of Pompeii was destroyed in a.d. 79 when Mount Vesuvius erupted. Since the site was discovered, it has been continuously excavated while becoming open to the public; subsequently it was damaged heavily by human abuses as well as by exposure to natural elements. Funding was provided to successfully restore and renew the site, supporting the idea that archaeological conservation is necessary for sites to survive.
Question 3: This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence best states two central ideas from the text that show the relevance of conservation to archaeological sites?

A. The text explains that Pompeii was almost destroyed because of natural elements and that it also suffered much human abuse.
B. The text explains that Pompeii could be an example of what was done wrong in the past and what is now being done right.
C. The text explains that Pompeii fell into ruin due to lack of precautions and that it is recovering due to the application of careful restorations.
D. The text explains that Pompeii had a tragic ancient history when it was buried by volcanic ash and that it had a tragic modern history when it was neglected.

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

A. Answers: “The archaeological ruins of Pompeii are one of the top tourist destinations in Italy, second only to the Roman Colosseum.”
B. “Then, while Pompeii was still rebuilding, it became forever frozen in time when nearby Mount Vesuvius erupted in the summer of a.d. 79.”
C. “After it was discovered in 1748, it became a source of continuous excavation in an effort to understand the architecture, art, artifacts, and people of that time period.”
D. “Access was given to areas that should have been protected, and lack of effective security allowed thieves and looters to enter the site relatively easily.”

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

Part A: Select the sentence that explains how the Great Pompeii Project and the Herculaneum Conservation Project are similar.

A. Both have received significant funding from the European Union.
B. Both have halted current excavation to focus on renovating the site.
C. Both have achieved the same level of success in the name of conservation.
D. Both have achieved the same level of success in the name of conservation.

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

A. “Organizers of the Great Pompeii Project are taking their cue from another successful group, the Herculaneum Conservation Project (HCP), which has already succeeded in restoring a smaller seaside town that was also buried by Vesuvius.”
B. “The HCP has essentially restructured a miniature version of Pompeii, and it had bigger water drainage problems and a smaller budget of about $28 million.”
C. “One example is Pompeii’s restored House of the Golden Cupids, a beautiful villa filled with frescoes and mosaics that includes a reproduced garden based on period paintings.”
D. “Researchers are now focusing their attention on learning about all aspects of the city and how the city developed.”
Question 5: Based on the text, what conclusion can be drawn about the ruins of Pompeii?

A. The site is larger than archaeologists originally estimated because a sister city was discovered closer to the sea.
B. The site is valuable to archaeologists for its historical significance as well as for the mysteries that still lay beneath the ash.
C. The site was already compromised with the earthquake in a.d. 62, so it is less likely to be able to withstand corrosion from natural elements.
D. The site will continue to be at risk to natural elements because a water drainage system cannot sufficiently drain the large amount of exposed architecture.

READ THE TEXT. THEN ANSWER THE QUESTIONS.

A New Day

1. It was always about the family business, from the moment Michael’s great-great-grandfather arrived at Ellis Island and set up his very first corner fruit market, to the days of opening a flower shop downtown, until finally now, with Caputo’s Family Restaurant—a popular and busy local place in the heart of the city. The Caputos were always loyal to family without question, and for them, dreams weren’t newly conceived but rather passed down from generation to generation.

2. Michael awoke with ideas of loyalty, dreams, and inheritance floating somewhere in his subconscious, between the imagined world to which he escaped at night and the reality he faced every morning since graduating high school. His alarm heralded the early dawn, and the sun was just rising between the gray skyscrapers on the skyline. A new day held the promise of something big somewhere, but not in the little world in which he existed.

3. The sound of trucks rumbled a few blocks away, and Michael was reminded of his morning responsibilities—accepting deliveries, starting kitchen prep work, calling in new orders; the list went on and on, changing every day, yet somehow always managing to stay the same. An hour later, he was opening the back door to the family restaurant and walking into what could only be described as controlled chaos.

4. His father was already there, simultaneously barking orders at truck drivers, signing invoices, taking inventory, and now yelling at Michael for being late. Michael’s cousin, Joey, smirked at him from across the room as he stacked crates of tomatoes, lettuce heads, and red peppers that had just arrived. Joey had big plans for his own future, and apparently those included taking over the Caputo Family Restaurant. Michael rolled his eyes and went to grab an apron before washing his hands and starting some prep work.

5. “Michael, what’s this about a letter?”
His aunt’s voice drifted from somewhere behind his left shoulder, and he spun around in alarm, but she was already gone, her attention taken by the sound of something breaking in the dining area. Normally the mention of a letter would barely elicit a response from Michael, but today he felt his heart race with expectation and something else that was almost akin to fear. He glanced briefly at his father across the room before turning to quickly follow his aunt through the swinging kitchen doors.

Instead of finding his aunt on the other side, he bumped into his mother as she was in the process of tossing clean white linen on the small dining tables that were set up diagonally across the room. At the same time, she began to direct the wait staff, delegating tasks in such a way that would often make Michael smile at how good she was at telling people what to do.

“Michael,” she shouted when she saw him, “come and get the table vases for me, the small glass ones with the decorative spirals, and cut the flowers for the day . . . roses for couples night . . . oh, and you have a letter.”

Michael was heading toward the cabinet where the vases were stored when he stopped short and turned to find his mother’s knowing eyes watching him. In her hand was a sealed envelope from an official-looking sender. She held it out to him as a mixture of emotions played across her face—joy, pride, and hope were combined with a sense of sadness and resignation—all there and gone within the blink of an eye, and Michael understood all too well what each one represented. When he approached, she raised her other hand and rested it lightly on his cheek for a moment in a rare act of tenderness. They had an unspoken conversation in that moment, and then his mother finally gave him a small smile before returning to the tables.

Michael walked into his father’s office to find some privacy, and then carefully opened the contents of the envelope—a letter he had been waiting for months to arrive. His heart exploded with relief when he read the opening sentence, and suddenly his mind raced with the unlimited possibilities before him. It was as if the sun had risen for him alone today, daring him to welcome the new day that had presented itself.

Suddenly, the office door closed behind him, and he heard his father ask softly, “What’s this about a letter?”

The world stopped turning in that single moment as Michael considered all that his family meant to him and all that he wanted out of life—and the culmination of his worry and fear and excitement and ambitions all came together in a rush so powerful that he felt reborn from it. In that one endless moment, Michael made his decision, and he turned to answer his father.
Question 6: Read this statement about the text and the directions that follow.

Michael will likely leave his family in some way.

Which detail best supports this inference?

A. Michael’s mother looks at him knowingly.
B. Michael arrives late for work at the restaurant.
C. Michael’s aunt knows about the letter before he does.
D. Michael feels reborn once he finally makes his decision.

Question 7: Read this summary of the text and the directions that follow.

Michael is unhappy working at the family restaurant and dreams of another future. He arrives at work and learns that a letter he has been waiting for has finally arrived. It causes him to make an important choice that he decides to tell his father.

Select a key detail that is missing from the summary.

A. Michael follows his aunt into the dining area.
B. Michael is happy with the contents of the letter.
C. Michael watches the sun rise between the skyscrapers.
D. Michael avoids interacting with his father in the kitchen.

Question 8: This question has two parts. First, answer part A. Then, answer part B.

Part A: The text incorporates the themes of family loyalty and self-discovery. Which statement explains how the author develops these themes throughout the text?

A. The author indicates that one theme is a direct result of the other theme.
B. The author suggests that one theme is much more important than the other theme.
C. The author contrasts the themes to create conflict before merging them to get resolution.
D. The author establishes the themes separately with two different plot lines within the text.

Part B: Which set of sentences from the text best supports your answer in part A?

A. “Michael awoke with ideas of loyalty, dreams, and inheritance floating somewhere in his subconscious, between the imagined world to which he escaped at night and the reality he faced every morning since graduating high school.”
B. “The sound of trucks rumbled a few blocks away, and Michael was reminded of his morning responsibilities—accepting deliveries, starting kitchen prep work, calling in new orders; the list went on and on, changing every day, yet somehow always managing to stay the same.”
C. “When he approached, she raised her other hand and rested it lightly on his cheek for a moment in a rare act of tenderness.”
D. “His heart exploded with relief when he read the opening sentence, and suddenly his mind raced with the unlimited possibilities before him.”
Question 9: How is Michael’s development important to the overall meaning of the text?
A. Answers: It helps the reader understand his weaknesses, as revealed through his need for acceptance.
B. It helps the reader understand his exact plans, as revealed through his visualization of a new day.
C. It helps the reader understand the extent of his internal struggle, as revealed through his range of emotions.
D. It helps the reader understand the problematic relationship with his family, as revealed through his extreme avoidance.

Question 10: This question has two parts. First, answer part A. Then, answer part B.

Part A: Select the statement that explains what is revealed about Michael’s mother in the text.
A. She understands how he feels and offers him her support.
B. She knows what his father will say and feels concerned for him.
C. She believes he is unrealistic and wants him to show responsibility.
D. She thinks he will continue to work at the restaurant and is thankful.

Part B: Which sentence from the text best supports your answer in part A?
A. “Instead of finding his aunt on the other side, he bumped into his mother as she was in the process of tossing clean white linen on the small dining tables that were set up diagonally across the room.”
B. “At the same time, she began to direct the wait staff, delegating tasks in such a way that would often make Michael smile at how good she was at telling people what to do.”
C. “‘Michael,’ she shouted when she saw him, ‘come and get the table vases for me, the small glass ones with the decorative spirals, and cut the flowers for the day . . . roses for couples night . . . oh, and you have a letter.’”
D. “They had an unspoken conversation in that moment, and then his mother finally gave him a small smile before returning to the tables.”
MAZE FLUENCY

Preserving Pompeii: A Study in Archaelogical Conservation

The archaeological ruins of Pompeii are one of the top tourist destinations in Italy, second only to the Roman Colosseum. More than two million people visit [for, the, but] site every year, but in recent [scholarly, history, division] what they had viewed and explored [could, make, down] have more aptly been described as “[yummy, however, ruined] ruins.” That is because, for a [certified, reaction, variety] of reasons, the site had been [currently, neglected, forecast] to the point where it had [slowly, whatever, helpful] but steadily fallen apart. How did [dash, one, plant] of the most famous archaelogical locations [up, in, and] the world degrade to such a [again, sweet, poor] condition, and more importantly, what is [liked, coarse, being] done to rectify the situation?

Located [to, on, we] the Bay of Naples in Italy, Pompeii [was, shall, far] prosperous during the first half of [yet, and, the] 1st century a.d., but it suffered [an, off, by] earthquake in a.d. 62. Then, while Pompeii [was, show, what] still rebuilding, it became forever frozen [at, in, her] time when nearby Mount Vesuvius erupted [for, too, in] the summer of A.D. 79. The [therefore, beginner, volcano] buried thousands of the city’s inhabitants [in, no, how] approximately ten meters of ash and [debris, middle, despite]. It was a tragic event that [posed, left, alive] in its wake a preserved snapshot [of, out, it] life as it existed exactly at [sky, top, the] moment of destruction.

Because of the [gullible, unique, company] preservation that the ash provided, Pompeii [not, will, is] considered one of the greatest archaelogical [finds, ancient, badges] in history. After it was discovered [a, in, up] 1748, it became a source of [yesterday, continuous, bubbling] excavation in an effort to understand [yet, so, the] architecture, art, artifacts, and people of [mine, crafty, that] time period. As the years went [for, on, the], Pompeii became a tourist destination that [drew, time, curing] countless visitors due to the unique [park, story, same] that it told. However, the site [a, be, was] poorly managed, and soon the resurrected [city, bare, class] began to decline. Continuous excavation exposed [accused, costly, roughly] three-quarters of Pompeii’s homes, temples, and [easily, streets, teams] to the elements—rain, most notably. [Entire, Water, Silver] quickly became a major source of [destruction, sidewalk, automatic], causing rot, crumbling walls and roofs, [able, red, and] cracked streets that collapsed under foot. [Farm, Water, Deny] damage also wore away frescoes and [drain, which, other] paintings, despite numerous attempts to preserve [the, too, so] art.

In addition to natural causes, [value, people, honest] were also largely to blame for [the, by, like] current state of the ruins. Inappropriate [nowhere, answer, tourist] activity was permitted for many years. [Owner, Access, Careful] was given to areas that should [going, have, frame] been protected, and lack of effective [rubbery, brothers, security] allowed thieves and looters to enter [the, them, his] site relatively easily. Budget cuts throughout [and, but, the] years also prevented a proactive approach [against, breaking, toward] day-to-day maintenance. Instead, repairs and restorations [were, gave, bush] carefully chosen for only the best [suggestion, decorated, regretted] houses and most popular tourist spots, [no, and, out] much of the remainder of the [city, start, itself] was allowed to deteriorate.
At last, [detail, very, when] the site’s Schola Armaturarum (a well-known [airplane, become, building] noted for its depictions of weapons [and, both, seem] armor) collapsed in 2010, and then [I, a, us] few years later when UNESCO warned [all, that, more] the site might be placed on [the, few, ill] List of World Heritage in Danger, [flatter, curve, money] was finally given to improve the [cold, site’s, girl’s] restoration and management. The Great Pompeii Project [asks, sad, was] born. It included funding that totaled $143 [exchange, violent, million], much of it provided by the European Union. [As, The, To] a result, a massive restoration began [a, in, the] 2012 that still continues today.

A Brighter Future

Organizers [up, it, of] the Great Pompeii Project are taking [their, she, what] cue from another successful group, the Herculaneum Conservation Project (HCP), [which, than, place] has already succeeded in restoring a [growling, smaller, humor] seaside town that was also buried [over, yet, by] Vesuvius. Pompeii could learn some valuable [wealthy, lessons, approval] from its sister city of Herculaneum [ever, ground, when] it comes to establishing a water [muffled, drainage, horrify] network, reinforcing structures, replacing roofing, and [restoring, behavior, hesitated] wall paintings and mosaics. The HCP [has, go, an] essentially restructured a miniature version of Pompeii, [far, old, and] it had bigger water drainage problems [them, and, it] a smaller budget of about $28 [unlucky, million, transport]. The HCP’s careful focus on infrastructure [bat, the, and] good eye for analyzing critical risks [to, on, a] conservation have helped to both renew [if, and, since] revitalize its site.

Now, Pompeii seeks [to, by, it] follow in its sister’s footsteps. Great [nations, adored, strides] have already been made in a [late, few, hide] short years. One example is Pompeii’s [anxious, living, restored] House of the Golden Cupids, a [certainly, slippery, beautiful] villa filled with frescoes and mosaics [that, one, show] includes a reproduced garden based on [period, reading, attempt] paintings. Many other Pompeii houses previously [out, let, at] risk are also undergoing renovation, all [more, while, freeze] excavation continues with careful consideration for [swing, future, rather] preservation. Researchers are now focusing their [attention, harmony, excepting] on learning about all aspects of [her, me, the] city and how the city developed. [Whose, This, For] involves maintenance and management of the [never, medical, entire] site, rather than just a few [merry, grabbing, select] locations. The past few years have [yielded, causing, junior] vast improvements at the Pompeii ruins, [help, lift, and] organizers have big plans for the [limited, future, officer]. After hundreds of years of excavation, [about, behind, laughing] one third of the city is [aiding, lively, still] buried, and there is much left [to, of, if] be discovered.

The challenges at Pompeii [await, bring, huge] to light a global concern regarding [in, the, near] preservation of archaeological sites, for once [a, it, her] location has been discovered, it is [crowded, deciding, exposed] to the elements, human neglect, and [beloved, other, actor] abuses (intentional or otherwise) that go [else, near, along] with its excavation. Pompeii exemplifies how [off, why, the] art of conservation is essential in [today’s, young’s, together] modern age. It is a notable [fear, step, keep] forward, particularly in archaeology—a field [us, in, we] which research must be carefully managed [so, of, but] that history does not disappear before [the, a, it] can even be discovered.
## 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 are composed of 35 multiple-choice and tech-enhanced items that assess Reading, Revising and Editing, as well as Language skills. These assessments are leveled throughout the school year to assess students’ TEKS preparedness at specific intervals:

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

The digital version of these assessments can be assigned from the Assess tab inside your StudySync account. The paper-based version of the assessment can also be printed from the same tab. See below for an overview of the Benchmarks available for Grade 12.

A sample of Benchmark - Grade 12 - Form 1 is available in this Assessment Sampler.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark Assessment</td>
<td>Benchmark - Grade 12 - Form 1</td>
</tr>
<tr>
<td></td>
<td>Benchmark - Grade 12 - Form 2</td>
</tr>
<tr>
<td></td>
<td>Benchmark - Grade 12 - Form 3</td>
</tr>
</tbody>
</table>
READ THE PASSAGE “GIVE ME LIBERTY OR GIVE ME DEATH.”
THEN ANSWER THE QUESTIONS.

Excerpt from “Give Me Liberty or Give Me Death”

by Patrick Henry

1 Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth—and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

2 I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the House? Is it that insidious smile with which our petition has lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation—the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer.
3 Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned—we have remonstrated—we have supplicated—we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight!—I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts, is all that is left us!

4 They tell us, sir, that we are weak—unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature has placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged. Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come!

5 It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God!—I know not what course others may take; but as for me, give me liberty or give me death!
**Question 1:** Which statement provides the best summary of Henry’s message in the excerpt?

A. The British are preparing for war, and the colonists must be prepared to fight.
B. The British have offered a compromise, and the colonists would be wise to accept it.
C. The British will refuse to give in to the demands of the colonists, so the colonists should back down.
D. The British told the colonists that they were weak, but the colonists are stronger than the British think.

**TEKS:** 12.5(D)

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

**Part A:** Read this sentence from the excerpt.

Suffer not yourselves to be betrayed with a kiss.

Which interpretation of the sentence best explains the meaning of Henry’s emotional appeal to the president?

A. Do not trust your friends.
B. Do not make rash decisions.
C. Do not be tempted to love an enemy.
D. Do not be influenced by false flattery.

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

A. For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.
B. Is it that insidious smile with which our petition has been lately received?
C. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land.
D. Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love?

**TEKS:** 12.2(B), 12.5(C), 12.7(B)
Question 3: Read the paragraph from the excerpt.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned—we have remonstrated—we have supplicated—we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—we must fight!—I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts, is all that is left us!

Which two statements best explain how Henry’s use of parallelism adds to the power of the speech?

A. It emphasizes a sense of desperation.
B. It serves to incite the audience to action.
C. It articulates both sides of the argument.
D. It provides a contrast between the two governments.
E. It offers additional details for the audience to consider.

TEKS: 12.8(G)

Question 4: Choose two sentences that describe what will happen if the colonists refuse to take action.

A. Forbid it, Almighty God!—I know not what course others may take; but as for me, give me liberty or give me death!
B. Gentlemen may cry, Peace, Peace—but there is no peace.
C. The next gale that sweeps from the north will bring to our ears the clash of resounding arms!
D. The war is actually begun!
E. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?

TEKS: 12.7(E)(i)

Question 5: According to what Henry states in his speech to the president, why should the colonists stop negotiating with the British?

A. The colonists are too weak to defeat the British.
B. The British have met all of the colonists’ demands.
C. The British have little assistance to offer the colonists.
D. The colonists have exhausted all of their arguments with the British.

TEKS: 12.7(D)(i)
**Question 6:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which statement best reflects the theme of the excerpt as it relates to the time in history when Henry delivered his speech?

A. People who refuse to face reality are easily deceived.
B. Nothing significant can be accomplished through the use of peaceful tactics.
C. Countries that allow themselves to be ruled by tyrannical kings are bound to fail.
D. People wishing to gain freedom and independence must be willing to make significant sacrifices.

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

A. We are apt to shut our eyes against a painful truth—and listen to the song of that siren, till she transforms us into beasts.
B. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging.
C. In vain, after these things, may we indulge the fond hope of peace and reconciliation.
D. Forbid it, Almighty God!—I know not what course others may take; but as for me, give me liberty or give me death!

**TEKS:** 12.5(C), 12.6(A)

---

**Question 7:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which statement provides the best reason for Henry’s confidence in the colonists’ ability to enter the war and emerge victorious?

A. The colonists have the support of other countries around the world.
B. The colonists have been equipped with the resources needed to succeed.
C. The colonists have shown before that they are strong enough to defeat the British.
D. The colonists have been ignored and oppressed by the British for more than ten years.

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

A. I have but one lamp by which my feet are guided; and that is the lamp of experience.
B. These are the implements of war and subjugation—the last arguments to which kings resort.
C. Sir, we are not weak, if we make a proper use of those means . . . placed in our power.
D. There is a just God . . . who will raise up friends to fight our battles for us.

**TEKS:** 12.5(C), 12.7(E)(i)
READ THE PASSAGE “THE TIME MACHINE.” THEN ANSWER THE QUESTIONS.

The Time Machine
by H. G. Wells

1 THE TEST
I told some of you last Thursday of the principles of the Time Machine, and showed you the actual thing itself, incomplete in the workshop. There it is now, a little travel-worn, truly; and one of the ivory bars is cracked, and a brass rail bent; but the rest of it’s sound enough. I expected to finish it on Friday, but on Friday when the putting together was nearly done, I found that one of the nickel bars was exactly one inch too short, and this I had to get remade; so that the thing was not complete until this morning. It was at ten o’clock to-day that the first of all Time Machines began its career. I gave it a last tap, tried all the screws again, put one more drop of oil on the quartz rod, and sat myself in the saddle. . . . I took the starting lever in one hand and the stopping one in the other, pressed the first, and almost immediately the second. I seemed to reel; I felt a nightmare sensation of falling; and, looking round, I saw the laboratory exactly as before. Had anything happened? For a moment I suspected that my intellect had tricked me. Then I noted the clock. A moment before, as it seemed, it had stood at a minute or so past ten; now it was nearly half-past three!

2 I drew a breath, set my teeth, gripped the starting lever with both hands, and went off with a thud. The laboratory got hazy and went dark. Mrs. Watchett came in and walked, apparently without seeing me, towards the garden door. I suppose it took her a minute or so to traverse the place, but to me she seemed to shoot across the room like a rocket. I pressed the lever over to its extreme position. The night came like the turning out of a lamp, and in another moment came to-morrow. The laboratory grew faint and hazy, then fainter and ever fainter. To-morrow night came black, then day again, night again, day again, faster and faster still. An eddying1 murmur filled my ears, and a strange, dumb confusedness descended on my mind.

3 THE FEELING
I am afraid I cannot convey the peculiar sensations of time travelling. They are excessively unpleasant. There is a feeling exactly like that one has upon a switchback—of a helpless headlong motion! I felt the same horrible anticipation, too, of an imminent smash. As I put on pace, night followed day like the flapping of a black wing. The dim suggestion of the laboratory seemed presently to fall away from me, and I saw the sun hopping swiftly across the sky, leaping it every minute, and every
minute marking a day. I supposed the laboratory had been destroyed and I had come into the open air. I had a dim impression of scaffolding, but I was already going too fast to be conscious of any moving things. The slowest snail that ever crawled dashed by too fast for me. The twinkling succession of darkness and light was excessively painful to the eye. Then, in the intermittent darknesses, I saw the moon spinning swiftly through her quarters from new to full, and had a faint glimpse of the circling stars. Presently, as I went on, still gaining velocity, the palpitation of night and day merged into one continuous greyness; the sky took on a wonderful deepness of blue, a splendid luminous color like that of early twilight; the jerking sun became a streak of fire, a brilliant arch, in space; the moon a fainter fluctuating band; and I could see nothing of the stars, save now and then a brighter circle flickering in the blue.

The landscape was misty and vague. I was still on the hillside upon which this house now stands, and the shoulder rose above me grey and dim. I saw trees growing and changing like puffs of vapour, now brown, now green; they grew, spread, shivered, and passed away. I saw huge buildings rise up faint and fair, and pass like dreams. The whole surface of the earth seemed changed—melting and flowing under my eyes. The little hands upon the dials that registered my speed raced round faster and faster. Presently I noted that the sun belt swayed up and down, from solstice to solstice, in a minute or less, and that consequently my pace was over a year a minute; and minute by minute the white snow flashed across the world, and vanished, and was followed by the bright, brief green of spring.

The unpleasant sensations of the start were less poignant now. They merged at last into a kind of hysterical exhilaration. I remarked indeed a clumsy swaying of the machine, for which I was unable to account. But my mind was too confused to attend to it. So with a kind of madness growing upon me, I flung myself into futurity. At first I scarce thought of stopping, scarce thought of anything but these new sensations. But presently a fresh series of impressions grew up in my mind—a certain curiosity and therewith a certain dread—until at last they took complete possession of me. What strange developments of humanity, what wonderful advances upon our rudimentary civilization, I thought, might not appear when I came to look nearly into the dim elusive world that raced and fluctuated before my eyes! I saw great and splendid architecture rising about me, more massive than any buildings of our own time, and yet, as it seemed, built of glimmer and mist. I saw a richer green flow up the hillside, and remain there, without any wintry intermission. Even through the veil of my confusion the earth seemed very fair. And so my mind came round to the business of stopping. . . .

1 eddying: moving in a different direction than a larger flow or current
2 poignant: having strong emotional impact

Question 1: This question has two parts. First, answer part A. Then, answer part B.

Part A: Which sentence best states the central idea of the excerpt?

A. A sense of adventure can overcome fear and hardship.
B. Earth will be more beautiful after the collapse of human civilization.
C. The sensations of time travel are unpleasant and should be avoided.
D. Human civilization is likely to move through cycles of creation and destruction.

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

A. There is a feeling exactly like that one has upon a switchback—of a helpless headlong motion!
B. I saw huge buildings rise up faint and fair, and pass like dreams.
C. But presently a fresh series of impressions grew up in my mind—a certain curiosity and there-with a certain dread—until at last they took complete possession of me.
D. Even through the veil of my confusion the earth seemed very fair.

TEKS: 10.5(C), 10.6(A)

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

Part A: How does the narrator’s mental state change over the course of the excerpt?

A. from adventurous curiosity, to scientific detachment, to nauseous dread
B. from adventurous curiosity, to nauseous dread, to scientific detachment
C. from scientific detachment, to adventurous curiosity, to uncomfortable confusion
D. from scientific detachment, to uncomfortable confusion, to adventurous curiosity

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

A. It was at ten o’clock today that the first of all Time Machines began its career. I gave it a last tap, tried all the screws again, put one more drop of oil on the quartz rod, and sat myself in the saddle. . . . / I seemed to reel; I felt a nightmare sensation of falling; and, looking round, I saw the laboratory exactly as before.
B. I took the starting lever in one hand and the stopping one in the other, pressed the first, and almost immediately the second. . . . / At first I scarce thought of stopping, scarce thought of anything but these new sensations. But presently a fresh series of impressions grew up in my mind—a certain curiosity and therewith a certain dread—until at last they took complete possession of me.
C. I drew a breath, set my teeth, gripped the starting lever with both hands, and went off with a thud. . . . / I saw a richer green flow up the hillside, and remain there, without any wintry intermission. Even through the veil of my confusion the earth seemed very fair. And so my mind came round to the business of stopping. . . .
D. What strange developments of humanity, what wonderful advances upon our rudimentary civilization, I thought, might not appear when I came to look nearly into the dim elusive world that raced and fluctuated before my eyes! . . . / I saw great and splendid architecture rising about me, more massive than any buildings of our own time, and yet, as it seemed, built of glimmer and mist.

TEKS: 10.5(C), 10.6(B)
Question 3: Read this sentence from the excerpt.

It was at ten o’clock today that the first of all Time Machines began its career.

Choose two effects that the author creates by including this sentence so near the beginning of the excerpt.

A. It provides details that help the reader trust the narrator more completely.
B. It prompts the reader to wonder why the time traveller began his experiment.
C. It adds to the reader’s feelings of suspense about what time events took place.
D. It lets the reader know that the timetravelling experiment has been successful.
E. It informs the reader that the nature of the narrator’s adventure is related to time travelling.

TEKS: 10.6(C)

Question 4: Read this sentence from the excerpt.

The night came like the turning out of a lamp, and in another moment came tomorrow.

What impact does the phrase “like the turning out of a lamp” have on the reader?

A. It lends a tone of finality.
B. It creates a sense of suddenness.
C. It shocks the reader by contradicting expectations.
D. It comforts the reader with a reference to the familiar.

TEKS: 10.2(B), 10.7(B)

Question 5: Which two sentences from the excerpt best represent its central theme?

A. The unpleasant sensations of the start were less poignant now.
B. They merged at last into a kind of hysterical exhilaration.
C. I remarked indeed a clumsy swaying of the machine, for which I was unable to account.
D. So with a kind of madness growing upon me, I flung myself into futurity.
E. At first I scarce thought of stopping, scarce thought of anything but these new sensations.

TEKS: 10.6(A)
**Question 6:** This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read this sentence from the excerpt.

> What strange developments of humanity, what wonderful advances upon our rudimentary civilization, I thought, might not appear when I came to look nearly into the dim elusive world that raced and fluctuated before my eyes!

Now read this dictionary entry.

**rudimentary** adj. 1. Easy to understand. 2. Relying solely on basic principles. 3. Having an immature form. 4. Pertaining to early stages of education.

Which definition best matches the use of the word *rudimentary* in the sentence?

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

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

A. But my mind was too confused to attend to it.  
B. But presently a fresh series of impressions grew up in my mind—a certain curiosity and therewith a certain dread—until at last they took complete possession of me.  
C. **I saw great and splendid architecture rising about me, more massive than any buildings of our own time, and yet, as it seemed, built of glimmer and mist.**  
D. Even through the veil of my confusion the earth seemed very fair.

**TEKS:** 10.2(A)

**Question 7:** Which cultural value does the narrator demonstrate by making the decision to slow down?

A. **His interest in civilization causes him to slow down upon seeing the buildings of the future.**  
B. His care for dignified appearances causes him to slow down upon feeling the swaying motion of the time machine.  
C. His need for physical comfort causes him to slow down upon feeling the unpleasant sensations of being on the time machine.  
D. His desire to remain in control of his emotions causes him to slow down upon feeling the sensation of hysterical exhilaration.

**TEKS:** 10.8(A)
Question 8: How does the development of the main character drive the plot forward?

A. The main character’s machine provides a means to explore the far future.
B. **The main character’s brash decisions move the story swiftly toward an adventure.**
C. The main character’s flaws create a personal conflict that will need to be resolved.
D. The main character’s narration provides a framework to understand the exposition.

**TEKS:** 10.6(C)

Question 9: Drag and drop to match each of the narrator’s motivations with the action it inspires.

<table>
<thead>
<tr>
<th>Narrator’s Motivations</th>
<th>Action It Inspires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delirious exhilaration</td>
<td>Continuing to travel far into the future</td>
</tr>
<tr>
<td>Curiosity about the changing scenery</td>
<td>Stopping the time machine</td>
</tr>
<tr>
<td>Desire to find out if the time machine works</td>
<td>Switching the time machine on</td>
</tr>
</tbody>
</table>

**TEKS:** 10.6(B)

**WRITING**

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

**Question 1:** A student is writing a research paper about the history of rock ‘n’ roll. Read the draft and answer the question.

(1) While many people were involved with shaping the sounds of early rock ‘n’ roll, one man in particular is credited with creating the style. (2) Chuck Berry, known as the “father of rock ‘n’ roll,” combined earlier styles of music to make a unique new sound. (3) He decided to incorporate country and western riffs into his music. (4) This fusion of styles caught on quickly and made Chuck Berry a household name.

Which transitional phrase is **best** for the writer to use before Sentence 3 to clarify the meaning of the paragraph?

A. Before Berry found out about rock ‘n’ roll,
B. When Berry became a famous musician,
C. After Berry became the father of rock ‘n’ roll,
D. Although Berry was originally a blues performer,

**TEKS:** 10.9(B)(i)
Question 2: Read the paragraph and answer the question.

In the last few years, experts have become concerned with the problems from sleep deprivation. While many people suffer from lack of sleep, teens are the age group that is most affected. For this reason, the school day should start later and give teens the proper amount of sleep. Studies show most teens are wiped out all day long. Because of this, they are not able to pay attention and learn to the best of their abilities. A later start time would allow students to get the adequate sleep they need to succeed.

Which revision of the underlined sentence helps maintain a formal tone in the paragraph?

A. Studies show most teens report feeling tired at some point during the school day.
B. Data shows that high schoolers get tired even when they are just hanging out.
C. Any kid in high school will tell you that they sometimes get tired during the school day.
D. Everyone knows that sometimes students just can’t stay awake when they are sitting in classes.

TEKS: 10.9(D)

Question 3: Read the paragraph from a student’s report on the Electoral College.

In the United States, a group called the Electoral College decides who will become president. The number of electors from each state is determined by the size of the state, and each state chooses its own electors. In most states, the candidate who wins the most votes in the state wins all of that state’s electoral votes.

The student wants to add details about how the Electoral College can impact the outcome of an election. Which sentence helps maintain an objective tone?

A. The Electoral College system should be revised so that it more accurately reflects the will of the people.
B. A candidate who receives more popular votes than his opponent should become president no matter what.
C. It is possible for a candidate to win the presidency even though an opposing candidate receives more popular votes.
D. It’s surprising that the Electoral College survives even though four of our presidents in history received fewer popular votes than an opposing candidate.

TEKS: 12.9(D)
Question 4: Read the paragraph.

The Great Barrier Reef is a sensitive ecosystem that must be carefully monitored. Any small disturbance of the delicate balance in the ecosystem can be disastrous. ________, the overfishing of coral trout has caused an overabundance of herbivorous fish because there are fewer predators to keep populations in check. ________, the Australian government marks the reef into zones to determine where activities such as fishing and swimming can take place. The rules set for each zone help keep the fragile ecosystem balanced.

Which **two** words or phrases will clarify the relationship between the claim and the reasons?

A. Coincidentally
B. Expressly
C. For example
D. In reality
E. Similarly
F. Therefore

**TEKS:** 12.9(B)(i)

Question 5: A student is writing an essay on the impact of smartphones in today's society. The student wants to argue that smartphones get in the way of real socializing. Drag and drop the student's notes into an order that logically sequences the claim, counterclaims, and reasons.

<table>
<thead>
<tr>
<th>Logical Order</th>
<th>Student Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>A smartphone is a device that is designed to help people stay connected.</td>
</tr>
<tr>
<td>Second</td>
<td>After all, a smartphone allows you to connect with virtually anyone in the world 24 hours a day.</td>
</tr>
<tr>
<td>Third</td>
<td>However, while you're connecting on your smartphone, you may be missing out on key opportunities to engage in face-to-face interactions.</td>
</tr>
<tr>
<td>Fourth</td>
<td>For example, look at a group of teenagers hanging out together—most of them are talking or playing on their smartphones instead of talking to one another.</td>
</tr>
<tr>
<td>Fifth</td>
<td>The teenagers, like many people, fail to realize that the very devices designed to make them more connected are actually distancing them from the real world.</td>
</tr>
</tbody>
</table>

**TEKS:** 12.9(B)(i)
RESEARCH

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

Question 1: A student is writing a research report about raising the minimum wage. Read the draft of the report and the question that follows.

There is currently a debate about raising the federal minimum wage. Reports have shown that people making the minimum wage are unable to afford housing, even if they work a full 40 hour workweek. Also, a higher minimum wage would reduce the amount of money the United States government spends on welfare and other social assistance programs. One study showed that a 6 percent increase in the minimum wage would save the government $4.6 billion on food stamp spending. People are working harder than ever before, so the current minimum wage is unfair to those who rely on it.

The student took notes about the topic from a book about the minimum wage. Which note supports the student's opinion?

A. Studies have shown that if the minimum wage were raised, then other wages would rise, helping workers making a variety of wages.
B. Studies have shown that the minimum wage has not kept up with productivity, showing people are being more productive for less money.
C. Studies have shown that half of minimum wage earners are teenagers, so increasing it would have a large impact on young people’s earnings.
D. Studies have shown that an increase in the minimum wage would reduce turnover at businesses, potentially saving businesses money in staffing and training.

TEKS: 10.9(C)

Question 2: A student is writing a research report about World War II. He wrote an opinion in the report. Read the draft of the report and the directions that follow.

In 1941, the Japanese attacked Pearl Harbor in Hawaii. This attack prompted the United States to enter World War II after remaining neutral for two years. While the United States was justified in entering the war, the attack on Pearl Harbor by the Japanese was provoked by the U.S.

The student took notes about the topic from a book about Japan. Which note supports the student’s opinion?

A. Japan entered into an alliance with Germany and Italy in 1940.
B. The United States enforced an oil embargo against Japan in 1941.
C. The location of Hawaii made it easier for Japan to launch a surprise attack.
D. Thousands of Japanese immigrated to the United States in the twentieth century.

TEKS: 9.9(D)
**Question 3:** A student read the following research before beginning a persuasive essay on the safety of genetically modified foods.

The World Health Organization, the American Medical Association, the National Academy of Sciences, and the American Association for the Advancement of Science have all declared that there's no good evidence GMOs are unsafe. Hundreds of studies back up that conclusion.

The USDA's catalog of recently engineered plants shows plenty of worthwhile options. The list includes drought-tolerant corn, virus-resistant plums, non-browning apples, potatoes with fewer natural toxins, and soybeans that produce less saturated fat. A recent global inventory by the U.N. Food and Agriculture Organization discusses other projects in the pipeline: virus-resistant beans, heat-tolerant sugarcane, salt-tolerant wheat, disease-resistant cassava, high-iron rice, and cotton that requires less nitrogen fertilizer. Skim the news, and you'll find scientists at work on more ambitious ideas: high-calcium carrots, antioxidant tomatoes, nonallergenic nuts, bacteria-resistant oranges, water-conserving wheat, corn and cassava loaded with extra nutrients, and a flaxlike plant that produces the healthy oil formerly available only in fish.

After an exhaustive and rigorous scientific review, the FDA has arrived at the decision that AquAdvantage salmon is as safe to eat as any non-genetically engineered (GE) Atlantic salmon, and also as nutritious. The FDA scientists rigorously evaluated extensive data submitted by the manufacturer, AquaBounty Technologies, and other peer-reviewed data, to assess whether AquAdvantage salmon met the criteria for approval established by law: safety and effectiveness. The data demonstrated that the inserted genes remained stable over several generations of fish, that food from the GE salmon is safe to eat by humans and animals, that the genetic engineering is safe for the fish, and that the salmon meets the sponsor's claim about faster growth.

The student wrote the following paragraph after conducting the research.

Even though a large number of Americans believe that genetically modified foods (GMOs) are dangerous to eat, there is just as large of a body of research telling us the opposite. The FDA has concluded that AquAdvantage is just as safe as if it were not genetically engineered. Since the genes were stable over a few generations, it's been determined that it's safe to eat, not only for humans, but for animals too.

Choose two statements that explain why the information from the source has not been effectively synthesized into the student’s paragraph.

A. The paragraph does not specifically explain what AquAdvantage is.
B. The paragraph does not address why many people believe GMOs are unsafe.
C. The paragraph relies too heavily on expressing an opinion about genetically modified foods.
D. The paragraph incorrectly concludes that a large body of research supports the safety of GMOs.
E. The paragraph omits key information about the USDA's recent developments and future projects related to GMOs.

**TEKS:** 10.12(D), 10.12(E), 10.12(F)
Question 4: Read the excerpt from the U.S. Constitution.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a pre-
sentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in
the Militia, when in actual service in time of War or public danger; nor shall any person be subject
for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any
criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without
due process of law; nor shall private property be taken for public use, without just compensation.

What are two purposes of the excerpted text?

A. to protect members of the armed forces from being punished for crimes
B. to declare that a person cannot be punished for a crime without being tried
C. to defend people from criminals who commit the same crime more than once
D. to prohibit a court from sending someone to trial multiple times for the same offense
E. to indicate that no one can be held responsible for committing a crime unless he or she is a
member of the armed forces

TEKS: 12.9(C)

Question 5: Read the following paragraph.

With the threat of global warming, the United States needs to do everything it can to reduce
emissions. One way to accomplish this goal is by providing incentives for fuel made from corn
and other crops, also known as biofuels, through grants and tax breaks for biofuel producers.
These biofuels could be used to power cars, trucks, and buses across the nation. Biofuels have
been shown to generate lower greenhouse gas emissions than traditional fossil fuels. When
crops are grown for biofuels, they have the benefit of absorbing additional greenhouse gases
from the atmosphere. Through smart subsidies, the government can encourage the adoption of
biofuels and decrease global warming. The writer has found additional potential sources to use
for her research on the benefits of biofuel subsidies.

Which two sources would be most useful for supplementing the research the student has already conducted?

A. an article that lists a variety of alternatives to traditional fossil fuels
B. a history of the development of vehicles that are powered by biofuels
C. a comparison of how biofuels and other alternative fuels are produced
D. a study showing the percentage of greenhouse gases caused by transportation
E. a table listing the greenhouse gas emissions of different types of fossil fuels and biofuels

TEKS: 10.11(G)(i), 10.11(G)(ii)
LANGUAGE SKILLS

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

Question 1: Which two sentences contain correct parallel structure?

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

TEKS: 10.9(D)

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

I disagree with the proposed development plan.
It is unfunded and environmentally unfriendly.
It is also lacking the input of the public.

Which sentence correctly uses parallel structure to combine the ideas into one sentence?

A. I disagree with the proposed development plan because it is unfunded, environmentally unfriendly, and lacking the input of the public.
B. I disagree with the proposed development plan because it is unfunded, is environmentally unfriendly, and also lacking the input of the public.
C. I disagree with the proposed development plan because it is unfunded and environmentally unfriendly, and was made without the input of the public.
D. I disagree with the proposed development plan because it is unfunded, environmentally unfriendly, and also was made without the input of the public.

TEKS: 10.9(D)

Question 3: Which sentence demonstrates the correct use of a hyphen?

A. Jeffrey ate a huge dinner before going to the hockey-game last night.
B. We were not allowed to visit the factory-workers on the production floor.
C. The president appeared on the third-floor balcony to address the crowd.
D. Ms. Lennox asked the two of us to co-operate in planning the camping trip.

TEKS: 12.9(D)

Question 4: Which sentence includes a misspelled word?

A. My uncle has asked me to help him campaign for city council.
B. Mr. Adams gave me advice about how to apply for a scholarship.
C. The fabric they selected for the furniture compliments the gold trim.
D. Getting to the summit of the mountain requires climbing a steep ascent.

TEKS: 12.9(D)
INSTRUCTION & FORMATIVE ASSESSMENT

Reading

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

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

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

Over the course of the year, StudySync’s curriculum challenges students to read texts of increasing complexity and length.
First read

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

The Postmaster

READ “THE POSTMASTER” AND THEN ANSWER THE QUESTIONS.

Question 1: Which of these inferences about the postmaster is best supported by the second paragraph?

Our postmaster belonged to Calcutta. He felt like a fish out of water in this remote village. His office and living-room were in a dark thatched shed, not far from a green, slimy pond, surrounded on all sides by a dense growth.

A. The postmaster fits in and blends with his environment.
B. The postmaster is physically and psychologically isolated from other people in the village.
C. The postmaster loves solitude.
D. The postmaster once belonged to Calcutta, but has come to feel at home in Ulapur.

TEKS: 12.4(G), 12.6(A)

Question 2: What is most likely the reason Ratan calls the postmaster “Dada”?

A. The postmaster resembles her father.
B. Ratan knows the postmaster is a village elder.
C. The postmaster serves a father-like role in her life.
D. Ratan calls all older gentlemen “Dada.”

TEKS: 12.4(G), 12.6(A)

Question 3: What does the following passage mainly reveal about the postmaster’s point of view (paragraph 14)?

The postmaster had nothing to do. The shimmer of the freshly washed leaves, and the banked-up remnants of the retreating rain-clouds were sights to see; and the postmaster was watching them and thinking to himself: “Oh, if only some kindred soul were near – just one loving human being whom I could hold near my heart!” This was exactly, he went on to think, what that bird was trying to say, and it was the same feeling which the murmuring leaves were striving to express. But no one knows, or would believe, that such an idea might also take possession of an ill-paid village postmaster in the deep, silent mid-day interval of his work.

A. He does not view Ratan as a “kindred soul.”
B. The postmaster thinks he hears voices in the nearby forests.
C. He views his work as important and industrious.
D. The postmaster is not self-involved.

TEKS: 12.4(G), 12.6(A)
Question 4: The author establishes a conflict between what Ratan and the postmaster want from each other mainly by ___________.
A. revealing that Ratan has always dreamed of Calcutta
B. having the postmaster dismiss her request to come to his home
C. putting Ratan in charge of nursing him back to health
D. having Ratan beg him to stay in Ulapur
TEKS: 12.8(A)

Question 5: Which of the following selections best explains the reason for the story's tragic outcome?
A. You can never truly go home again once you’ve left.
B. Sometimes different people’s needs cannot be reconciled.
C. People from the city are simply not suited to live in the country.
D. Government work is monotonous and needs to be avoided.
TEKS: 12.6(A)

Question 6: Which sentence from the text best supports the correct answer to Question 5?
A. “On some evenings, seated at his desk in the corner of the big empty shed, the postmaster too would call up memories of his own home, of this mother and his sister, of those for whom in his exile his heart was sad,—memories which were always haunting him, but which he could not talk about with the men of the factory, though he found himself naturally recalling them aloud in the presence of the simple little girl.”
B. “That whole night, in her waking and in her dreams, the postmaster’s laughing reply haunted her—’What an idea!’”
C. “The men employed in the indigo factory had no leisure; moreover, they were hardly desirable companions for decent folk.”
D. “He had stuck to his Calcutta habit of bathing in water drawn and kept in pitchers, instead of taking a plunge in the river as was the custom of the village.”
TEKS: 12.5(C)

Question 7: Which of these inferences about Ratan is best supported by the story?
A. Ratan’s work ethic came from her parents.
B. She is a member of the Baül sect.
C. Ratan misses having a family.
D. She is a trained medical nurse.
TEKS: 12.4(F)
**Question 8:** Identify the details from the text that best supports the correct answer to Question 7.

A. Ratan cooks gruel for the postmaster, gives him his pills, and sits with him for long stretches of time.

B. Ratan has vivid memories of her father and little brother, calls the postmaster ‘Dada,’ and has imagined pictures of each of his family members “painted in her little heart.”

C. Ratan does not complain when scolded, makes a point of learning the alphabet, and recalls her father’s diligence.

D. Ratan sings shrill songs at the Baül meeting place, brings items to market despite the rain, and has memorized Arabian Nights.

**TEKS:** 12.5(C)

**Question 9:** Which meaning of *punt* most closely matches its meaning in the following passage (paragraph 17)?

Our postmaster belonged to Calcutta. He felt like a fish out of water in this remote village. His office and living-room were in a dark thatched shed, not far from a green, slimy pond, surrounded on all sides by a dense growth.

A. noun | a football kick in which the ball is dropped and kicked before it touches the ground

B. noun | a small, shallow boat with a flat bottom and square ends

C. verb | to equivocate or delay

D. verb | to propel a boat by thrusting a pole against the bottom of a river, stream, or lake

**TEKS:** 12.2(B)

**QUESTION 10:** Order these events chronologically as they occur in the story:

<table>
<thead>
<tr>
<th>First</th>
<th>The postmaster begins to teach Ratan how to read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>The postmaster gets sick.</td>
</tr>
<tr>
<td>Third</td>
<td>The postmaster resigns his post.</td>
</tr>
<tr>
<td>Fourth</td>
<td>Ratan refuses to take money from the postmaster.</td>
</tr>
</tbody>
</table>

**TEKS:** 12.5(D)
**Shooting An Elephant**

READ “SHOOTING AN ELEPHANT” AND THEN ANSWER THE QUESTIONS

**Question 1:** “Shooting an Elephant” is written in __________ tense, from a __________ point of view.

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

**TEKS:** 12.5(C)

**Question 2:** Which of the following words best describes the narrator’s state of mind in the following passage (paragraph 2)?

All I knew was that I was stuck between my hatred of the empire I served and my rage against the evil-spirited little beasts who tried to make my job impossible. With one part of my mind I thought of the British Raj as an unbreakable tyranny, as something clamped down, in *saecula saeculorum*, upon the will of prostrate peoples; with another part I thought that the greatest joy in the world would be to drive a bayonet into a Buddhist priest’s guts. Feelings like these are the normal by-products of imperialism; ask any Anglo-Indian official, if you can catch him off duty.

A. disinterested  
B. optimistic  
C. conflicted  
D. jealous

**TEKS:** 12.4(G), 12.8(A)

**Question 3:** Which of the following words best replaces *supplant* as it is used in the passage below (paragraph 2)?

“I was young and ill-educated and I had had to think out my problems in the utter silence that is imposed on every Englishman in the East. I did not even know that the British Empire is dying, still less did I know that it is a great deal better than the younger empires that are going to supplant it.”

A. uphold  
B. congratulate  
C. replace  
D. discover

**TEKS:** 12.2(B)

**Question 4:** Which of the following selections best explains why the narrator shoots the elephant?

A. The Burmese people are starving.  
B. He does not want to look foolish in front of the crowd of onlookers.  
C. To prevent the other elephants from becoming infected.  
D. The man the elephant killed was his friend.

**TEKS:** 12.4(G), 12.8(A)
Question 5: Which of the following statements about the narrator of the text is best supported by the text?

A. The narrator is an undercover journalist covering the situation in Burma for a newspaper back in England.
B. Because of crimes he committed back in England, the narrator cannot leave Burma.
C. The narrator traveled to Burma for the sole purpose of hunting big game like elephants.
D. As a British police officer working in Burma, the narrator is participating in an imperialistic system that he thinks is reprehensible.

TEKS: 12.4(G), 12.8(A)

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

A. “As I started, forward practically the whole population of the quarter flocked out of the houses and followed me.”
B. “For at the time I had already made up my mind that imperialism was an evil thing and the sooner I chucked up my job and got out if it the better.”
C. “The friction of the great beast's foot had stripped the skin from his back as neatly as one skins a rabbit.”
D. “They did not like me, but with the magical rifle in my hands I was momentarily worth watching.”

TEKS: 12.5(C)

Question 7: Which of the following statements about the elephant is most likely true?

A. When the narrator finds the elephant, it is no longer be a threat.
B. The elephant would charge if anyone approached its calf.
C. There never was an elephant.
D. The elephant was being used as a distraction.

TEKS: 12.5(C)

Question 8: Which line from the text most strongly supports the answer to Question 7?

A. “I thought then and I think now that his attack of 'must' was already passing off; in which case he would merely wander harmlessly about until the mahout came back and caught him.”
B. “Some more women followed, clicking their tongues and exclaiming; evidently there was something that the children ought not to have seen.”
C. “It was a bit of fun to them, as it would be to an English crowd; besides they wanted the meat.”
D. “I had almost made up my mind that the whole story was a pack of lies, when we heard yells a little distance away.”

TEKS: 12.5(C)
QUESTION 9: Match the following actions with the people who perform them.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent an orderly to bring back a more powerful weapon</td>
<td>The narrator</td>
</tr>
<tr>
<td>Died a slow and excruciating death</td>
<td>The elephant</td>
</tr>
<tr>
<td>Chased a small crowd of children away from the dead body</td>
<td>An old woman</td>
</tr>
<tr>
<td>Traveled in the wrong direction and was now twelve hours away</td>
<td>The elephant’s mahout</td>
</tr>
</tbody>
</table>

TEKS: 12.5(C), 12.5(D)

QUESTION 10: Order these events chronologically as they happen in the text:

<table>
<thead>
<tr>
<th>First</th>
<th>A sub-inspector telephones the narrator and informs him that an elephant is loose in the bazaar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second</td>
<td>The narrator discovers a dead body half-buried in some mud.</td>
</tr>
<tr>
<td>Third</td>
<td>The elephant is found in a paddy field lazily eating bunches of grass.</td>
</tr>
<tr>
<td>Fourth</td>
<td>The narrator is cleared of any wrongdoing for his actions.</td>
</tr>
</tbody>
</table>

TEKS: 12.5(C), 12.5(D)
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
- are more accessible for students in need of remediation.
- provide students with concrete examples and non-examples for each skill.
- give students multiple opportunities to practice

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

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

The digital version of these lessons can be assigned from the Library - Skills tab inside your StudySync account. See below for an overview of the Spotlight Skills available for Grade 9.
**Spotlight Skills**

The following Spotlight Skill lessons are available for Reading, Writing, and Speaking and Listening reviewing and re-teaching in Grade 12.

Samples of the “Author’s Purpose and Message” and the “Persuasive Techniques” Spotlight Skill lessons are available in this Assessment Sampler.

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative Text Structure 12.7(E)(i), 12.7(E)(ii)</td>
<td>Body Paragraphs 12.9(B)(i)</td>
</tr>
<tr>
<td>Arguments and Claims 12.7(E)(i)</td>
<td>Cohesion 12.9(B)</td>
</tr>
<tr>
<td>Author’s Purpose and Message 12.8(A)</td>
<td>Commentary 12.5(C), 12.9(B)(ii)</td>
</tr>
<tr>
<td>Author’s Purpose and Text Structure 12.8(B)</td>
<td>Compare and Contrast 12.5(B)</td>
</tr>
<tr>
<td>Character 12.6(B)</td>
<td>Critiquing Research 12.11(B), 12.11(C), 12.11(D)</td>
</tr>
<tr>
<td>Context Clues 12.2(B)</td>
<td>Descriptive Details 12.10(A)</td>
</tr>
<tr>
<td>Diction and Syntax 12.8(F)</td>
<td>Developing Ideas 12.9(B)(ii)</td>
</tr>
<tr>
<td>Dramatic Conventions and Elements 12.7(C)</td>
<td>Introductions and Conclusions 12.9(B)(i)</td>
</tr>
<tr>
<td>Elements of Informational Text 12.7(D)(i)</td>
<td>Narrative Sequencing 12.9(B)(i)</td>
</tr>
<tr>
<td>Establishing a Purpose for Reading 12.4(A)</td>
<td>Narrative Techniques 12.10(A)</td>
</tr>
<tr>
<td>Evaluating Details 12.4(G)</td>
<td>Organizing an Oral Presentation 12.1(C)</td>
</tr>
<tr>
<td>Evaluating Sources 12.11(G)(i), 12.11(G)(ii)</td>
<td>Organizing Argumentative Writing 12.9(B)(i)</td>
</tr>
<tr>
<td>Evidence and Counter Arguments 12.7(E)(ii)</td>
<td>Organizing Correspondence Writing 12.9(B)(i)</td>
</tr>
<tr>
<td>Figurative Language 12.7(B)</td>
<td>Organizing Informational Writing 12.9(A), 12.9(B)(i), 12.9(B)(ii)</td>
</tr>
<tr>
<td>Generating Questions 12.11(A)</td>
<td>Organizing Literary Analysis Writing 12.9(B)(i)</td>
</tr>
<tr>
<td>Identifying Audience and Purpose 12.7(E)(iii)</td>
<td>Peer Review 12.1(D)</td>
</tr>
<tr>
<td>Interacting with Sources 12.5(E)</td>
<td>Personal Response 12.5(A)</td>
</tr>
<tr>
<td>Language, Style, and Audience 12.8(D)</td>
<td>Persuasive Techniques 12.1(C), 12.9(B)(ii), 12.10(C)</td>
</tr>
<tr>
<td>Literary Devices 12.8(E)</td>
<td>Planning Research 12.11(A), 12.11(C)</td>
</tr>
<tr>
<td>Logical Fallacies 12.8(G), 12.11(G)</td>
<td>Reading Independently 12.5(I)</td>
</tr>
<tr>
<td>Making and Confirming Predictions 12.4(C)</td>
<td>Research and Notetaking 12.11(E), 12.11(F)</td>
</tr>
<tr>
<td>Making Connections 12.4(E)</td>
<td>Short Constructed Responses 12.5(F)</td>
</tr>
<tr>
<td>Making Inferences 12.4(F)</td>
<td>Sources and Citations 12.7(D)(ii), 12.11(H)</td>
</tr>
<tr>
<td>Monitoring Comprehension 12.4(I)</td>
<td>Supporting Details 12.9(B)(ii)</td>
</tr>
<tr>
<td>Multimodal and Digital Texts 12.7(F)</td>
<td>Text Dependent Responses 12.5(C)</td>
</tr>
<tr>
<td>Paraphrasing 12.5(D)</td>
<td>Thesis Statement 12.10(B), 12.10(C)</td>
</tr>
<tr>
<td>Plot 12.6(C)</td>
<td>Timed Writing 12.9(B)(i)</td>
</tr>
<tr>
<td>Poetic Devices 12.7(B)</td>
<td>Transitions 12.9(C)</td>
</tr>
<tr>
<td>Poetic Structure 12.7(B)</td>
<td>Using a Style Guide 12.9(D)</td>
</tr>
<tr>
<td>Print and Graphic Features 12.8(C)</td>
<td></td>
</tr>
<tr>
<td>Rhetoric 12.8(G)</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Analysis 12.10(F)</td>
<td></td>
</tr>
<tr>
<td>Setting 12.6(D)</td>
<td></td>
</tr>
<tr>
<td>Summarizing 12.5(D)</td>
<td></td>
</tr>
<tr>
<td>Synthesizing 12.4(H)</td>
<td></td>
</tr>
<tr>
<td>Text Evidence 12.5(C)</td>
<td></td>
</tr>
<tr>
<td>Text Structure and Organizational Design 12.7(D)(ii)</td>
<td></td>
</tr>
<tr>
<td>Theme 12.6(A)</td>
<td></td>
</tr>
<tr>
<td>Visualizing 12.4(D)</td>
<td></td>
</tr>
<tr>
<td>Word Meaning 12.2(A)</td>
<td></td>
</tr>
</tbody>
</table>

**Speaking & Listening Skills**

Collaborative Conversations 12.1(D)
Communicating Ideas 12.1(C)
Considering Audience and Purpose 12.5(H)
Engaging in Discourse 12.1(A)
Giving and Following Instructions 12.1(B)
Define

Authors of literature develop their narratives with elements of setting, plot, characters, and theme. The setting is the time and place in which the events of the plot unfold. A narrative can be set at a particular time and place in the past or future, and some narratives are written as if they are occurring in the immediate present. The setting may also reflect a particular historical, social, and economic context that may or may not be familiar to readers. Context refers to the situation or circumstances in which events occur, and this context influences the plot as well as characterization and theme. Characterization refers to the methods and details an author uses to construct a character. Theme is the central idea or message of a work of literature, often expressed as a general statement about life.
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>narrative</td>
<td>noun</td>
<td>a spoken or written story of events, including, in literature, the forms of short fiction, novels, and narrative poetry</td>
</tr>
<tr>
<td>setting</td>
<td>noun</td>
<td>the time and place of the story</td>
</tr>
<tr>
<td>plot</td>
<td>noun</td>
<td>the series of events that take place in a story</td>
</tr>
<tr>
<td>context</td>
<td>noun</td>
<td>the situation or circumstances in which the events occur</td>
</tr>
<tr>
<td>characterization</td>
<td>noun</td>
<td>the methods an author uses to construct a character</td>
</tr>
<tr>
<td>theme</td>
<td>noun</td>
<td>the central idea or message of a work of literature, often expressed as a general statement about life</td>
</tr>
</tbody>
</table>

Model

**Checklist for Poetic Structure:**

In order to identify the historical, social, and economic context of the setting, note the following:

- ✓ the historical time period
- ✓ the society’s beliefs, customs, and values
- ✓ economic factors and their impact on characters and events

To evaluate how the historical, social, and economic context of the setting influences the plot, characterization, and theme, use the following questions as a guide:

- ✓ When and where does this narrative take place? What is the historical period of the setting?
- ✓ What are the beliefs, customs, and values of the society represented in the story?
- ✓ What role does the economic context play in the lives of the characters?
- ✓ How effective are the details the author provides about the historical, social, or economic context in helping readers understand plot events, relate to characters, or determine themes?
Skill Model

Reviewing examples of **incomplete thinking** and **incomplete thinking** helps you better understand how the historical, social, and economic context of a setting can influences the plot, characterization and theme.

For example, in the excerpt from *On the Road* by Jack Kerouac, you would need to examine the details of the setting to understand how it influences the character, plot, and theme. In the excerpt, the narrator is recounting his travel adventures.

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

The reader takes note of the historical time period, which helps him grasp the economic context of the text. However, he neglects to consider how the clues of this historical setting could impact his understanding of character, plot, or theme.

Here's an example of **complete thinking** with the same passage of text:
The reader carefully considers the text, which provide important details about the historical setting. She realizes that these clues will help her determine the impact of the historical setting on the main character and his development. This observation strengthens her understanding of the plot events, and will allow her to follow where the author takes this idea as she continues to read.

Let’s see another example of incomplete thinking:

I left with my canvas bag in which a few fundamental things were packed and took off for the Pacific Ocean with the fifty dollars in my pocket. I’d been poring over maps of the United States in Paterson for months, even reading books about the pioneers and savoring names like Platte and Cimarron and so on, and on the roadmap was one long red line called Route 6 that led from the tip of Cape Cod clear to Ely, Nevada, and there dipped down to Los Angeles. I’ll just stay on 6 all the way to Ely, I said to myself and confidently started.

The reader identifies text details that tell him about main plot events. However, he does not evaluate the effectiveness of the author’s use of setting details. He fails to consider how those text details might strengthen his comprehension or help him predict plot events.

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

I left with my canvas bag in which a few fundamental things were packed and took off for the Pacific Ocean with the fifty dollars in my pocket. I’d been poring over maps of the United States in Paterson for months, even reading books about the pioneers and savoring names like Platte and Cimarron and so on, and on the roadmap was one long red line called Route 6 that led from the tip of Cape Cod clear to Ely, Nevada, and there dipped down to Los Angeles. I’ll just stay on 6 all the way to Ely, I said to myself and confidently started.

The author provides readers with critical setting details here. I know the character has “only” fifty dollars, but in 1947, that was a lot of money. Because he studied and mapped out the trip locations in advance, I predict he will be successful in his journey even without modern navigation technology like a GPS.

By considering the setting details that relate to the time period, this reader understands the relatively high value of $50. She also understands the value of considering the author’s setting details and anticipates the impact on the plot-- she predicts the main character will be successful in his cross-country journey.
Your Turn Item 1

**Student Directions:** Read “The Night Before Christmas,” an excerpt from Tomás Rivera’s book *And the Earth Did Not Devour Him*. In this short story, Rivera depicts an immigrant mother’s struggle about buying her children toys for Christmas. After reading, choose the historical setting text detail that best reveals the character, plot, or theme statement in the first column.

“Of course, you’re good children. Why don’t you wait until the day of the Reyes Magos. That’s when toys and gifts really arrive. In Mexico, it’s not Santa Claus who brings gifts, but the Three Wise Men. And they don’t come until the sixth of January. That’s the real date.”

That was why she made up her mind to buy them something. But they didn’t have the money to spend on toys. Her husband worked almost eighteen hours a day washing dishes and cooking at a restaurant. He didn’t have time to go downtown and buy toys.

“They don’t need anything.”

“Now, you can’t tell me you didn’t have toys when you were a kid.”

“I used to make my own toys, out of clay ...little horses and little soldiers ...”

“Yes, but it’s different here. They see so many things ...come on, let’s go get them something ...I’ll go to Kress myself.”

“Tell them that if he doesn’t bring them anything on Christmas Eve, it’s because the Reyes Magos will be bringing them something.”

**TEKS:** 12.6(D)

**Quotation 1:** “The plot events are influenced by the fact that an immigrant family from Mexico is now living in American setting.

A. “Yes, but it’s different here. They see so many things.”
B. But they didn’t have the money to spend on toys.

**Quotation 2:** The customs and values and traditions of the immigrant family are represented in the story.

A. “Of course, you’re good children.”
B. “In Mexico, it’s not Santa Claus who brings gifts, but the Three Wise Men. And they don’t come until the sixth of January.”

**Quotation 3:** The customs and values and traditions of the immigrant family are represented in the story.

A. “Of course, you’re good children.”
B. “In Mexico, it’s not Santa Claus who brings gifts, but the Three Wise Men. And they don’t come until the sixth of January.”

**Quotation 4:** The cultural and historical setting helps the readers relate to the characters.

A. “He didn’t have time to go downtown and buy toys. .... “They don’t need anything.”
B. “In Mexico, it’s not Santa Claus who brings gifts, but the Three Wise Men. And they don’t come until the sixth of January.”
Your Turn Item 2

Student Directions: Read the following passage from Charles Dickens’ Bleak House, in which he satirizes the 19th-Century court system of London and advocates for reform. Then, sort the inferences into incomplete thinking and complete thinking based on your interpretation of details of the setting.

London. ... Implacable November weather. As much mud in the streets as if the waters had but newly retired from the face of the earth, and it would not be wonderful to meet a Megalosaurus, forty feet long or so, waddling like an elephantine lizard up Holborn Hill. ...

This is the Court of Chancery, which has its decaying houses and its blighted lands in every shire, which has its worn-out lunatic in every madhouse and its dead in every churchyard, which has its ruined suitor with his slipshod heels and threadbare dress borrowing and begging through the round of every man’s acquaintance, which gives to monied might the means abundantly of wearying out the right, which so exhausts finances, patience, courage, hope, so overthrows the brain and breaks the heart, that there is not an honourable man among its practitioners who would not give—who does not often give—the warning, “Suffer any wrong that can be done you rather than come here!”

TEKS: 12.6(D)

<table>
<thead>
<tr>
<th>Incomplete Thinking</th>
<th>Complete Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>This setting details help the reader feel the weather and physical state of England in the 19th century. It doesn’t sound like a very nice place to visit in November, though the Megalosaurus adds a nice dash of humor to the ugliness.</td>
<td>The author’s setting details provide a backdrop for his satire of the British 19th-Century court. The melancholy description of a foggy, muddy London is the perfect stage for skewering the failed justice system.</td>
</tr>
<tr>
<td>The details of the Court of Chancery make it sound like an impoverished place without a shred of hope. Where are the wealthy people of power in this description?</td>
<td>The cultural context reveals how those with money had the power to have their way, even if it exhausted “patience, courage, and hope.” In other words, those with money won their cases, and the poor were not so fortunate.</td>
</tr>
<tr>
<td>The author, Charles Dickens, does a great job of making this setting come alive with its stereotyped characters. The readers can predict trouble ahead when they are introduced.</td>
<td>The dismal details of the setting and depressing details of the historical period help readers anticipate exposure of corruption throughout the plot, the characters, and the resulting theme.</td>
</tr>
</tbody>
</table>
Your Turn Item 3

**Student Directions:** Read the excerpt from “Catch the Moon” from *An Island Like You: Stories of the Barrio* by Judith Ortiz Cofer. The author says her stories explore cultural differences and draw upon her experiences as a Puerto Rican immigrant.

Then, read the statements about how setting influences the character, plot, and theme in the first column. Drag the strongest example of text evidence to the second column. In the third column, write your explanation as to why this text evidence most strongly supports the statement.

Luis Cintrón sits on top of a six-foot pile of hubcaps and watches his father walk away into the steel jungle of his car junkyard. Released into his old man’s custody after six months in juvenile hall—for breaking and entering—and he didn’t even take anything. He did it on a dare.

Now Luis is wondering whether he should have stayed in and done his full time. Jorge Cintrón of Jorge Cintrón &Son, Auto Parts and Salvage, has decided that Luis should wash and polish every hubcap in the yard. The hill he is sitting on is only the latest couple of hundred wheel covers that have come in. Luis grunts and stands up on top of his silver mountain. He yells at no one, “Someday, son, all this will be yours;” and sweeps his arms like the Pope blessing a crowd over the piles of car sandwiches and mounds of metal parts. ... He is the “Son” of Jorge Cintrón &Son, and so far his father has had more than one reason to wish it was plain Jorge Cintrón on the sign.

**TEKS:** 12.6(D)
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 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)(ii), 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 Persuasive Techniques:

Reviewing an example of a writer’s **incomplete thinking** and **complete thinking** as she 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 my high school administration to allow juniors and seniors on honor roll and with good attendance/tardy records to eat lunch off campus</td>
</tr>
<tr>
<td>Who is my audience?</td>
<td>Administrators</td>
</tr>
<tr>
<td>How will I appeal to my reader’s sense of emotion? Logic? Ethics?</td>
<td>Appeal to ethics: Because students who receive this privilege have shown their ability to be on time and earn good grades, it is only fair that more flexibility be given. Appeal to logic: Currently, the lunch periods are not long enough to accommodate all students; allowing seniors to go off campus will alleviate lunch lines.</td>
</tr>
<tr>
<td>What rhetorical devices can I use?</td>
<td>A rhetorical question regarding giving freedom to young adults.</td>
</tr>
<tr>
<td>Will there be a counter argument in my argument? What is it?</td>
<td>Yes. The counter argument is that allowing students to eat off campus will result in lower revenue for the school cafeteria.</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 administration to give off-campus lunch privileges to students who earn it.</td>
</tr>
</tbody>
</table>
The writer’s first attempt is an example of **INCOMPLETE THINKING**:

I was thinking it might be nice for you all (administrators) to think about letting us (juniors and seniors) have lunch off campus. I think that many of us have earned it because we get good grades, get to school and class on time, and are hardly absent—unless it’s an emergency or an unplanned sickness. I know you may be concerned about some aspects of this, but I think it’s a good idea. Juniors and seniors are getting ready to be a part of the real world, and this little bit of extra freedom could be a good thing, don’t you think?

The writer made clear who the audience is and that the argument is being made on behalf of the junior and senior classes. Her arguments uses logic and ethics to persuade her audience. However, the writer did not include all of the points in her outline, leaving many areas for improvement. While there is a hint at a counter argument, it lacks specificity and a rebuttal. Furthermore, the tone feels mousy and uncertain. The writer needs to avoid personal pronouns and be more assertive in her writing, but careful not to become demanding. Finally, the question at the end is not rhetorical.

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

*I did some, but not all, of the things I planned in my outline. I included some appeals to ethics and logic; however, they need to be strengthened. While I did include a question at the end, it isn’t rhetorical and doesn’t do anything to help my argument. On top of these revisions, I will develop a clearer counter argument and provide a strong rebuttal to it, which will make my argument more effective. In addition to using these persuasive techniques, I will use an assertive, yet respectful tone and avoid using “I.”*

The writer’s second attempt is an example of **COMPLETE THINKING**:

Students need the opportunity to find success in freedom, and where is there a better place than in the safe environment of a school system? Administrators, you have the opportunity to provide juniors and seniors who meet academic and attendance requirements the privilege of off campus lunch once a week. Not only will moving the boundaries of lunch practices help to encourage high levels of academic achievement and attendance, but it will also prepare students for greater responsibility and alleviate the enormous lunch lines that prevent students from currently getting the appropriate amount of time to consume their food. While some may think that allowing students to eat lunch off campus will result in lower cafeteria revenue, this is not the case. A survey was conducted to see how many juniors and seniors actually purchased school lunches; the results showed that the majority of cafeteria purchases are made by freshmen and sophomores. Those juniors and seniors who purchased lunch did not do so daily. So, the effects of off campus lunch will be negligible. The junior and senior classes appreciate your consideration of this opportunity and look forward to hearing your response.

In the second attempt, the writer bolstered her appeals to logic and ethics, and included a counter argument and rebuttal. The writer also strengthened the tone of the paragraph by making it more assertive while communicating respect to the administration. 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 from famous speeches 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>“Fellow-citizens, above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them.” From “The Meaning of Fourth of July for the Negro” by Frederick Douglass</td>
<td>“As a result of private research, more than 60 genetically diverse stem cell lines already exist. They were created from embryos that have already been destroyed, and they have the ability to regenerate themselves indefinitely, creating ongoing opportunities for research.” From “Address on Stem Cell Research” by George W. Bush</td>
<td>“Since, therefore, the freedom of the slave and the gaining of our rights, social and political, are inseparably connected, let all the friends of humanity plead for those who may not plead their own cause.” From “A Plea for the Oppressed” by Lucy Stanton</td>
<td>“You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.” From “Blood, Toil, Tears and Sweat” by Winston Churchill</td>
</tr>
</tbody>
</table>

**TEKS:** 12.1(C), 12.9(B)(ii), 12.10(C)
Your Turn Item 2

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

(1) There has been a recent debate in some circles about human survival on Mars. (2) The media, movies like The Martian, and front-page stories have sparked hope in the hearts of many about human colonization. (3) But it’s true—life on Mars does come straight out of a sci-fi novel; humans could not successfully live on Mars.

(4) To begin with, living on Mars would be unsafe. (5) Now, some proponents of Martian life say we will never know unless we try. (6) Several universities and government institutions are doing just that...trying to figure out how to grow crops that will help to sustain life on the red planet. (7) According to a study conducted at the Massachusetts Institute of Technology, “As lettuce matures, peaking about 30 days after planning, it pushes the O2 level past what is known as .3 molar fractions, which doesn’t sound terribly dangerous—except it’s also the point at which the threat of fire rises to unacceptable levels.” (8) With our current technology, there is no way to prevent this from happening, so astronauts on the Mars One mission are being sent to a dangerous environment. (9) If the habitat isn’t safe in the first place, how in the world are these “Martians” going to make valuable contributions to life on Earth? (10) Therefore, humans could neither survive nor thrive on Mars.

**TEKS:** 12.1(C), 12.9(B)(ii), 12.10(C)

**Question 1:** “What persuasive technique does the writer use in Sentence 7?

A. Appeal to logic
B. Rhetorical device

**Question 2:** What kind of appeal does the writer use in Sentence 9?

A. Appeal to logic
B. Rhetorical device

**Question 3:** The writer wants to rebut the counter argument contained in Sentence 5. What would be the BEST rebuttal to the counter argument?

A. They may be right, but is it worth it to find out?
B. But, are astronauts are people, not lab rats, and shouldn’t be treated as such.

**Question 4:** The writer wants to add an appeal to emotion toward the end of the second paragraph. What would make the BEST appeal to emotion?

A. “And what are we saying about the value of our astronauts if we’re willing to send them to certain death?
B. Contributions to life on Earth are necessary to continuing the space program; without them, the program will come to an end.
Write

Prompt: Draft an argument in which you take a position on whether or not it’s important to participate in afterschool activities and/or clubs. 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 participating in afterschool activities and/or clubs, 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 participating in afterschool activities and/or clubs, 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 participating in afterschool activities and/or clubs and appeals to the reader’s sense of logic, but a counter argument is missing.

Score 1: The writer attempts to make an argument participating in afterschool activities and/or clubs, 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: 12.1(C), 12.9(B)(ii), 12.10(C)

REVIEWS REQUESTED: 2

REVIEW INSTRUCTIONS:

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

✓ 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.
END-OF-UNIT ASSESSMENTS

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 12.

A sample of End of Unit - Grade 12 - Unit 1 is available in this Assessment Sampler.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
</tr>
<tr>
<td>End-of-Unit</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>Author’s Purpose and Message 12.8(A)</td>
<td>Apostrophes 12.9(D)</td>
</tr>
<tr>
<td>Compare and Contrast 12.5(B)</td>
<td>Cohesion 12.9(B)(i)</td>
</tr>
<tr>
<td>Context Clues 12.2(B)</td>
<td>Developing Ideas 12.9(B)(ii)</td>
</tr>
<tr>
<td>Elements of Informational Text 12.7(D)(i)</td>
<td>Introductions and Conclusions 12.9(B)(i), 12.10(B)</td>
</tr>
<tr>
<td>Interpreting Text 12.5(G)</td>
<td>Sentence Variety 12.9(D)</td>
</tr>
<tr>
<td>Making Connections 12.4(E)</td>
<td>Basic Spelling Rules 12.9(D)</td>
</tr>
<tr>
<td>Rhetoric 12.8(G)</td>
<td>Thesis Statement 12.10(B)</td>
</tr>
<tr>
<td>Short Constructed Response 12.5(F)</td>
<td></td>
</tr>
<tr>
<td>Text Evidence 12.5(C)</td>
<td></td>
</tr>
<tr>
<td>Text Structure and Organizational Design 12.7(D)(ii)</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Reading</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>End-of-Unit</td>
<td>Character 12.6(B)</td>
</tr>
<tr>
<td></td>
<td>Evidence and Counter Arguments 12.7(E)(ii)</td>
</tr>
<tr>
<td></td>
<td>Foreign Words and Phrases 12.2(C)</td>
</tr>
<tr>
<td></td>
<td>Language, Style, and Audience 12.8(D)</td>
</tr>
<tr>
<td></td>
<td>Literary Devices - Satire 12.8(E)</td>
</tr>
<tr>
<td></td>
<td>Setting 12.6(D)</td>
</tr>
<tr>
<td></td>
<td>Theme 12.6(A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Unit</td>
<td>Argumentative Text Structure 12.7(E)(i)</td>
<td>Body Paragraphs 12.9(B)(i)</td>
</tr>
<tr>
<td></td>
<td>Arguments and Claims 12.7(E)(i)</td>
<td>Organizing Argumentative Writing 12.9(B)(ii)</td>
</tr>
<tr>
<td></td>
<td>Diction and Syntax 12.8(F)</td>
<td>Persuasive Techniques 12.9(B)(ii), 12.10(C)</td>
</tr>
<tr>
<td></td>
<td>Identifying Audience and Purpose 12.7(E)(iii)</td>
<td>Semicolons, Colons, and Dashes 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Literary Devices 12.8(E)</td>
<td>Subject-Verb Agreement 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Logical Fallacies 12.8(G)</td>
<td>Commas 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Paraphrasing 12.5(D)</td>
<td>Transitions 12.9(B)(i)</td>
</tr>
<tr>
<td></td>
<td>Plot 12.6(C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Print and Graphic Features 12.8(C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Meaning 12.2(A)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Unit</td>
<td>Author’s Purpose and Text Structure 12.8(B)</td>
<td>Considering Audience and Purpose 12.5(H)</td>
</tr>
<tr>
<td></td>
<td>Context Clues 12.2(B)</td>
<td>Contested Usage 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Diction and Syntax 12.8(F)</td>
<td>Critiquing Research 12.11(B), 12.11(C), 12.11(D)</td>
</tr>
<tr>
<td></td>
<td>Figurative Language 12.7(B)</td>
<td>Evaluating Sources 12.11(G)(i)</td>
</tr>
<tr>
<td></td>
<td>Language, Style, and Audience 12.8(D)</td>
<td>Hyphens 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Literary Devices - Irony 12.8(E)</td>
<td>Sources and Citations 12.11(H), 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Poetic Structure - Form and Graphics 12.7(B)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visualizing 12.4(D)</td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td>End-of-Unit</td>
<td>Reading</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Argumentative Text Structure 12.7(E)(i)</td>
<td>Economy of Language 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Author’s Purpose and Message 12.8(A)</td>
<td>Introductions and Conclusions 12.9(B)(i); 12.10(E)</td>
</tr>
<tr>
<td></td>
<td>Character 12.6(B)</td>
<td>Organizing Literary Analysis Writing 12.9(B)(i)</td>
</tr>
<tr>
<td></td>
<td>Language, Style, and Audience 12.8(D)</td>
<td>Pronoun Case and Reference 12.9(D)</td>
</tr>
<tr>
<td></td>
<td>Summarizing 12.5(D)</td>
<td>Supporting Details 12.9(B)(ii)</td>
</tr>
<tr>
<td></td>
<td>Theme 12.6(A)</td>
<td>Thesis Statement 12.10(E)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using a Style Guide 12.9(D)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>End-of-Unit</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Author’s Purpose and Message 12.8(A)</td>
<td>Considering Audience and Purpose 12.5(H)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Character 12.6(B)</td>
<td>Idioms 12.9(D)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diction and Syntax 12.8(F)</td>
<td>Organizing an Oral Presentation 12.1(C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating Details 12.4(G)</td>
<td>Parallel Structure 12.9(D)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpreting Text 12.5(G)</td>
<td>Persuasive Techniques 12.1(C), 12.9(B)(iii)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language, Style, and Audience 12.8(D)</td>
<td>Run-Ons and Fragments 12.9(D)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literary Devices - Allegory 12.8(E)</td>
<td>Sources and Citations 12.11(H), 12.9(D)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rhetoric 12.8(G)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theme 12.6(A)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dwayne wrote the following paper in response to a class assignment about technologies for the future. Read Dwayne’s paper and look for any corrections he should make. Then answer the questions that follow.

**Algae: The Biofuel of Tomorrow**

1. No matter how you look at it, the United States is in trouble; in fact, our whole planet is in trouble if we don’t reduce our widespread dependence on oil. From fuel for our cars to electricity production to the contents of daily products, our use of oil from fossil fuels is unsustainable. Scientists have been trying to identify a legitimate replacement for oil, and while none of the options are perfect, some offer more hope than others. Algae is one of those options.

2. In research labs and farms across the country, algae is turning America’s energy solutions green. One might ask: how can algae, a simple living organism, be used as a biofuel? The answer is simple: photosynthesis. Algae use sunlight and carbon dioxide to create energy from the sun. They store extra energy in their fat cells, much like humans do, and when the fat cells are rendered and processed, they produce a crude oil similar to liquid petroleum, which currently fuels a large portion of our energy needs.

3. In order to produce crude algae oil on a mass scale, the algae is cultivated on farms that feature small, man-made ponds or rows of clear tubes bubbling with a frothy, green soup of algae. These clear tubes, combined with the movement created through aeration, allow maximum exposure to sunlight for growing algae. Although different farms might feature different designs, the goal of each is apparent: to produce as much algae oil as possible in the shortest amount of time.

4. However, there are critics of algae as a solution to our future fuel needs, and their first complaint is the difficulty of mass-producing algae to the levels necessary to match oil needs. In addition to an array of cultivating and processing equipment, an algae farm needs space, saltwater, carbon dioxide, and exposure to continuous, direct sunlight. These essentials require a lot of money, which necessitates a literal investment in the future of the technology, and investors aren’t easily persuaded to hand over their money.
Here, we have a large supply of unused, sunbathed land—particularly in the central and western states. Even for farmers who currently grow traditional crops such as wheat, corn, and soy, algae farming may be an attractive option for part of their land for a variety of reasons. Algae crops are sustainable; in fact, a corn farm might produce one harvest a year, while an algae farm might produce a harvestable crop every few weeks. Not only does algae eat climate-changing carbon dioxide, but it also yields life-giving oxygen as a by-product.

Question 1: Dwayne would like to replace sentence 4 with a sentence that better articulates the thesis of his paper. Which of the following would best accomplish this goal?

A. In this urgent quest for the energy source of the future, scientists might focus their studies on algae.
B. Because it has no downside, algae is a possible option for scientists to immediately pursue.
C. Algae can make its own energy from sunlight through a process called photosynthesis.
D. Algae is an alternative energy source that has proven itself viable enough to be funded on a massive scale

TEKS: 12.9(C)

Question 2: Which of these statements could best follow sentence 11 and help develop the main idea of the third paragraph (sentences 10–12)?

A. The man-made ponds that hold algae on farms are called raceways.
B. On pond farms, mechanical arms push and stir the algae to create the same effect.
C. In my opinion, farms that feature tubes are more effective than those with ponds.
D. These algae farms are quite difficult to fund due to their expensive equipment needs.

TEKS: 12.9(C)
Question 3: Dwayne wants to add the following sentence to paragraph 4 (sentences 13–15).

Algae biofuel is a recent technology, and it must establish itself in a world where petroleum has ruled.

Where is the most effective place to add this sentence in order to more effectively develop the main idea of the paragraph?

A. Before sentence 13  
B. **After sentence 13**  
C. After sentence 15  
D. Dwayne should not add this sentence to the paragraph.

**TEKS:** 12.9(C)

Question 4: Which of the following sentences could be added before sentence 16 in order to provide a more effective transition between paragraph 4 (sentences 13–15) and paragraph 5 (sentences 16–19)?

A. But algae farms just might be worth this investment, particularly in the United States.  
B. Much like crude oil, algae oil can be used to generate energy or to create products.  
C. Algae crops generally grow faster than traditionally-farmed American crops.  
D. There is one way to encourage investors to jump on the algae bandwagon.

**TEKS:** 12.9(C)

Question 5: Dwayne would like to improve the closing paragraph by replacing sentence 20. Which of the following could best replace sentence 20 and help strengthen this paper’s conclusion?

A. Ladies and gentlemen, there is a possible choice in alternative energies of the future.  
B. All things considered, algae might be the only way to save our planet if we can’t reduce our need for energy sources.  
C. **In closing, many believe that it is time to acknowledge the promise of algae and to invest in its future.**  
D. At the end of the day, even proponents of petroleum will choose algae over their dying industry.

**TEKS:** 12.9(C)
Violet’s teacher asked her to write about the future of a product that enhances people’s lives. Violet has written this paper, but before she submits her final copy, she would like you to proofread it. Read Violet’s paper and think about the corrections she needs to make. Then answer the questions that follow.

Prosthetics of the Future

1 A prosthetic can be simply defined as an artificial body part; however, explaining what prosthetics do requires taking a closer look at the many different types of prosthetics there are, as well as the body parts they augment. For the purposes of this paper, we’ll explore advancements in this technology from three different approaches: external, integrated, and internal prosthetics.

2 When most people think of prosthetics, external devices are often what come to mind. These usually take the physical place of the missing body part and may or may not replace its function; examples include replacement arms, legs, and even eyes. Far from the days of wooden legs and hook hands, modern prosthetics are more realistic and functional than their predecessors, and they continue to improve as technologies from related fields improve, such as miniature motors and data processing and storage. Today’s advancements in external prosthetics often focus on integrating the physical prosthetic with the body, as in the case of bionic eyes and cochlear implants for the ear.

3 Integrated prosthetics take many different forms, depending on where and how they are used. For example, an integrated limb prosthetic might be attached to the bone via a metal post, much like dental implants are used to replace teeth. This type of prosthetic attachment is called osseointegration, which might also be connected to the muscles (myoelectric) and even the brain (neuroelectric). These connections feature “electric” in the terms because they rely on the electrical currents of communication in the body, just as actual body parts do.

4 Inside the body, artificial organs replace some or all of the function of a compromised organ. Some replaced organs include the heart, lung, liver, and kidney. While human-to-human organ transplant is still preferred, sometimes patients have long waits to receive an organ donation. In these cases, artificial organs can supplement the real organ until it can be replaced with a transplant. Under other circumstances, an artificial organ can take on a long-term role in helping a malfunctioning organ perform its job, as in the case of the pancreas for diabetes patients.
Even though the future of prosthetics is extremely bright, there are still some obstacles to overcome. It costs a lot of money to develop, test, and produce these advanced designs, which means the finished products also carry a hefty price tag for consumers. As researchers’ push forward in the field of prosthetics, new information will be shared, lessons will be learned, and advancements will continue to be made, which is certainly good news for the future patients of prosthetics.

**Question 1:** What change, if any, needs to be made in sentence 1?

A. Change the semicolon to a comma  
B. Change *there are* to *they're*  
C. Change *augment* to *ougment*  
D. No change is needed.

**TEKS:** 12.9(D)

**Question 2:** What change is needed in sentence 5?

A. Change *than* to *then*  
B. Change *predecessors* to *predecessors*  
C. Change *technologies* to *technology's*  
D. Change *miniature* to *miniture*

**TEKS:** 12.9(D)

**Question 3:** What is the best way to write sentences 11 and 12?

A. Inside the body, artificial organs replace some or all of the function of a compromised organ, replaced organs, and the heart, lung, liver, and kidney.  
B. Inside the body, artificial organs replace some or all of the function of a compromised organ, some replaced organs include the heart, lung, liver, and kidney.  
C. **Inside the body, artificial organs replace some or all of the function of a compromised organ, including the heart, lung, liver, and kidney.**  
D. Inside the body, artificial organs replace some or all of the function of a compromised organ, and the heart, lung, liver, and kidney.

**TEKS:** 12.9(D)
Question 4: What change needs to be made in sentence 15?
A. Delete the comma after circumstances
B. Change malfunctioning to malfunctioning
C. Change it’s to its
D. Change patients to patience
TEKS: 12.9(D)

Question 5: What change, if any, should be made in sentence 18?
A. Change researchers’ to researchers
B. Insert a comma after forward
C. Change advancements to advancements
D. Change will continue to will be continued
TEKS: 12.9(D)
Note: The following has been excerpted from the full End-of-Unit Assessment. To view a complete version of the assessment, please navigate to the Assess tab on the StudySync website.

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

Protecting Earth

1 Human encroachment is a term used to describe the relentless push of urban and suburban sprawl into existing wildlife areas. Among its negative effects, encroachment displaces an animal’s food source, disrupts migration patterns and habitats, and can decimate landscape features that help to support all life on the planet. But thanks to a growing understanding of the benefits of wildlife areas and the biodiversity they offer, organizations around the globe help countries to protect acreage like never before, and the uptick in preservation shows no sign of stopping.

2 According to the World Database on Protected Area, the number of protected areas around the world has been on the rise since as early as 1872. In fact, the number of protected regions has grown markedly in recent years. The year 2017 outpaced the previous year’s growth in protected areas by nearly 4,000 sites, contributing to the 15% of global protected land and nearly 7% of protected ocean areas in the world. As our human population surged in past decades and suddenly required more space on the planet, the increase in protected acreage seems an illogical event, but that increase speaks to the importance of natural land and biodiversity to wildlife and people everywhere.

3 Biodiversity is the range of lives from the smallest microorganisms to the largest animals that live together in Earth’s land and water systems. These diverse lives interact to increase plant life (including food crops) and maintain healthy ecosystems. Biodiversity is at the heart of the UN Environment World Conservation Monitoring Centre’s goal to increase the total number of protected space from 45 million square miles in 2017 to 59 million in 2020. The UNEP-WCMC helps preserve biodiverse space—which, in turn, limits human encroachment. Such limitations prevent species unique to an area, such as Bengal tigers in India and Eastern moose in North America, from being replaced by animals common among urbanized areas around the globe.

4 Nearly every country around the world protects at least some land, but the reasons for protection can range from ecological to commercial. For example, some countries protect land that attracts tourists who, in turn, benefit a country’s economy. Other countries protect land because of its natural beauty and unique wildlife. A recent study showed Venezuela at the top of the conservation list, protecting nearly 54% of its total land area. Turks and Caicos Islands protects 45%, and Hong Kong—a region known for its dense population—protects a surprising 43% of its land.
While these numbers may seem high, land areas around the world fall off protected status while other areas gain protected status; as a result, those numbers remain fairly consistent over time. As of 2017, a total of only 15% of land around the world is protected, a number small enough to merit the continuing fight to preserve more land each year. Fortunately, organizations everywhere recognize the need to protect natural spaces. When it comes to land and ocean preservation, protecting the present means protecting the future.

Question 1: In paragraph 2, the word **surged** means —
A. tossed or rolled about, as on heavy seas
B. released or slackened gradually
C. rose suddenly to an unusual or excessive degree
D. moved forward in small increments, like little waves

**TEKS:** 12.2(B)

Question 2: According to paragraph 4, what might be one reason why land loses its protected status?
A. The area may no longer benefit the people or the wildlife it once supported.
B. Land developers may prefer to use the area for housing rather than wildlife.
C. The urban setting may become too crowded to support preserving land.
D. A country may be uninterested in protecting land.

**TEKS:** 12.5(G)

Question 3: Which **best** describes the type of evidence the author uses to support his thesis?
A. Personal testimony meant to affiliate himself with the reader
B. Logic and reasoning meant to persuade his readers to his own opinion
C. Emotional appeals meant to manipulate the feelings of the reader
D. Facts and statistics meant to prove his claims

**TEKS:** 12.7(D)(i)
**Question 4:** Next to each claim, drag the correct supporting evidence from the essay.

<table>
<thead>
<tr>
<th>Inference</th>
<th>Text Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mankind's survival depends on natural spaces</td>
<td>These diverse lives interact to increase plant life (including food crops) and maintain healthy ecosystems.</td>
</tr>
<tr>
<td>Preservationist efforts have increased in the last 100 years.</td>
<td>2017 outpaced the previous year’s growth in protected areas by nearly 4000 sites.</td>
</tr>
<tr>
<td>Marine areas are disproportionately less safe from encroachment than land areas.</td>
<td>15% of global protected land and nearly 7% of protected ocean areas in the world [are protected].</td>
</tr>
<tr>
<td>Some nations protect very little green space.</td>
<td>Other countries protect land because of its natural beauty and unique wildlife.</td>
</tr>
</tbody>
</table>

**TEKS:** 12.5(C)

**Question 5:** Which sentence from paragraph 5 best reflects the author’s purpose?

A. While these numbers may seem high, land areas around the world fall off protected status while other areas gain protected status; as a result, those numbers remain fairly consistent over time.
B. As of 2017, a total of only 15% of land around the world is protected, a number small enough to merit the continuing fight to preserve more land each year.
C. Fortunately, organizations everywhere recognize the need to protect natural spaces.
D. When it comes to land and ocean preservation, protecting the present means protecting the future.

**TEKS:** 12.7(D)(ii)
Doing My Part

1. Have you ever seen a Blanding’s turtle? Chances are, little Emydoidea blandingii has slipped your notice unless you love turtles or live near swampy marshland in central or eastern Canada or in the northeastern quarter of the United States. Blanding’s turtles came to my attention while volunteering with a local conservation group dedicated to protecting and caring for green space in my town. In the north corner of town, marshland sits not far from a major road, and I stumbled on a few marsh creatures while on a trash cleanup mission there. What I learned was that our Blanding’s turtles share a particular status with the very land they occupy: both the turtles and the marshland are protected by state law, because both are considered endangered in their own way.

2. In my town, green space occupies a respectable number of acres in the form of memorial parks, bike paths, community gardens, and natural wood and pond areas. Some of these spots are preserved for the town citizens who enjoy hiking and picnicking, and some of these spots are protected for the wildlife that calls them home. Lucky visitors to the protected marsh areas might spy a Blanding’s turtle—blackish-green, about eight inches long, with a bright yellow patch under the neck and chin. A few of them may sport a tiny transmitter attached to their shells, which helps researchers understand more about the animal’s health and habits. These happy homebodies rarely relocate far from their marshy homes, some of them adopting the same waterway for decades. Blanding’s turtles sun themselves on logs and in sedges, then belly-flop into the murky water where, no doubt, they order up their next meal of snails, tiny fish, and even frogs. Their dinner also benefits from the protection our town gives to the marsh: without a robust snail and fish population in that marsh, the Blanding’s turtle and his friends would need to find a better restaurant. Because of the protected status of the marsh, the turtles can safely live out their 70-year lifespan here.

3. The conservation organization for which I volunteer pushes the town to protect more areas like the marsh because of animals like the Blanding’s turtle. Like so many other species, the number of Blanding’s turtles is declining, and they appear on lists of endangered or threatened animals in nearly every state they occupy.

4. For now, the turtles in my town’s marsh are thriving. They are the subject of research studies and the beneficiaries of a clean environment. But if that marsh loses its protection, the area could be developed for residential or business use, which would force out the marsh creatures and bring in animals that need dry land and human presence to survive. So the next time you find yourself wondering why a swampy marsh is under town protection, just look around for a Blanding’s turtle.
Question 1: The thesis statement tells readers that the author’s purpose for writing this passage is to —
A. narrate a story about turtles
B. share information about the land and the turtles that live there
C. persuade readers to volunteer for conservation agencies
D. convince town leaders to save marshland

**TEKS:** 12.8(A)

Question 2: Read this sentence from paragraph 2.

In my town, green space occupies a respectable number of acres in the form of memorial parks, bike paths, community gardens, and natural wood and pond areas.

Based on this sentence, the reader can conclude that the town —
A. needs to preserve more space for wildlife
B. does not preserve enough space for either humans or wildlife
C. does not respect the land necessary for either humans or wildlife
D. preserves ample space for humans and wildlife

**TEKS:** 12.5(G)

Question 3: The author makes the Blanding's turtles more relatable to the reader by including —
A. personification in phrases such as happy homebodies
B. alliteration in phrases such as tiny transmitters
C. repetition in phrases such as some of these spots
D. hyperbole in phrases such as trash cleanup mission

**TEKS:** 12.8(G)

Question 4: Read this sentence from paragraph 2.

Their dinner also benefits from the protection our town gives to the marsh: without a robust snail and fish population in that marsh, the Blanding’s turtle and his friends would need to find a better restaurant.

The author uses metaphors in this sentence to describe —
A. the kind of protection offered by the town
B. the snails and fish that the turtles eat
C. the Blanding’s turtle population and the marsh
D. the author’s friends and where they dine in town

**TEKS:** 12.8(G)
Question 5: Read this sentence from paragraph 4.

But if that marsh loses its protection, the area could be developed for residential or business use, which would force out the marsh creatures and bring in animals that need dry land and human presence to survive.

The author includes this sentence mainly to —

A. convince the town to save the marshland
B. convey the impact of human activity on threatened animals
C. explain how areas become available for development
D. describe reasons why Blanding’s turtles move from one marsh to another

TEKS: 12.8(A)

Question 6: Which statement illustrates a message both authors would support?

A. The population of urban animals should be reduced to save unique wildlife.
B. The Blanding’s turtle should lose its protected status because it thrives in the marshland near the author’s home.
C. Protecting land locally is more important than protecting it globally.
D. Increasing the amount of protected land would benefit animals and humans everywhere.

TEKS: 12.4(E)

Question 7: What do the authors of both works have in common?

A. Both authors support the efforts of organizations that advocate land conservation.
B. Both authors participate in local conservation activities.
C. Both authors argue at town meetings in support of increased land preservation.
D. Both authors believe that tourism and economics are appropriate reasons for preserving land.

TEKS: 12.4(E)

Question 8: Write your answer below.

Both authors address the effect of human encroachment on unprotected land areas. Apply information from the essays to explain how human encroachment might affect waterways, such as oceans and lakes, in unprotected areas. Refer to both essays to support your response.

The author of “Protecting Earth” describes human encroachment as the sprawl of human life into wildlife areas. People use ocean areas and lakes for recreation, such as boating and swimming. The mere presence of people in these wildlife areas disturbs that wildlife and drives them away from their established food sources. People also pollute ocean and lake areas; the author of “Doing My Part” was removing trash from marshland when he discovered a Blanding’s turtle. Like on dry land, human encroachment upon waterways causes serious disruption to wildlife.

TEKS: 12.5(B), 12.5(F)
Question 9: Write your answer below.

How does the information about the Blanding’s turtle and the town marsh in “Doing My Part” relate to the larger point the author makes in “Protecting Earth”? Refer to both essays to support your response.

The author of “Doing My Part” works on a local level and reports the effect of humans on wildlife in his own backyard. The author of “Protecting Earth” makes the same points but on a global scale: that vast numbers of humans have the same effect on the global disruption and destruction of green space and wildlife by encroaching upon that space. Both authors make the same points only to different degrees.

TEKS: 12.5(B), 12.5(F)
Note: The following has been excerpted from the full End-of-Unit Assessment. To view a complete version of the assessment, please navigate to the Assess tab on the StudySync website.

Writing Prompt

Read this excerpt from President Barack Obama’s 2009 Inaugural Speech.

“In reaffirming the greatness of our nation we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for less. It has not been the path for the faint-hearted, for those that prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things . . . who have carried us up the long rugged path towards prosperity and freedom.”

Think carefully about how ordinary people can work hard for a better future.

Write an essay explaining one important way that you and other students your age can work to transform the future.

Be sure to —

✓ clearly state your central idea
✓ organize and develop your ideas effectively
✓ choose your words carefully
✓ edit your writing for grammar, mechanics, and spelling

Answers:

✓ Although we have come a long way towards women’s equality, we still do not have enough women in government nor have we elected a woman president in the United States. It is up to the young men and women of my generation to transform the future of this country by putting a woman in the White House.

✓ The hard work of women who have come before us has brought great results. One hundred years ago, women in this country did not have the legal right to vote. Today, thanks to the suffragettes of history and their protest marches and speeches, nobody would dare dispute a woman’s right to vote.

✓ Women’s rights have, of course, gotten further than that. Women hold important roles in the government and in corporate America. But there is still a long way to go. Our generation cannot be complacent. There has only been one female candidate for President in the history of this country, and she was not elected. It is up to us to make sure that the next qualified female does get elected if she is the best candidate for the job. To do that, we must get rid of stereotypes about what women can and cannot do.

✓ My best friend and I both aspire to be filmmakers. I believe we will be in a perfect position to influence how people perceive women and their ability to lead the country. Art influences life. What we see in movies and on television instructs us all on how the world is and should be.
We, the future filmmakers of this generation, have the power to transform the female images that people see. I see this as my personal responsibility. Right now, the typical image of a smart, powerful leader is that of a man. I want to make films about smart, powerful leaders who are women. We have a responsibility to bust the stereotype that women are “too emotional” or “too caught up in looking pretty” to be effective leaders.

As artists, my friend and I have the power to influence culture. I believe we can transform perceptions and stereotypes to make our country into a place where a woman will finally sit in the Oval Office.

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

This essay begins with a strong thesis: “It is up to the young men and women of my generation to transform the future of this country by putting a woman in the White House.” The writer then goes on to cite history to show that women have come far but not far enough. She then smoothly transitions to the question of how she and her best friend could work to transform the future by transforming perceptions that people have of women. The writer convincingly asserts that “Life imitates art” and that as an artist she has a unique power and thus, a responsibility. The essay is thoughtful and the ideas are well explained. The writer demonstrates an excellent grasp on how to write an engaging and skillful personal essay.

TEKS: 12.10(B)
At every grade-level, teachers have the opportunity to prepare students for standardized testing by teaching Test Preparation Skill Lessons, and by assessing student’s preparedness for the STARR assessment through the Test Preparation Assessments. With these tools, students and teachers have multiple opportunities to ensure mastery of skills, and to practice application of those skills in a testing environment.

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

The digital version of the assessment can be assigned from the Assess tab in your StudySync account. The paper-based version of the assessment can be printed from the same location. See below for an overview of the Test Preparation Skill Lessons and Assessments for Grade 12.

The Grade 12 Test Preparation and Practice Book, which contains a print version of the Test Preparation Skill Lessons and Test Preparation Assessments, is available in this StudySync Sampler Box.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Preparation Skill Lessons</td>
<td>Arguments and Claims - Identify Audience and Purpose</td>
</tr>
<tr>
<td></td>
<td>Author’s Purpose and Message</td>
</tr>
<tr>
<td></td>
<td>Author’s Purpose and Text</td>
</tr>
<tr>
<td></td>
<td>Character, Setting, Plot</td>
</tr>
<tr>
<td></td>
<td>Context Clues</td>
</tr>
<tr>
<td></td>
<td>Diction and Syntax</td>
</tr>
<tr>
<td></td>
<td>Editing</td>
</tr>
<tr>
<td></td>
<td>Elements of Informational Text</td>
</tr>
<tr>
<td></td>
<td>Evaluate Details</td>
</tr>
<tr>
<td></td>
<td>Evidence and Counterarguments</td>
</tr>
<tr>
<td></td>
<td>Foreign Words and Phrases</td>
</tr>
<tr>
<td></td>
<td>Language, Style, and Audience</td>
</tr>
<tr>
<td></td>
<td>Literary Devices</td>
</tr>
<tr>
<td></td>
<td>Make Connections - Compare and Contrast</td>
</tr>
<tr>
<td></td>
<td>Make Complex Inferences</td>
</tr>
<tr>
<td></td>
<td>Print and Graphic Features</td>
</tr>
<tr>
<td></td>
<td>Revising</td>
</tr>
<tr>
<td></td>
<td>Rhetoric</td>
</tr>
<tr>
<td></td>
<td>Theme</td>
</tr>
<tr>
<td></td>
<td>Word Meaning</td>
</tr>
</tbody>
</table>

Test Preparation Assessments | State Test Preparation - Grade 12 - Form 1 |
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