Teacher’s Annotated Edition

Texas Assessment Preparation and Practice

Aligned with the Eligible TEKS for the State of Texas Assessments of Academic Readiness
Acknowledgment

Excerpt from *A House by the Side of the Road* by Jan Gleiter.
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Lesson: How to Take a Multiple-Choice Test

By this time, you have a great deal of experience with taking multiple-choice tests and are used to them. You probably know all the basics about taking them but, even if that’s true, there are some things you may not know that could help you do better on them.

How Test Questions Are Written

Writing a multiple-choice test is not an easy job, and there are many rules that test makers have to follow. It can be helpful for a test taker to know something about the rules that a good test maker follows. This material will introduce you to two of those rules.

Rule 1: All incorrect answer choices are supposed to seem that they could be correct to anyone who hasn’t mastered the skill being tested. Incorrect choices are called “distracters” or “distractors” because they are supposed to distract you from the correct choice if you’re not sure which choice that is. That may seem sneaky to you, but there’s a good reason for it. Every test question has a purpose: to measure your knowledge of something, What this means to the test taker is that it is extremely important to read every question carefully and pay attention to exactly what it is asking.

1 Which of the following sentences contains a simile?
   A She looked like her sister.
   B Joe was as tall as a stepladder.
   C The bed I slept in was as hard as a rock.
   D The casserole tasted just like one my mother used to make.

It is not an accident that all of the answer choices involve comparisons that use either like or as. If all you know about similes is that they’re comparisons that use like, as, or than, you won’t know which one to choose. This question can be answered correctly only by students who know that a simile is a figurative comparison, not one that is literally true. Only choice C is figurative; the other statements are, or could be, literally true. Choice C is a way of communicating that the mattress was very hard by comparing it to something quite unlike it.

Try It: Use Rule 1 to help you answer the following question. Circle the letter of the answer you choose.

2 In which of the following words does the prefix re- have the same meaning it has in the word return?
   F Renew
   G Revisit
   H Repaid
   J Reorganize
Since all of the answer choices use the prefix re-, you have to think about the two meanings for that prefix: “again” and “back.” It is the “back” meaning that is used in return. Three answer choices use the “again,” meaning; only choice H uses the “back” meaning.

**Rule 2:** Every question should be focused on something specific. Whenever possible, it should be so focused that the correct answer could be written on a blank line under the question. Remembering this can help you take a test. When you first read a question, does an answer come to mind before you’ve even looked at the answer choices? If it does, look among the answer choices for one that says basically the same thing you were thinking, even if it uses different words, and choose that answer.

3  Doctors now know that infections can be prevented by keeping wounds free from —
   A  blood
   B  stitches
   C  wraps or bandages
   D  dangerous microbes

When you read that question, you probably knew that the answer was “germs,” but that word is not among the choices. Is there a choice that means basically the same thing? Yes; it’s choice D, and it’s correct.

**Try It:** Use Rule 2 to help you answer the following question. Circle the letter of the answer you choose.

4  Microscopes are used to see things that cannot be viewed with —
   F  objectivity
   G  unaided vision
   H  inadequate light
   J  telescopic lenses

Although you may have first thought of “the naked eye,” it is easy to see that choice G is just another way of saying the same thing.

**Process of Elimination**

Sometimes you will read a question and the answer choices carefully and still not be able to select one answer with confidence. When this happens, try going at the process backwards. Look at each answer choice and decide if it might be right. If you’re sure it’s not, go on to the next. If you believe that one is also wrong, go on to the next. In some cases, you will be able to eliminate all of the answer choices but one. Even if you can’t get the choices down to one, every choice you can eliminate increases your chances of guessing correctly.
Try It: Use the process of elimination to answer the following question. Cross out each answer choice you are sure is wrong. Then circle the best remaining choice.

5  In what city was the Declaration of Independence signed?

A  Dallas
B  Philadelphia
C  San Francisco
D  Washington, D.C.

You may not know the answer to this question, but you do know something. For example, you know that Texas and California were not states until long after the Declaration of Independence was signed, so neither A nor C can possibly be correct. Even if you know nothing else, that has already reduced your chances from one in four to fifty-fifty. If you think for a minute, you may remember that Washington, D.C., was not the nation’s capital until well after the American Revolution. You may also remember that the Liberty Bell was rung after the signing and that it is located at Independence Hall in Philadelphia, which means that B is correct.

Guessing

On most tests, it makes no difference in your score whether you mark an answer incorrectly or skip the question. If you skip the question entirely, your chances of getting it right are zero. If you take a completely random guess for a question with four choices, your chances are one in four, which is a lot better than zero.

Your chances improve with every answer choice you can eliminate, but even if you can’t eliminate a single one, you should still guess. So, when you don’t know an answer, narrow down your choices as much as you can and then guess! Unless you are told that a particular test has a “guessing penalty,” which most tests do not, you should never, ever turn in an answer sheet that does not have an answer marked for every single question on the test.
WRITTEN COMPOSITION
Write a story about a time when someone learned an important lesson, in or out of school.

Use the information in the box below to help you remember what you should think about as you write your composition.

REMEMBER TO

☐ write about a lesson someone learned and why it was important

☐ choose a point of view and stick with your choice

☐ include precise details that help your reader understand what you are saying

☐ develop your characters so that they are interesting and believable

☐ include a well-developed conflict and resolution

☐ proofread your story and correct any errors in spelling, punctuation, or grammar

To score this composition, refer to the Literary Text Scoring Rubric on page R28 of Glencoe Literature, Texas Treasures, Course 4.
USE THIS PAGE AND THE NEXT TO PLAN YOUR COMPOSITION.
USE THIS PAGE AND THE NEXT TO WRITE YOUR COMPOSITION.
Write an expository composition about an invention in common use today
and how your life would be different without it.

Use the information in the box below to help you remember what you should
think about as you write your composition.

REMEMBER TO

☐ write about an invention in common use and how your life would be
different without it

☐ use either first-person or third-person point of view throughout your
composition

☐ make sure the details you use relate to the topic

☐ organize your composition so that it has introductory and concluding
paragraphs and is easy to follow

☐ use transitions as needed

☐ vary your sentence structure and length

☐ proofread your composition and correct any errors you have made in
spelling, punctuation, or grammar

To score this composition, refer to the Expository Text Scoring Rubric on
page R29 of Glencoe Literature, Texas Treasures, Course 4.
USE THIS PAGE AND THE NEXT TO PLAN YOUR COMPOSITION.
USE THIS PAGE AND THE NEXT TO WRITE YOUR COMPOSITION.
REVISING AND EDITING
Dear Editor,

Although it does not seem bad for the City Council to consider a plan for setting a curfew for high-school students, it would cause very, very serious problems to pass it. Your paper recently published an article about the City Council’s plan to consider setting a weeknight curfew for high-school students. I would like to identify some of my many objections to such a curfew.

My main objection is that selecting people for a curfew, if such a thing is reasonable at all, should be based on age, not on grade level. Establishing a curfew that applies only to high-school students could be seen as a punishment for staying in school. What kind of message does it send to young people who are in school that dropouts can stay out as late as they want but not students? In addition, what if a person graduates when he or she is young? I mean younger than most students who graduate. Would that person be allowed to stay out later than other people of the same age?

High-school students may not sleep enough. (Some kids need more sleep than others.) They may not get their homework done. Aren’t these
problems their own and their parents’ responsibility? (14) Students and their parents are in a better position to know if either of these is a problem than City Council members, who do not know individual students.

(15) Finally, what about students who have after school jobs that continue past curfew? (16) Many students have such jobs, and most are responsible people who work part-time jobs without sacrificing their health or their studies. (17) Such a student might have to give up work.

(18) I hope the City Council members will consider the problems I have identified as they talk to the other members while considering the plan for a curfew. (19) I also hope your newspaper will continue to cover this issue.

—Harold Miner

1 What change should be made in sentence 1?
A Change Council to Counsel
B Delete the comma after students
C Change very, very to extremely
D Change to pass to to be passing

2 Which sentence should begin the letter?
F Sentence 1
G Sentence 2
H Sentence 3
J Sentence 4
16.D

3 What change, if any, is needed in sentence 6?
A Insert commas around who are in school
B Insert a comma after want
C Change the question mark to an exclamation point
D Make no change

4 What is the most effective way to combine sentences 7 and 8?
F In addition, what if a younger person than most students are graduates?
G In addition, what if a person graduates at a younger age than most students do?
H In addition, what if a graduating student is really, really young, as in younger than the others?
J In addition, what if a person graduates when he or she is young, I mean younger than most graduates?
17.C
5. What is the problem with sentence 11?
   A. The parentheses should be removed.
   B. The sentence is irrelevant and should be deleted.
   C. The writer should give an example to back up this statement.
   D. The writer should quote a medical doctor to back up this statement.

6. Harold wants to add the following sentence to his letter.
   
   Some people might argue that a curfew would benefit students.
   
   Where should the sentence be inserted?
   F. Before sentence 3
   G. Before sentence 4
   H. Before sentence 10
   J. Before sentence 13

7. What change, if any, should be made in sentence 15?
   A. Change Finally, to Meanwhile,
   B. Insert a comma after students
   C. Change after school to after-school
   D. Make no change

8. Which sentence could best follow and support sentence 16?
   F. Of course, some working students are not as responsible and have some problems.
   G. It is not the job of the City Council to control the working lives of children who aren’t their own.
   H. I could easily think of someone who works a late job and does not suffer from either of these problems.
   J. My friend Eric has a job that occasionally runs late, but he gets enough sleep and maintains a B+ average.

9. What phrase should replace “the other members” in sentence 18?
   A. whomever
   B. one and all
   C. one another
   D. everyone else

Maria wrote the following essay in response to a class assignment. Read Maria’s essay and look for the corrections and improvements she should make. When you have read it, answer the questions that follow.

**Someone Else’s Shoes**

(1) “You can’t really know a man,” I have heard many times, “until you’ve walked a mile in his shoes.” (2) Of course, this doesn’t mean that you have to put on someone else’s shoes and walk exactly a mile. (3) What does it mean? (4) It means that you have to experience life the way someone else does to really understand that person. (5) This may be a common idea, however, is it ever possible to experience life the way someone else does? (6) I don’t think it is. (7) Nonetheless, I think it’s worth thinking about because even the effort of trying to see the world the way someone else sees it difficult as it may be can tell you a great deal about how fair your judgments are.

(8) People often have reasons for their behavior that they don’t tell other people. (9) Some of these reasons are personal and private, such as lack of money or fear of rejection. (10) For example, if one person is severely hungry while everyone else is well-fed, is it bad for that person to take a larger helping of food than seems to be his or her fair share? (11) This doesn’t mean you should simply accept any behavior. (12) If someone is a bully, you should judge that person negatively and object. (13) If someone is cruel, you should defend his or her victim. (14) However, many behaviors that we judge negatively are victimless; they’re just potentially annoying.
(15) You might think a boy was bragging by telling you about a good grade he got on a test. (16) What if you knew that he was trying hard to improve his grades and that this was his first success? (17) Wouldn’t that fact make you feel supportive instead of critical? (18) It surely wouldn’t do any harm to assume that he had a good reason to be proud of his grade and congratulate him.

(19) To make critical judgments is easier than understanding that people may have good reasons for their behavior. (20) If you can actually see the world the way other people do, you will find it much easier to understand their behavior. (21) Even though you usually can’t manage this, you can easily remember the value of trying to do so. (22) It is probably a mistake to judge a person without trying to analyze the reasons for his or her behavior.

10 What change should be made in sentence 1?
   F  Delete the comma after times
   G  Change until to Until
   H  Change his to their
   J  Put the period inside the quotation marks.

11 What change, if any, should be made in sentence 2?
   A  Delete the comma after Of course
   B  Change else’s to else’s
   C  Insert a comma after shoes
   D  Make no change

12 What change, if any, should be made in sentence 5?
   F  Change the comma after idea to a semicolon
   G  Delete the comma after however
   H  Change experience to experience
   J  Make no change

13 What change should be made in sentence 7?
   A  Delete Nonetheless,
   B  Change it’s to its
   C  Insert commas around difficult as it may be
   D  Change judgments are to judgments are being
14 In sentence 10, what would be the most effective way for the writer to indicate that the person isn’t really taking more than is fair?

F  Put *fair* in capital letters.
G  Put *fair* in quotation marks.
H  Put *fair* in italic type or underscore it
J  Change the question mark to an exclamation point

18.B.i

15 What change, if any, should be made in sentence 14?

A  Delete the comma after *However*
B  Change *we judge* to *one judges*
C  Change the semicolon to a comma
D  Make no change


16 Maria wants to add the following sentence to the third paragraph.

*When a behavior is abusive, it should be criticized.*

Where should the sentence be inserted?

F  At the beginning of the paragraph
G  After sentence 11
H  After sentence 12
J  At the end of the paragraph

15.A.iv

17 What transition word or phrase could best be added to the beginning of sentence 15?

A  Similarly,
B  In addition,
C  For example,
D  On the other hand,

15.A.ii

18 What change, if any, should be made in sentence 19?

F  Change *To make* to *Making*
G  Change *critical* to *criticle*
H  Change *is* to *are*
J  Make no change

17.A.i, 19.A

19 What change, if any, should be made in sentence 20?

A  Change *actually* to *actually*
B  Delete the comma after *do*
C  Change *much easier* to *more easier*
D  Make no change


20 Which sentence would best conclude the last paragraph?

F  So don’t judge anyone for any reason at any time.
G  If you can’t “walk a mile in someone’s shoes,” don’t think you really know the person.
H  As I’ve tried to say repeatedly in this essay, there are often good reasons for people’s behavior.
J  Critical judgments are easier to make than understanding is, but that doesn’t make them better.

15.A.i, 15.A.iii
READING
Read the next two selections. Then answer the questions that follow them.

An Ancient and Modern Remedy

1 Twenty-five hundred years ago in China, when someone wanted relief from pain, she went to the banks of the river and took a bit of bark from a white willow tree. She steeped the bark for a little while in boiling water to make a tea, and then she drank the tea. Soon, her pain lessened. Today, we go to the medicine cabinet and swallow a couple of aspirin from a bottle. Amazingly, we’re using the same painkiller.

2 The white willow and its close cousins grow on several continents, including Europe, Asia, and North America. Wherever they grow, their bark has been used to relieve pain and reduce fevers. The ancient Assyrians, Egyptians, and Greeks all used it. The writings of famous Greek physicians recommend it for these purposes. Native Americans used it for headaches, sore muscles, fever and chills, as well as rheumatism. For centuries, Europeans used it for all those purposes and to remove warts!

3 During all that time, the bark of the willow was usually gathered and made into a tea, though sometimes the bark was chewed. Then, in 1828, chemists were finally able to extract the painkilling chemical, salicin, from the bark. They converted salicin to salicylic acid. Salicylic acid killed pain, but it often caused stomach damage. Over the next few decades, other chemists worked to make the drug better. In 1897, German chemists achieved that goal. They produced acetylsalicylic acid, which was marketed under the name Aspirin. The new form of the drug minimized the harm to the stomach.

4 Interestingly, the medicine became known as aspirin, with a lower case a, after World War I, when the German company Bayer lost exclusive rights to the name. From then on, any company could use the word aspirin for any product made of acetylsalicylic acid.

5 For about fifty years, aspirin was the leading painkiller in the world. It did not have any real competition until 1956, when acetaminophen was introduced. In 1969, ibuprofen came on the scene. The latter two became widely used. Aspirin began to lose popularity. Then scientists discovered that, in low doses, it could reduce the risk of stroke and heart disease. Sales quickly rose.

6 Over the centuries, people have used many plants and other items from nature to cure themselves. A lot of those natural cures have been replaced by great discoveries of medical science. But salicin extracted from the willow remains one of the most valuable medicines human beings have. In addition, modern medical studies have also shown that willow bark itself, not made into aspirin, is an effective painkiller for lower back pain and for arthritis.
Bees, the Miracle Healers

1 It’s time for the American medical establishment to pay attention to the honeybee. People around the world are benefiting from the medical miracles bees and honey can perform. This country is lagging far behind.

2 As we all know, honey is delicious. Most people, however, do not realize that honey has more virtues than its taste. It is a natural antibiotic and has been used for thousands of years as a dressing for wounds and burns. Study after study in other countries have proven that burns treated with honey heal with fewer scars than burns treated with other salves and that infected wounds that do not respond to other antibiotics often respond well when honey is used. Unfortunately for those of us who get our honey in the grocery store, only natural (unpasteurized) honey has such beneficial effects.

3 The medical uses for honeybees go beyond their production of honey. Bee venom, the very substance that makes a bee sting swell and keep hurting long after the sting occurred, can be used as a medicine. Even though bee stings cause pain and swelling, they may reduce the pain and swelling caused by several diseases. Beekeepers have long noticed that they tend to suffer less from arthritis than other people. It seems that the bee stings they often receive accidentally during their work taking care of hives and gathering honey protect them from arthritis or reduce the effects of the disease. Since news about this became known outside the business (or hobby) of beekeeping, many people have tried using a series of bee stings to treat their own problems with arthritis and have been pleased with the results. It is worth getting stung to receive such significant benefits. Anyone who suffers from severe arthritis would agree with that.

4 The chemicals in bee venom (there are at least eighteen of them) are also useful in soothing back and neck pain and fading scars. Most impressive are the stories from some victims of multiple sclerosis (a crippling disease) about how much bee stings have improved their lives. But bee-venom therapy has risks because some people are highly allergic to stings. An allergic person who received several stings could become seriously or even fatally ill. Therefore, people who are not sure whether they are allergic to bee venom should never deliberately expose themselves to stings.

5 Although allergies to honeybee venom are rare (allergies to wasp and hornet stings are much more common), many people suffer from the kinds of allergies that are often called “hay fever.” Spring and summer can be difficult seasons for people who react to the pollen that fills the air during those times. Oddly enough, one way to get relief from these allergies is to eat the very pollen that causes problems when breathed. Starting with a few grains and gradually building up the quantity ingested may greatly decrease a hay fever sufferer’s problems. As is well-known and can be observed, honeybees are great
pollen collectors. Any beekeeper can supply pollen. To provide relief, however, the pollen must come from local beehives. Pollen from flowers in the Northeast is not much help to someone who suffers from hay fever in California.

6 One cannot help but wonder why American drug companies are not researching the benefits of bee-venom therapy. It is probably because there is very little money to be made from such a natural product. Perhaps being urged by doctors and patients to do such research would get these companies moving in that direction, which is long overdue.

Use “An Ancient and Modern Remedy” to answer questions 1–3.

1 Which synonym for steeped is closest in meaning to its use in paragraph 1?
A Dipped
B Dunked
C Soaked
D Moistened
1.B

2 For which topic does the author provide the most evidence?
F How salicin was improved to make aspirin
G How long salicin has been used as a painkiller
H What advantages aspirin has over other painkillers
J Why various companies can all use the word aspirin
8.A

3 Which of the following is the best summary of the selection?
A The development of the drug aspirin from its source in nature is traced through history as are developments that have made it a popular and valuable medicine.
B Although pure salicin and aspirin surely must have more differences, this selection only goes into one of them, which has to do with protecting harm to the stomach.
C The minor differences between willow-bark tea and modern-day aspirin are explained in clear language and make it obvious that natural medicines are the best ones to use.
D The history of salicin is clearly explored in this interesting essay, from its first uses thousands of years ago in the form of willow-bark tea to its present-day use as an ingredient in aspirin, which not only works as a pain killer but may well also help to prevent stroke and heart attack, neither of which is associated with aspirin’s competitors.
9.A
Use “Bees, the Miracle Healers” to answer questions 4–7.

4 The meaning of beneficial in paragraph 2 and such words as benefit suggest that the word part bene means —
   F fast
   G good
   H natural
   J dramatic
   1.A

5 The most likely reason that only local bee pollen is useful in treating hay fever is that the pollen must be —
   A very fresh
   B readily available
   C gathered by the same bees the person is exposed to
   D from the same kinds of plants the person is exposed to
   RC.B

6 For which point made in the selection is the most support provided?
   F Honey is an effective antibiotic.
   G Bee stings can reduce symptoms of arthritis.
   H Bee stings can be helpful in treating multiple sclerosis.
   J Eating bee pollen can reduce the symptoms of hay fever.
   10.A

7 Which statement of opinion in the selection has the least substantiation, or support?
   A As we all know, honey is delicious.
   B It is worth getting stung to receive such significant benefits.
   C As is well-known and can be observed, honeybees are great pollen collectors.
   D It is probably because there is very little money to be made from such a natural product.
   9.B

Use “An Ancient and Modern Remedy” and “Bees the Miracle Healers” to answer questions 8–10.

8 These selections would be most useful to a reader seeking information about —
   F medical breakthroughs
   G new careers in medicine
   H health-care products from nature
   J folk medicines and how to use them
   9.D

9 In what way are the two selections most similar?
   A In their use of an informal style
   B In their use of a chronological-order structure
   C In their use of technical, scientific terminology
   D In the type of evidence they use to support their claims
   9.C
Do you think the American scientific community will someday recognize the benefits of honey and bee-venom therapy in the way it recognized the benefits of willow bark? Why or why not? Support your answer with evidence from both selections.
Read this selection. Then answer the questions that follow it.

from *A House by the Side of the Road*

*by Jan Gleiter*

1. As Meg turned into her driveway, a figure arose on her shadowed porch and walked toward the gate. Meg stopped the car and got out, the dog leaping excitedly upon her.

2. “Mike! How long have you been here?” she asked, bending to pat the dog, who was bouncing on her back legs and scrabbling at Meg’s thighs. “Ouch! Off!” Meg raised her knee against the dog’s chest, and she dropped to the ground.

3. “Most of my adult life,” said Mike.

4. “But where’s your car?”

5. “At my house. Last I checked, pedestrian traffic was still legal in this state. I dropped by to see if you wanted to sample the clean night air we enjoy in this rural valley—no, please don’t let that animal through with you—and your mangy cur came tearing around the house and crashing against the gate, which I, tidy lad that I am, had neatly shut behind me. She’s been hanging around, snarling and giving me dirty looks, ever since. So I’ve been sprawled on your porch, hoping you hadn’t gone to the Berkshires.”

6. Meg unlocked the front door. “She has not been snarling, you big scaredy-cat. Come on in; the dog isn’t going to eat you. She wants some food, yes, but she’s getting used to the kind that comes from a sack.”

7. She poured dog food into a shallow pottery bowl and set it on the kitchen floor. “I’m letting the dog in now,” she said. “Do you want to climb up on the cabinet? Hide in the attic? Lock yourself in the bathroom?”

8. “I don’t know. Will she tear out huge hunks of my flesh?”


10. She opened the kitchen door and grabbed the dog as she raced through, not quite sure if she could be confident that the dog would, indeed, be harmless to Mike.

11. “This is Mike,” she said. “Remember? He’s the one who wanted to name you Cocklebur. Would you care to respond to that suggestion?”

12. The dog barked.

“So,” said Mike, seating himself at the kitchen table, “she still doesn’t have a name?”

“I haven’t had her all that long yet,” said Meg. “And I was hoping she’d kind of name herself, you know? So far she hasn’t. But she will. Someday.”

“I take it you still don’t want my help coming up with a name? We could have a tête-à-tête about it, and I’m sure I’d think of some prime candidates. Maybe on our walk, if you want to go.”

“No,” said Meg. “I’ve got to work. If I were finished, I’d love to. But I’m not, so I can’t. Tonight I’m writing worksheets about using familiar words to decode unfamiliar ones.”

“Okay, I’ll help. What unfamiliar word do you want to use?”

“How about ruth. Tell the kids all about how they shouldn’t sit around scratching their heads and whining when they run into ruth, not that they’ll ever run into it, of course, but pretend they will.”

“I can tell them that. I can be quite stern about whining,” said Mike. "But if I need to tell them what it means, you’ll have to point me to a dictionary.”

Meg poured water into the coffeemaker. “Yeah, you’ll be a big help,” she said. "Oh, excuse me, you’re being sweet and offering assistance, and I’m giving you a hard time. How ruthless of me.”

“Ah,” said Mike.

“Good night,” said Meg.

11 Which paragraph indicates that the book this excerpt is from is written in the third-person limited point of view?

A Paragraph 1
B Paragraph 10
C Paragraph 17
D Paragraph 20

12 Mike says he had been hoping that Meg hadn’t left for the Berkshires to suggest that, if she had, —

F he would never have seen her again
G the dog would have been alone and unhappy
H they wouldn’t have been able to go for a walk
J he would have been stuck on the porch for a long time

RC.B
13 In this excerpt, the writer’s main emphasis is on —
   A mood
   B setting
   C plot development
   D character development
   5.B

14 In paragraph 13, the prefix sub- in the word subsided is an indication that the word means —
   F did not change
   G stopped completely
   H lowered in intensity
   J increased in intensity
   1.A

15 In paragraph 16, what does tête-à-tête mean?
   A Joke
   B Contest
   C Private conversation
   D Serious disagreement
   1.D

16 This excerpt suggests that a subplot in the book will involve —
   F how the dog gets a name
   G when Meg finishes her work
   H why Meg wants to meet her deadline
   J Meg’s finding out what Mike does for a living
   5.A

17 This excerpt suggests that Meg makes her living as —
   A a novelist
   B a dog trainer
   C an educational writer
   D a newspaper journalist
   RC.B

18 In paragraph 21, why does Meg say to Mike, “Yeah, you’ll be a big help”?
   F To encourage him to try again
   G To show her gratitude for his offer
   H To express anger at him for stopping by
   J To suggest that he would be no help at all
   7.A

19 What is the real reason Meg calls herself ruthless?
   A To criticize herself for her reactions
   B To explain why she doesn’t have time to take a walk
   C To point out that Mike should have used a dictionary
   D To illustrate how Mike could have figured out the meaning of ruth
   RC.B
How well do Meg and Mike know each other? Support your answer with evidence from the selection.

To score item 20, refer to the Short Answer Scoring Rubric on page 47 of this booklet.
Read this selection. Then answer the questions that follow it.

Making an Orihon

Elegance and beauty often take a simple form. That is certainly the case with the orihon, or accordion book. An orihon is also called an accordion book because it is folded like the folds of an accordion. The word is borrowed from Japanese, combining the roots “ori” (fold) and “hon” (book).

Historically, an orihon is the step between a scroll and a bound book. Artistically, its possibilities have inspired photographers, painters, and calligraphers for centuries. The accordion book is easy enough for a beginner to make, but when the finest materials are used in the hands of a skilled artist, the result is anything but amateurish.

The process of making an accordion book begins with choosing your materials. You will need one sheet of paper that is considerably longer than it is wide. The paper should not be too thin; you want a book that will stand on its own when it is finished. For a small book, the kind of paper you would use in a copier or computer printer will do. For a larger book, construction paper would work better. While you’re learning, you probably don’t want to use the rice papers and drawing papers that can create a stunning end product. They are more expensive and difficult to acquire.

You will also need cardboard for the covers. A hard, solid cardboard will work better than a corrugated cardboard, which is easy to dent. Again, the larger your book, the sturdier the board will need to be. You’re going to enclose this cardboard in decorative paper, so don’t worry about what it looks like. You could even cut up a cereal box.

Finally, you need the decorative paper that goes over your cover boards. Here, you can go wild. It’s better if this paper is not too thick so it will fold smoothly over the boards. Other than that, almost anything will do. You could even decorate the paper yourself, personalizing your book in a way nothing else will.

So, to begin, fold the paper for your inside pages like an accordion into whatever size you want your pages to be. If you have a paper that’s four inches wide and twelve inches long, you can fold it into three-inch sections. That will give you a four-page book, including the insides of the covers.

Put your decorative paper over the cover boards. To do this, cut the paper about a half-inch larger than the board on all sides. Lay the decorated paper on a flat surface. Center one of the covers of the book on the paper. Then miter the corners of the paper. That is, cut off a triangle of paper, as shown in the drawing.
8. Fold the decorative paper over the cover board and glue it down. Once the glue is dry on the cover boards, glue the cover boards to the paper as indicated in the drawing below. Your orihon is finished.

21. The number of pages an orihon can contain is determined mainly by —
   - [A] the length of the paper used
   - [B] the thickness of the paper used
   - [C] the number of pieces of paper used
   - [D] the height (or width) of the paper used

22. What is the most likely reason that the writer included graphics in this text?
   - [F] To stress the fact that the paper is folded
   - [G] To help the reader imagine the beauty of the finished orihon
   - [H] Because someone who can’t read might want to make an orihon
   - [J] Because the process is easier to show than to describe in words

   RC.B

   12.A
23. What is the writer’s purpose in this selection?
   A. To explain the history of book making
   B. To compare an orihon and an accordion book
   C. To let the reader know how to make an orihon
   D. To persuade the reader to personalize his or her orihon
   8.A

24. Which word uses the -ish suffix with the same meaning it has in amateurish in paragraph 2?
   F. Newish
   G. Childish
   H. Greenish
   J. Warmish
   1.A

25. On the basis of these directions, after folding the paper for the inside pages, what is the next step in making an orihon?
   A. Finding cardboard to use for the cover boards
   B. Gluing the decorative paper to the cover boards
   C. Deciding how many pages will be in the orihon
   D. Cutting the decorative paper to cover the cover boards
   11.A
This chart lists the Texas Essential Knowledge and Skills that will be addressed by the STAAR English I Assessment.

1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
   
   (A) determine the meaning of grade-level academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
   
   (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
   
   (D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., *caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo*);
   
   (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

2) **Reading/Comprehension of Literary Text/The Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
   
   (A) analyze how the genre of texts with similar themes shapes meaning;
   
   (B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature;
   
   (C) relate the figurative language of a literary work to its historical and cultural setting.

3) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
   
   (A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.

4) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
   
   (A) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.

5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
   
   (A) analyze non-linear plot developments (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;
   
   (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;
   
   (C) analyze the way in which a work of fiction is shaped by the narrator’s point of view.
(6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

(A) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

(7) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) explain the role of irony, sarcasm, and paradox in literary works.

(8) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.

(9) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;

(B) differentiate between opinions that are substantiated and unsubstantiated in the text;

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns;

(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

(10) **Reading Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience;

(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions.

(11) **Reading/Comprehension of Informational/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) analyze the clarity of the objective(s) of procedural texts (e.g., consider reading instructions for software, warranties, consumer publications);

(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.
(12) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students are expected to

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

(13) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. The student is expected to

(B) make complex inferences about text and use textual evidence to support understanding.

(14) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling.

(15) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot.

(15) **Writing/Expository [and Procedural] Texts.** Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to

(A) write an [analytical] essay of sufficient length that includes

(i) effective introductory and concluding paragraphs and a variety of sentence structures;

(ii) rhetorical devices and transitions between paragraphs;

(iii) a controlling idea or thesis;

(iv) an organizing structure appropriate to purpose, audience, and context;

(v) relevant information and valid inferences.
(16) **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that includes

(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;

(C) counter-arguments based on evidence to anticipate and address objections;

(D) an organizing structure appropriate to the purpose, audience, and context;

(E) an analysis of the relative value of specific data, facts, and ideas.

(17) **[Oral and] Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when [speaking and] writing. Students are expected to

(A) use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]:
   (i) more complex active and passive tenses and verbs (gerunds, infinitives, participles);
   (ii) restrictive and nonrestrictive relative clauses;
   (iii) reciprocal pronouns (e.g., each other, one another);

(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

(18) **[Oral and] Written Conventions/Handwriting/Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to

(A) use conventions of capitalization;

(B) use correct punctuation marks including
   (i) quotation marks to indicate sarcasm or irony;
   (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions.

(19) **[Oral and] Written Conventions/Spelling.** Students spell correctly. Students are expected to

(A) spell correctly, including using various resources to determine and check correct spellings.
Score Point 0—Insufficient Response
These responses include one of the following problems.

- The response does not address the question.
- The response is not based on the selection or selections.
- The response cannot be determined to be reasonable due to lack of clarity or focus.

Score Point 1—Partially Sufficient Response
These responses include one of the following problems.

- The response, although reasonable, does not include text evidence.
- The response, although reasonable, uses text evidence that does not provide adequate support. The text evidence may be too general, or it may be inadequate either because it is linked only weakly to the response or because it is wrongly interpreted.
- The response is too general or is not adequately explained.
- When the response is supposed to be accurately based on two selections, it is instead accurately based on only one.

Score Point 2—Sufficient Response
These responses are characterized by the following.

- The response is reasonable and reveals an understanding beyond the literal.
- The response is specific to the selection or selections.
- When the response is based on two selections, it shows appropriate connections across texts.
- Supportive text evidence is accurate, appropriate, and clearly linked to the response.
- The response shows a good understanding of the selection or selections.

Score Point 3—Exemplary Response
These responses are characterized by the following.

- The response is perceptive and shows an awareness of the ideas presented in the selection or selections.
- Text evidence from the selection or selections is specific and supports the validity of the response.
- When the response is based on two selections, the combination of the idea reflected by the response and the text evidence used shows a thorough understanding of the text.