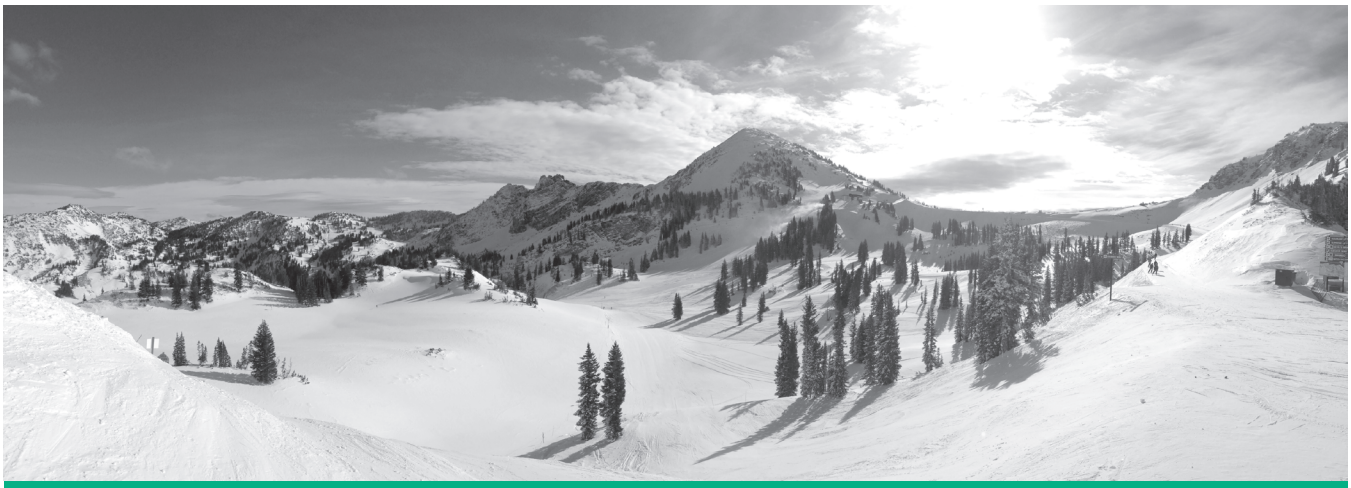
Colorado Measures of Academic Success



Grade 8

Reading and Writing

English Language Arts

Paper Practice Resource for Students

Paper Practice Resource for Students

The Colorado Measures of Academic Success (CMAS) is Colorado's standards-based assessment program designed to measure the Colorado Academic Standards (CAS) in the content areas of science, social studies, English language arts, and mathematics. The sample items included in this resource provide students with an opportunity to become familiar with the format of test items that appear in the paper-based test books.

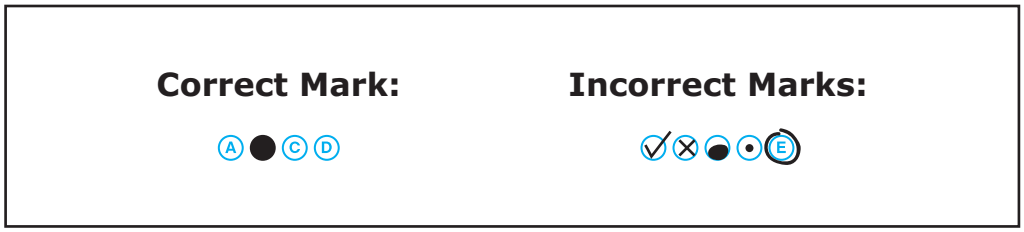
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

The sample item sets in the CMAS Practice Resources are not intended to be representative of a complete unit or test, nor are they intended to cover all assessed content or item types. To view assessment frameworks, high level blueprints, scoring rubrics, evidence statements and standards for the CMAS assessments, visit: https://www.cde.state.co.us/assessment/cmas_testdesign.

Item Types:

Selected Response Items

Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.



Constructed Response Items

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

Converted Online Technology-Enhanced Item Types

Online technology-enhanced items converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

ITEM SET 1

Today you will read three passages: a passage from "Running Shoes Changed How Humans Run," a passage from "How to Select the Right Athletic Shoes," and a passage from "The Pros and Cons of Barefoot Running: What the Research Says." As you read these texts, you will gather information about conflicting information on running, the impact of athletic shoes on running, and personal preferences regarding the sport so that you can create an essay.

Read the passage from "Running Shoes Changed How Humans Run." Then answer questions 1 and 2.

from "Running Shoes Changed How Humans Run"

by Rachael Rettner

1 Humans started wearing running shoes only relatively recently, with use of this footwear taking off in the last 40 years. Before that, people either ran barefoot or wore shoes that would seem to offer little protection from the ground, such as sandals or moccasins.

2 For nearly as long, people have debated which is better. While the new study may not solve the vigorous debate, it does add data on the physiological[1] effects of running shoes.

3 The researchers aren't suggesting runners ditch their shoes. For one, barefoot running can take getting used to, and it takes stronger muscles, so the switch could lead to tendinitis[2].

Heel-Toe or Toe-Heel?

4 When you run, every step you take puts forces on your body, caused by the impact of your foot colliding with the ground. If you land with your heel first, a so-called "rear-foot strike," this impact force is quite large, several times your weight, and occurs over a very short period of time.

5 "It's like someone hitting you on the heel with a hammer two to three times your body weight," said study researcher Daniel E. Lieberman, a professor of human evolutionary biology at Harvard University.

[1]physiological—related to normal functioning of the body

[2]tendinitis—inflammation of a tendon

6 Runners with modern shoes usually strike the ground with their heel first, although the cushioning present at the rear of many running shoes can lessen this impact force.

7 But since we haven't always had this heel protection, Lieberman and his colleagues wanted to find out how humans were able to hold up against these forces when they ran barefoot.

8 They examined the running styles of five different groups: athletes from the United States who always wear running shoes; athletes from the Rift Valley Province in Kenya who grew up running barefoot, but now don modern running shoes; U.S. runners who used to wear shoes, but now go barefoot; and runners from Kenya who either always wear shoes or have never worn shoes.

9 They saw that runners who were used to running in shoes most often strike the ground heel first, even when running barefoot. Those individuals who grew up running barefoot, or switched to running barefoot, usually landed with their toes first, a so-called "fore-foot strike."

10 The barefoot runners, including those who grew up running sans[3] shoes and those who had recently switched to barefoot, sometimes landed on their mid-foot as well, but they were much less likely to land on their heel.

11 Lieberman and colleagues also compared the impact forces generated when runners hit the ground with their heel first versus toe first. They found that heel-striking caused a large impact force, and this force was even greater if the runners were not wearing shoes. In contrast, there was almost no collision force if the runners landed on their fore-feet.

12 The researchers suspect that barefoot runners land on their toes or mid-feet to avoid the impact they would feel if they landed on their heel. They figure barefoot runners point their toes more at each foot strike, which effectively decreases the weight of the foot that comes to a sudden halt at that moment. The pointed toe also means a springier step, which can also decrease the forces.

13 "We hypothesize that this is how people generally ran before cushioned shoes with elevated heels were invented," Lieberman told LiveScience in an e-mail.

[3]sans—without

Going Barefoot

14 Lieberman stresses that running shoes have not been shown to increase injuries, nor has barefoot running proven to reduce damage to the body. However, Lieberman notes that a recently published study on the topic showed no studies that demonstrate modern running shoes prevent injuries.

15 While there is anecdotal[4] evidence that striking the ground with your toes first or mid-foot may help reduce injuries, such as stress fractures and runner's knee, future studies are needed to determine whether this type of running style actually decreases injury rates, he said.

16 Some argue that running barefoot on hard, manmade surfaces is not good for your body. "You run on something hard, your body has to work that much harder to help absorb those forces, and that can lead to stresses and strain," Dr. D. Casey Kerrigan, a former professor of physical medicine and rehabilitation at the University of Virginia, told LiveScience this month.

17 But Lieberman says that's not the case. Since barefoot runners more often land on their forefoot, the collision force is virtually eliminated. This finding held true even when the study participants ran on steel plates.

18 "You can run barefoot or in minimal shoes on the world's hardest surfaces and generate almost no collision [force]," he said.

19 But what about encounters with glass or a rocky surface? Lieberman and his colleagues admit that treading on such debris will hurt and suggest you use prudent judgment when deciding on a place to run barefoot. And they emphasize that you should only run barefoot if you want to.

[4]anecdotal—short accounts of experiences

1. Part A

What does the word **prudent** mean as it is used in paragraph 19 of the passage from "Running Shoes Changed How Humans Run"?

Ⓐ necessary

Ⓑ planned

Ⓒ voluntary

Ⓓ wise

Part B

Which detail from paragraph 19 supports the answer to Part A?

Ⓐ ". . . encounters with glass . . ."

Ⓑ ". . . treading on such debris . . ."

Ⓒ ". . . deciding on a place . . ."

Ⓓ ". . . if you want . . ."

2. The passage from "Running Shoes Changed How Humans Run" uses both compare/contrast and cause/effect organizational patterns to present information. Write the letters for **two** paragraphs in each box to show how **each** type is explained. Each paragraph will be used only once.

A. paragraph 1

B. paragraph 3

C. paragraph 9

D. paragraph 16

Compare/Contrast	**Cause/Effect**
_____ _____	_____ _____

Read the passage from "How to Select the Right Athletic Shoes." Then answer question 3.

from "How to Select the Right Athletic Shoes"

1 It can be hard to choose from the many different types of athletic shoes available. There are differences in design and variations in material and weight. These differences have been developed to protect the areas of the feet that encounter the most stress in a particular athletic activity.

2 **Athletic shoes are grouped into categories: Running, training, and walking.** This includes shoes for hiking, jogging, and exercise walking. For a walking shoe, look for a comfortable soft upper, good shock absorption, smooth tread, and a rocker sole design that encourages the natural roll of the foot during the walking motion. The features of a good jogging shoe include cushioning, flexibility, control, and stability in the heel counter area, as well as lightness and good traction.

3 **Court sports.** Includes shoes for tennis, basketball, and volleyball. Most court sports require the body to move forward, backward, and side-to-side. As a result, most athletic shoes used for court sports are subjected to heavy abuse. The key to finding a good court shoe is its sole.

4 **Field sports.** Includes shoes for soccer, football, and baseball. These shoes are cleated, studded, or spiked. The spike and stud formations vary from sport to sport, but generally there are replaceable or detachable cleats, spikes, or studs affixed onto nylon soles.

5 **Track and field sport shoes.** Because of the specific needs of individual runners, athletic shoe companies produce many models for various foot types, gait[1] patterns, and training styles.

6 **Specialty sports.** Includes shoes for golf, aerobic dancing, and bicycling.

7 **Outdoor sports.** Includes shoes used for recreational activities such as hunting, fishing, and boating.

Choices, Choices . . .

8 The sports shoe consumer of the 1960s only had to make one choice: the all-purpose sneaker. Today's consumer must choose among hundreds of brands and styles of athletic shoes designed for every sport and activity.

[1]gait—a manner of walking

9 You may feel overwhelmed by the choices available to you. One brand does not meet the needs of everyone, and the latest innovation[2] or most expensive shoe with all the features may not be your best choice.

[2]innovation—something new

3. Part A

How is the phrase **rocker sole design** used in paragraph 2 of the passage from "How to Select the Right Athletic Shoes"?

Ⓐ to explain the type of material used to create the shoe

Ⓑ to reveal the intended consumer type for the product

Ⓒ to reference the movement of the foot during activity

Ⓓ to describe the physical appearance of the footwear

Part B

Which detail from paragraph 2 **best** supports the answer to Part A?

Ⓐ ". . . for hiking, jogging, and exercise . . ."

Ⓑ ". . . good shock absorption, smooth tread . . ."

Ⓒ ". . . encourages the natural roll of the foot . . ."

Ⓓ ". . . cushioning, flexibility, control . . ."

Read the passage from "The Pros and Cons of Barefoot Running: What the Research Says." Then answer questions 4 and 5.

from "The Pros and Cons of Barefoot Running: What the Research Says"

by Tom Kelso

1 Researchers at the University of Newcastle found there is no scientific evidence to support claims that specially designed running shoes help prevent injuries. They found there was no published research that showed 1) running shoes controlled how much the foot rolled in, and 2) elevated cushioned heels helped prevent injuries. In fact, some shoes are specially designed to make a person land on the heel, which is unnatural, and may impair balance and makes one prone to ankle strains, so acute injuries are also relevant.

Potential Benefits of Barefoot Running:

- May strengthen the muscles, tendons and ligaments of the foot and allow one to develop a more natural gait[1].
- By removing the heel lift in most shoes, it will help stretch and strengthen the Achilles tendon and calf muscle which may reduce injuries, such as calf strains or Achilles tendinitis.
- Runners will learn to land on the forefoot rather than the heel. The heel strike during running was developed due to the excessive padding of running shoes, but research shows this isn't the most effective natural running stride. Landing on the heel causes unnecessary braking on every stride. The most efficient runners land on the mid-foot and keep their strides smooth and fluid. Landing on the forefoot also allows your arches to act as natural shock absorbers.
- It may improve balance and proprioception[2]. Going barefoot activates the smaller muscles in the feet, ankles, legs, and hips that are responsible for better balance and coordination.

[1]gait—manner of moving

[2]proprioception—awareness of movement within the body

- Running barefoot helps one improve balance, but it also helps them stay grounded and connected with your environment. A person can learn to spread their toes and expand the foot while it becomes a more solid and connected base that supports all movements.

Potential Negatives of Barefoot Running:

- Going barefoot or wearing a minimal shoe can be quite a shock to the foot and require a slow adaptation phase. But that isn't the only concern about a shoeless workout.

- If you have no existing issues and no pain, do you really need to change anything?

- Running shod[3] offers more protection from ground debris such as glass, nails, rocks, and thorns. Shoes also offer insulation in cold weather and protect the feet from frostbite in ice and snow.

- Because most runners are not used to going barefoot, unshod or a minimalist shoe will be a shock to the feet and thus muscles will initially feel overworked. In some people, this could lead to injuries such as Achilles tendinitis or calf strain when the conventional heel lift is removed from the shoes.

- The plantar surface (bottom) of the feet is normally soft and tender in most people. Eschewing[4] a stiff-soled shoe may initially cause plantar pain—or in those more fragile—increase the risk of plantar fasciitis.

- It is inevitable that almost everyone who switches to barefoot or a minimal shoe or starts going shoeless will find themselves dealing with blisters for the first few weeks until calluses are formed.

Concluding Comments:

2 Run unshod or shod? The jury is still out. If you choose to go barefoot—or don the funky toe shoes—start slow and be careful. If you want to go with high-tech running shoes, seek a professional for the proper fit.

[3]shod—wearing shoes

[4]Eschewing—avoiding

4. Part A

What does the word **insulation** mean as it is used in the section **Potential Negatives of Barefoot Running** of the passage.

Ⓐ a sanctuary

Ⓑ a covering

Ⓒ readiness

Ⓓ aide

Part B

Which detail from the section **Potential Negatives of Barefoot Running** best supports the answer to Part A?

Ⓐ ". . . can be quite a shock . . ."

Ⓑ ". . . isn't the only concern . . ."

Ⓒ ". . . shod offers more . . ."

Ⓓ ". . . protect the feet . . ."

5. Part A

Which sentence is the **best** summary of the passage from "The Pros and Cons of Barefoot Running: What the Research Says"?

Ⓐ Both advantages and disadvantages should be examined when considering a change to barefoot running.

Ⓑ Barefoot running can improve a runner's balance and provide an appreciation for the environment.

Ⓒ The most important part of running barefoot is paying attention to foot placement during strides.

Ⓓ Injuries are common in people who use running shoes and are unaccustomed to running barefoot.

Part B

Which detail from the passage supports the answer to Part A?

Ⓐ "Runners will learn to land on the forefoot rather than the heel." (**Potential Benefits of Barefoot Running**)

Ⓑ ". . . it also helps them stay grounded and connected with your environment." (**Potential Benefits of Barefoot Running**)

Ⓒ ". . . this could lead to injuries such as Achilles tendinitis or calf strain. . . ." (**Potential Negatives of Barefoot Running**)

Ⓓ "If you choose to go barefoot—or don the funky toe shoes—start slow and be careful." (**Concluding Comments**)

Refer to the passage from “Running Shoes Changed How Humans Run” and the passage from “The Pros and Cons of Barefoot Running: What the Research Says.” Then answer question 6.

6. Using the passage from “Running Shoes Changed How Humans Run” and the passage from “The Pros and Cons of Barefoot Running: What the Research Says,” write one **X** in each row to compare barefoot running and running in shoes.

Claim	Running Barefoot	Running in Shoes	Both
most similar to how past humans ran			
minimal collision force generated			
characterized by a rear-foot strike			
can result in injuries			

TURN THE PAGE AND CONTINUE WORKING

Refer to the passage from “Running Shoes Changed How Humans Run” and the passage from “The Pros and Cons of Barefoot Running: What the Research Says.” Then answer question 7.

7. Part A

Which statement represents a shared central idea of the passage from “Running Shoes Changed How Humans Run” and the passage from “The Pros and Cons of Barefoot Running: What the Research Says”?

Ⓐ The overworking of muscles that occurs in barefoot running can cause tendinitis to develop.

Ⓑ The use of shoes has altered the motion of the foot and areas of pressure on the feet.

Ⓒ Research studies often compare running styles of athletes from different countries.

Ⓓ Injuries can occur during barefoot running due to the presence of ground debris.

Part B

Choose **one** detail from **each** passage to support the answer to Part A?

Ⓐ ". . . it takes stronger muscles, so the switch could lead to tendinitis." (paragraph 3, from "Running Shoes Changed How Humans Run")

Ⓑ "Runners with modern shoes usually strike the ground with their heel first. . . ." (paragraph 6, from "Running Shoes Changed How Humans Run")

Ⓒ ". . . athletes from the Rift Valley Province in Kenya who grew up running barefoot . . ." (paragraph 8, from "Running Shoes Changed How Humans Run")

Ⓓ ". . . shoes are specially designed to make a person land on the heel, which is unnatural. . . ." (paragraph 1, from "The Pros and Cons of Barefoot Running: What the Research Says")

Ⓔ ". . . wearing a minimal shoe can be quite a shock to the foot and require a slow adaptation phase." (**Potential Negatives of Barefoot Running**, from "The Pros and Cons of Barefoot Running: What the Research Says")

Ⓕ ". . . from ground debris such as glass, nails, rocks, and thorns." (**Potential Negatives of Barefoot Running**, from "The Pros and Cons of Barefoot Running: What the Research Says")

Refer to the passage from “Running Shoes Changed How Humans Run,” the passage from “The Pros and Cons of Barefoot Running: What the Research Says,” and the passage from “How to Select the Right Athletic Shoes.” Then answer question 8.

8. You have read three passages that discuss running barefoot and running in shoes.

Write an essay to explain how running in shoes will be different for someone who has always run barefoot. Support your explanation with details from the passages.

Read the article “David Fairchild, America’s Top Food Spy.” Then answer questions 9 through 11.

“David Fairchild, America’s Top Food Spy”

by Jeff Nilsson

If you had something delicious for lunch today, you likely have David Fairchild to thank for it. Because of him, your diet now includes avocados, quinoa, kale, nectarines, pistachios, cashews, hummus, soybeans, and varieties of mangos, among other imported foods.

Not bad for someone you’ve probably never heard of.

In the early 20th century, David Fairchild introduced over 200,000 foreign plants to America. Though many of them never caught on, quite a few became staples of the American diet.

Food in the U.S. during those early decades was bland and monotonous, says Daniel Stone, author of the recently published biography of Fairchild, *The Food Explorer*.

“For generations, farmers grew little more than corn, wheat, oats, apples, and some tomatoes,” Stone told us in an interview. “Very few of our foods [today] are native to North America.”

The diversity of our current diet is the result of the Department of Agriculture’s search for new and better crops for farmers. In 1898, it opened the Office of Seed and Plant Introduction and made Fairchild its director.

For years, he sailed the world, hiking into the backcountry of distant lands and enduring primitive conditions, all to find promising foreign plants and new varieties of crops that America already farmed.

The avocado is a good example. Americans knew about them before the 1890s, but they weren’t part of the national diet until Fairchild sent some Peruvian varieties to Washington, which promoted them to farmers and consumers.

“Fairchild talked about two phases of introducing foods,” Stone said. “First, there was getting farmers to grow the food. And then the challenge of getting people to buy the new foods, eat them, and buy them again.”

Many of Fairchild’s discoveries failed to catch on because they were too unusual for American tastes; others proved impractical for farmers.

11 “His biggest disappointment was the mangosteen, which is not at all related to the mango,” Stone said. “He thought it was the queen of fruits. But it’s a very weak fruit—there’s not much to it, it ripens quickly, bruises easily, and can’t be shipped long distances.”

12 Alongside the disappointments were the unexpected, and sometimes delayed, successes. “Fairchild found quinoa in Peru,” Stone said. “He didn’t know what to do with it back in 1898.”

13 In his book, Stone writes, “It was crunchy and fine, and had a confusing glow. No one knew what part of the plant one should actually eat: its leaves—as with its botanical cousin spinach—or its grain, which were its seeds.”

14 Quinoa languished until 2005, when scientists recognized this superfood as a source of protein as well as all nine amino acids the human body can’t produce on its own—all without a trace of gluten.

15 Fairchild had another delayed success. Stone told us, “He would be surprised at how much hype kale has received.” When he came across it in eastern Europe, it was considered cheap food that only peasants ate. Not until the 1990s did we learn that kale has more iron than beef and more calcium, iron, and vitamin K than any other plant.

16 Fairchild was also instrumental in developing the citrus-food market in the U.S. Traditionally, Americans didn’t eat tropical fruit. But with other agents of the Office of Seed and Plant Introduction, he introduced marketable varieties of mangos, lemons, and navel oranges. As a result, Stone said, “we eat a lot of tropical fruit, year-round.”

17 In 1941, the [*Saturday Evening*] *Post’*s sister publication, *The Country Gentleman*, published an interview with Fairchild. Looking back over his career, he said, “There are scores of tropical and subtropical fruits just as good, even better than fruits we know; but we humans are in too much of a diet rut to create a market for them. After all, the body’s first consciousness is of taste; and so, as children, we acquire food prejudices.”

18 “Even if they won’t eat strange fruits,” he mused, “I wish people would be as curious about plants and other living things as they are about themselves.”

9. Part A

What does the word **diversity** mean as it is used in paragraph 6 of the article?

Ⓐ basis

Ⓑ flavor

Ⓒ quality

Ⓓ range

Part B

Which detail from the article **best** supports the answer to Part A?

Ⓐ ". . . other imported foods." (paragraph 1)

Ⓑ ". . . better crops. . ." (paragraph 6)

Ⓒ ". . . new varieties. . . " (paragraph 7)

Ⓓ "'. . . queen of fruits.'" (paragraph 11)

10. Part A

Why does the author include quotations from David Fairchild in paragraphs 17 and 18 of the article?

Ⓐ to show Fairchild's pride in his accomplishments

Ⓑ to show Fairchild's understanding of business

Ⓒ to show Fairchild's scientific knowledge

Ⓓ to show Fairchild's overall goal

Part B

Which evidence **best** supports the answer to Part A?

Ⓐ "'There are scores of tropical and subtropical fruits just as good, even better than fruits we know. . . .'" (paragraph 17)

Ⓑ "'. . . we humans are in too much of a diet rut to create a market for them.'" (paragraph 17)

Ⓒ "'After all, the body's first consciousness is of taste; and so, as children, we acquire food prejudices.'" (paragraph 17)

Ⓓ "'. . . I wish people would be as curious about plants and other living things as they are about themselves.'" (paragraph 18)

11. Write the letters for each quotation in the box that correctly describes how the information is presented. Each quotation will be used only once.

A. ”But with other agents of the Office of Seed and Plant Introduction, he introduced marketable varieties of mangos, lemons, and navel oranges. As a result, Stone said, ‘we eat a lot of tropical fruit, year-round.’” (paragraph 16)

B. “Many of Fairchild’s discoveries failed to catch on because they were too unusual for American tastes; others proved impractical for farmers.” (paragraph 10)

C. “‘His biggest disappointment was the mangosteen, which is not at all related to the mango,’ Stone said.” (paragraph 11)

D. “‘Fairchild found quinoa in Peru,’ Stone said.” (paragraph 12)

By Example	**By Cause and Effect**
_____ _____	_____ _____

This is the end of Item Set 1.

ITEM SET 2

Today you will research William Shakespeare. You will read excerpts from three passages: from *William Shakespeare: Playwright & Poet*, from "The Screenwriter for *Anonymous* Defends His Controversial Movie," and from "Who Wrote Shakespeare's Plays? Debate Goes On." As you review these sources, you will gather information about William Shakespeare so you can write a response.

Read the passage from *William Shakespeare: Playwright & Poet*. Then answer question 1.

from *William Shakespeare: Playwright & Poet*

by Emma Carlson Berne

1 William Shakespeare was an Elizabethan playwright who wrote some of the most widely praised dramas in the English language. His surviving works include 38 plays and 154 sonnets, as well as a number of other poems. His masterpieces include such works as *Hamlet*, *Macbeth*, *Romeo and Juliet*, *The Merchant of Venice*, and *Twelfth Night*. His plays continue to be performed long after his death. They are studied in classrooms everywhere and are made into films.

2 Despite Shakespeare's fame, little is known about him. What is known for certain about Shakespeare could be written in a few paragraphs. Yet great, thick biographies have been written about the poet for centuries.

SHAKESPEARE SCHOLARS

3 Some historical figures document every event of their lives and leave scholars with diaries, letters, essays, and musings on their innermost thoughts. Shakespeare historians have none of these. The greatest Western dramatist in history left no letters and no diaries—he did not even sign some of his plays. One of the only personal documents he left behind was his will. This lack of documentation has made Shakespeare's activities difficult to trace. However, it is not surprising that there is so little historical record left of Shakespeare. He lived 400 years ago, during a time when record keeping was scarce or careless.

4 Scholars look to Shakespeare's legal and church documents to learn about his life. These documents show things such as births, deaths, marriages, and land purchases. Scholars also read his plays and poems for clues about what Shakespeare might have been thinking and feeling at different stages of his life. In addition, scholars look at the letters and writings of Shakespeare's friends and associates for mentions of him.

5 With this information, scholars then study the customs of the time. They research the lives of other people of Shakespeare's social class and occupation. They look for information regarding his friends and close companions. All these things are indicators of what Shakespeare would have been doing and who he would have been doing those things with. Despite the lack of formal documentation, many Shakespeare scholars are fairly certain of Shakespeare's activities during his life.

THE AUTHORSHIP DEBATE

6 Some scholars have questioned whether Shakespeare actually wrote the works that are attributed to him. Shakespeare left few personal documents, letters, or notes. This lack of documentation has led some scholars to argue that there is little or no proof that Shakespeare wrote the works attributed to him.

7 This view is controversial; most scholars believe there is no reason to doubt that Shakespeare is the author of his famous plays.

8 Other scholars have suggested a variety of people who might actually be the author of Shakespeare's work: the playwright and poet Christopher Marlowe, the philosopher Francis Bacon, and a playwright, poet, and earl named Edward de Vere. Some have hypothesized that a countess named Mary Sidney or even Queen Elizabeth was the real "Shakespeare."

9 These are only theories, however. The author of Shakespeare's work is still assumed to be Shakespeare.

THE MYSTERY

10 Scholars continue to study the life of William Shakespeare. They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature. There are several periods in Shakespeare's life of which almost nothing is known at all. The mystery surrounding Shakespeare's life only adds to its intrigue.

11 What was Shakespeare doing during those blank periods? What inspired him? What were his feelings for his wife and children? And perhaps most importantly: Who was William Shakespeare?

1. Part A

Which argument is **best** supported by the author's reasoning in the passage from *William Shakespeare: Playwright & Poet*?

Ⓐ The accepted belief is that Shakespeare is the author of his plays despite some uncertainty.

Ⓑ People are in agreement about which of Shakespeare's plays represents his best work.

Ⓒ The lack of formal evidence about Shakespeare's life is an uncommon occurrence.

Ⓓ Scholars will find more information about Shakespeare as they study his work.

Part B

Which detail from the passage **best** supports the answer to Part A?

Ⓐ ". . . figures document every event of their lives and leave scholars with diaries, letters . . ." (paragraph 3)

Ⓑ "Scholars also read his plays and poems for clues . . ." (paragraph 4)

Ⓒ ". . . most scholars believe there is no reason to doubt that Shakespeare is the author . . ." (paragraph 7)

Ⓓ "They try to uncover the mysteries of his life to learn more about the man who produced so many great works of literature." (paragraph 10)

Read the passage from "The Screenwriter for *Anonymous* Defends His Controversial Movie." Then answer questions 2 and 3.

from "The Screenwriter for *Anonymous* Defends His Controversial Movie"

by Robert Levin

1 The Shakespearean authorship question has been a 20-year obsession for screenwriter John Orloff. His two-decade quest of researching and writing about it comes to an end with today's theatrical release of *Anonymous*, a costume drama[1] centered on that never-ending debate over who actually wrote Shakespeare's plays.

2 The film adopts the "Oxfordian" theory, crediting Edward de Vere—the 17th Earl of Oxford and most frequently promoted alternate candidate—as the true author of the masterworks.

3 Here, Orloff speaks about his interest in the subject.

What's spurred your obsession with the Shakespearean authorship question?

4 I was very tenuous[2] at first and unconvinced, as many people are. And then I kept on reading and reading and reading, and the more I read, the more convinced I became, and the more interested I became in all Elizabethan culture, not just Shakespeare's plays.

5 I guess I sort of felt, I'll be honest with you, it was two pronged: On one hand [I felt] if Shakespeare didn't write the plays, what a tragedy it'd been that this other person wasn't recognized. But even more importantly, whether Shakespeare did write the plays or didn't write the plays, we're being taught a lot of bunk about William Shakespeare. I bristle when people teach me things and present them as facts when in fact they are not facts. That alone was enough to make me want to make this movie.

[1]costume drama—movie in which actors wear historical costumes

[2]tenuous—unenthusiastic

What sold you on the notion that Shakespeare wasn't the author?

6 For me, you have to start off with the fact that there's no evidence he wrote the plays. . . . There's no first-hand documentary evidence. You start there. Then you go to the ability to write these plays, which we all know are so amazing and beautiful and filled with so many metaphors about so many things, like falconry and lawn bowling and tennis. . . . One has to make the leap that this young man from Stratford-upon-Avon, brilliant though he may have been, would have had [to have had] one heck of an education to write these things. And yet there's no record of him having attended any school, anywhere, ever.

7 So, I follow Mark Twain[3], who wrote a book about this issue [*Is Shakespeare Dead?*] and said, he, Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot. . . . I happen to believe that Shakespeare didn't have the life to draw from to write about court intrigue, to write about the things I was just mentioning, the images that are filled through these plays. It just was not the life of a commoner.

What about the argument that Shakespeare could have written about nobility without being a noble?

8 There's no Internet in 1600. He had no library. No books. There were no public libraries. You cannot write about 16th century law accurately because you're gifted. You can only do that because you understand 16th century law. I just don't believe the genius theory. It's different than music, where you only have to learn a certain amount of notes and then you go [and play or compose]. It's different with writing. That's why Walt Whitman, why Henry James, why James Joyce, why all of these writers in particular don't believe Shakespeare wrote the plays. They know what it is to write.

You've said elsewhere that the film was controversial when it was being cast, attracting ire from Judi Dench[4] and others. What did you make of that?

9 I was fascinated by it, actually, that people take it so incredibly seriously. I'm sure those very same people loved the play *Amadeus*, which has absolutely no basis in fact whatsoever. Or maybe they love *Shakespeare in Love.* Clearly Judi Dench had no problem with the fantasy that is *Shakespeare in Love.* It's a lovely film but there's not one millisecond that has anything to do with historical accuracy.

[3]Mark Twain—a famous American author who wrote in the late 1800s and early 1900s

[4]**Judi Dench**—a widely respected English actress

10 I don't know why Judi Dench had no issue being in that film; I guess because it glorified Shakespeare rather than not glorifying him. I think Simon Callow[5] also had a rather upset reaction when we approached him. People get very upset about this. It's a mystery to me why they get so passionate about it above and beyond all other things.

All the attention and controversy has to be a positive in terms of getting people to talk about and see the film, right?

11 Certainly [it helps get people] talking about the film. We'll see about getting them to see it. I hope it does. They're pretty upset, particularly over in Britain. The whole county of Warwickshire, Shakespeare's birthplace, is really up in arms. They're protesting the movie quite loudly.

In crafting your characters and the narrative, how were you able to find the right balance between historical fact, fiction, and speculation?

12 Ultimately, Shakespeare himself was our guide. The Shakespeare histories are not really histories. They're dramas. He compresses time. He adds characters that have been dead by the time the events are occurring. He'll invent characters out of whole cloth, like [Sir John] Falstaff in the history plays. First and foremost it's a drama, and just like Shakespeare we're creating drama.

[5]Simon Callow—an English actor who starred in the film Amadeus

2. Part A

In paragraph 11 of the passage from "The Screenwriter for *Anonymous* Defends His Controversial Movie," what does the phrase **up in arms** suggest?

Ⓐ People enjoy the honor that comes with living in the county where Shakespeare was born.

Ⓑ People prefer other movies that have been made about the life of Shakespeare.

Ⓒ People are angry about the theory that Shakespeare did not write the plays.

Ⓓ People are upset that Shakespeare is not celebrated in the movie.

Part B

Which evidence from paragraph 11 **best** supports the answer to Part A?

Ⓐ ". . . talking about the film."

Ⓑ "We'll see about getting them to see it."

Ⓒ ". . . whole county of Warwickshire . . ."

Ⓓ "They're protesting the movie quite loudly."

3. Write the letter of **one** central idea of the passage from "The Screenwriter for *Anonymous* Defends His Controversial Movie" in the box labeled **Central Idea**. Then write the numbers of **two** pieces of evidence that support that central idea in the box labeled **Supporting Evidence**.

Central Ideas

A. According to John Orloff, the movie *Anonymous* has much in common with Shakespeare's plays.

B. According to John Orloff, his interest in the authorship debate about Shakespeare's plays led to the movie *Anonymous*.

C. According to John Orloff, people are upset about the movie *Anonymous* because they want to protect Shakespeare's legacy.

Evidence

1. "The Shakespearean authorship question has been a 20-year obsession. . . ." (paragraph 1)

2. ". . . two-decade quest of researching and writing about it comes to an end with today's theatrical release . . ." (paragraph 1)

3. "I was very tenuous at first and unconvinced, as many people are." (paragraph 4)

4. ". . . I guess because it glorified Shakespeare rather than not glorifying him." (paragraph 10)

5. "Ultimately, Shakespeare himself was our guide." (paragraph 12)

Central Idea	Supporting Evidence
_____	_____ _____

Read the passage from "Who Wrote Shakespeare's Plays? Debate Goes On." Then answer questions 4 through 6.

from "Who Wrote Shakespeare's Plays? Debate Goes On"

by Renee Montagne

1 "We have been able to discover, over many generations, about 70 documents that are related to William Shakespeare of Stratford-upon-Avon, but none of them are literary," says Daniel Wright, an English professor who directs the Shakespeare Authorship Research Centre at Oregon's Concordia University.

2 "They all speak to the activity of a man who is principally a businessman; a man who is delinquent in paying his taxes; who was cited for hoarding grain during a famine," Wright adds. "We don't have anyone attesting to him as a playwright, as a poet. And he's the only presumed writer of his time for whom there is no contemporary evidence of a writing career. And many of us find that rather astonishing."

Records Raise Questions

3 There are playbills[1] that show Shakespeare appearing as an actor in small parts and legal documents relating to his stake in the Globe Theater. He left a will distributing his precious possessions, including, famously, his second-best bed.

4 But there's no record that this Shakespeare owned any books, wrote any letters, and the half-dozen signatures attributed to him are on legal documents only.

5 "If there were a signature related to *Hamlet*, we wouldn't be having this debate," says Diana Price, who wrote . . . the meticulously researched *Shakespeare's Unorthodox Biography*.

6 In it, she details all that Shakespeare would have had to know and be able to use effortlessly in metaphors and intricate puns: archery, astronomy, medicine, technical terms for falconry and royal tennis. The list is long.

[1]playbills—posters that announce theatrical performances

7 To link any writer conclusively to the plays, Price argues, "we would certainly have to be able to support how he learned his languages, how he received his education, how he gained his exposure to the lifestyle of the rich and famous, how he had access to the court. And I don't mean as a servant in the court, but someone who actually was in there when the power-playing was going on. We cannot support any of that for Shakespeare."

Mark Twain Wasn't Buying It

8 Mainstream academics mostly deride efforts of independent scholars like Price. It's a tad bit harder to shrug off challenges put—with great wit—by the likes of Mark Twain.

9 The American humorist never could reconcile what was known about the man from Stratford with the writer who penned "such stuff as dreams are made on."

10 Twain even wrote a pamphlet in 1909 poking fun at the Bard[2], called *Is Shakespeare Dead?* The following is an excerpt:

> It is surmised by the biographers that the young Shakespeare got his vast knowledge of the law and his familiar and accurate acquaintance with the manners and customs and shop-talk of lawyers through being for a time the CLERK OF A STRATFORD COURT: just as a bright lad like me, reared in a village on the banks of the Mississippi, might become perfect in knowledge of the Behring Strait whale-fishery and the shop-talk of the veteran exercisers of that adventure-bristling trade through catching catfish with a "trot-line" Sundays.

For Bard Backer, Proof's in the Name

11 Stephen Greenblatt, a professor at Harvard and author of the best-selling biography of the Bard, *Will in the World*, is one of America's most esteemed Shakespeare scholars.

12 "Like most scholars, I think it's reasonably clear that the man from Stratford wrote the plays," he says. "But it's certainly a subject that doesn't go away. He does seem like he did drop in from another planet. The level of achievement is remarkable."

13 Remarkable, says Greenblatt, but possible, even for a village lad if he were a genius. Greenblatt has little use for those who question the authorship of Shakespeare's works.

[2]the Bard—a name used for William Shakespeare that literally means "the Poet"

14 He says the most powerful evidence of authorship is the simplest: that the name William Shakespeare appeared on some of the plays published during his lifetime.

15 "It's nothing that gives you the kind of certainty that can never be called into question," Greenblatt says. "Anything can be called into question. But you'd have to have a very strong reason to believe that there was skullduggery[3] or an alternative account.

16 "It's true . . . that there are no manuscripts and no letters, but we're talking about something a very long time ago."

[3]skullduggery—trickery

4. Part A

What is the meaning of **reconcile** as it is used in paragraph 9 of the passage from "Who Wrote Shakespeare's Plays? Debate Goes On"?

Ⓐ confirm the facts about

Ⓑ learn to appreciate

Ⓒ agree to study

Ⓓ find humor in

Part B

Which detail from paragraph 8 **best** supports the answer to Part A?

Ⓐ "Mainstream academics . . ."

Ⓑ ". . . efforts of independent scholars . . ."

Ⓒ ". . . shrug off challenges . . ."

Ⓓ ". . . with great wit . . ."

5. Part A

In the passage from "Who Wrote Shakespeare's Plays? Debate Goes On," which statement **best** represents Diana Price's and Stephen Greenblatt's feelings about Shakespeare?

Ⓐ Diana Price argues that Shakespeare did not have the necessary experience to write the plays, but Stephen Greenblatt suggests Shakespeare may have been a genius.

Ⓑ Diana Price focuses on Shakespeare's ability to run a company, but Stephen Greenblatt pays more attention to Shakespeare's great writing skills.

Ⓒ Diana Price and Stephen Greenblatt agree that Shakespeare's work experience played an important role in helping him become a great writer.

Ⓓ Diana Price and Stephen Greenblatt agree that Shakespeare had sufficient exposure to the lifestyle of the people in the plays.

Part B

Which **two** details from the passage **best** support the answer to Part A?

Ⓐ "'They all speak to the activity of a man who is principally a businessman. . . .'" (paragraph 2)

Ⓑ "'. . . he's the only presumed writer of his time for whom there is no contemporary evidence of a writing career.'" (paragraph 2)

Ⓒ "He left a will distributing his precious possessions . . . ." (paragraph 3)

Ⓓ ". . . be able to use effortlessly in metaphors and intricate puns: archery, astronomy, medicine . . ." (paragraph 6)

Ⓔ "'. . . his familiar and accurate acquaintance with the manners and customs and shop-talk of lawyers . . .'" (paragraph 10)

Ⓕ "'The level of achievement is remarkable.'" (paragraph 12)

6. Part A

How does Mark Twain's opinion in paragraph 10 of the passage from "Who Wrote Shakespeare's Plays? Debate Goes On" help develop and refine Diana Price's claim?

Ⓐ by comparing his schooling to Shakespeare's

Ⓑ by using his knowledge of Shakespeare

Ⓒ by referring to other researchers' work

Ⓓ by describing personal experiences

Part B

Which detail from paragraph 10 **best** supports the answer to Part A?

Ⓐ "'. . . is surmised by the biographers . . .'"

Ⓑ "'. . . the manners and customs and shop-talk of lawyers . . .'"

Ⓒ "'. . . through being for a time the CLERK OF A STRATFORD COURT . . .'"

Ⓓ "'. . . just as a bright lad like me, reared in a village on the banks of the Mississippi . . .'"

Refer to the passages from "The Screenwriter for *Anonymous* Defends His Controversial Movie," and from "Who Wrote Shakespeare's Plays? Debate Goes On." Then answer question 7.

7. Part A

In the passage from "Who Wrote Shakespeare's Plays? Debate Goes On," Stephen Greenblatt says Shakespeare could have written his plays, even if he were just a "village lad." Based on the passage from "The Screenwriter for *Anonymous* Defends His Controversial Movie," how would John Orloff likely respond to this claim?

Ⓐ Genius is insufficient to explain the depth of Shakespeare's knowledge.

Ⓑ People have been misinterpreting Shakespeare's life for centuries.

Ⓒ What really matters is the entertainment value of the plays.

Ⓓ This theory is only partially supported by evidence.

Part B

Which detail of the passage from "The Screenwriter for *Anonymous* Defends His Controversial Movie" **best** supports the answer to Part A?

Ⓐ ". . . then I kept on reading and reading and reading, and the more I read, the more convinced I became. . . ." (paragraph 4)

Ⓑ ". . . whether Shakespeare did write the plays or didn't write the plays, we're being taught a lot of bunk about William Shakespeare." (paragraph 5)

Ⓒ ". . . Mark Twain could never have written about the Mississippi had he not been a Mississippi riverboat pilot. . . ." (paragraph 7)

Ⓓ ". . . it's a drama, and just like Shakespeare we're creating drama." (paragraph 12)

Refer to the passages from "The Screenwriter for *Anonymous* Defends His Controversial Movie" and from "Who Wrote Shakespeare's Plays? Debate Goes On." Then answer question 8.

8. Compare the passage from "The Screenwriter for *Anonymous* Defends His Controversial Movie" with the passage from "Who Wrote Shakespeare's Plays? Debate Goes On." Write the letters of **two** details in the box that indicate a disagreement between John Orloff and Stephen Greenblatt.

A. The name of Shakespeare on some of the plays proves he was the writer.

B. There are few historical documents that provide evidence of Shakespeare's life.

C. It is possible that a young man from Stratford-upon-Avon could have written the plays.

D. A person would need to have proof of Shakespeare's education.

Disagreement

_____ _____

Refer to the passages from *William Shakespeare: Playwright & Poet*, from "The Screenwriter for *Anonymous* Defends His Controversial Movie," and from "Who Wrote Shakespeare's Plays? Debate Goes On." Then answer question 9.

9. You have read passages from *William Shakespeare: Playwright & Poet*, "The Screenwriter for *Anonymous* Defends His Controversial Movie," and "Who Wrote Shakespeare's Plays? Debate Goes On."

Write an essay in which you evaluate how important the Shakespeare authorship issue is to the authors. Explain how the authors use evidence to support their claims about Shakespeare. Include details from **all three** passages to support your response.

Mabel and Jack are an elderly couple in rural Alaska. One day, they playfully build a child out of snow, but the next day there are only footprints where the snow child had stood. Mabel has had dreams about the snow child ever since. Read the passage from *The Snow Child*. Then answer questions 10 through 15.

from *The Snow Child*

by Eowyn Ivey

1 In the light of day, her dreams were drained of their nightmarish quality, and they seemed whimsical[1] and strange, but the taste of loss remained in her mouth. It was difficult to focus on her tasks, and she often drifted aimlessly through her own mind. A faint memory emerged again and again—her father, a leather-bound fairy-tale book, a snow child alive in its pages. She couldn't clearly recall the story or more than a few of the illustrations, and she began to worry over it, letting her thoughts touch it again and again. If there was such a book, could there be such a child? If an old man and woman conjured a little girl out of the snow and wilderness, what would she be to them? A daughter? . . .

2 She had sought reasonable explanations. She asked Esther about children who lived nearby. She urged Jack to inquire in town. But she had also taken note of those first boot prints in the snow—they began at the vanished snow child and ran from there into the woods. No tracks came into the yard.

3 Then there was the frost that crystallized on the window as she and Jack had watched, and the snowstorm that had blown her back toward home. . . . Most of all, there was the child herself, her face a mirror of the one Jack had sculpted in the snow, her eyes like ice itself. It was fantastical and impossible, but Mabel knew it was true—she and Jack had formed her of snow and birch boughs and frosty wild grass. The truth awed her. . . .

4 . . . Mabel decided to write to her sister, who still lived in the family home in Philadelphia. Perhaps the book was in the attic, along with the trunks of clothes and keepsakes that had accumulated there over the years. She sat down at the table, a loaf of bread baking in the oven, and was comforted by the act of writing. It gave her a rational[2] purpose. Either the book was there or it wasn't, but if her sister found it and sent it to her, Mabel was certain it would be of consequence. The book would tell her the fate of the old man and woman, and the child they had borne of snow.

[1]whimsical—playful and amusing

[2]rational—reasonable or logical

5 “Dearest sister, I hope this letter finds you well. We are settling into winter here at the homestead,” she began.

6 She went on to describe the snow and mountains and their new friends the Bensons. She asked about her sister’s children, now grown, and the family home. Then, as casually as she could, she inquired about the book.

7 “Do you remember it, dear Ada? It was one of my favorites for some years of my childhood. I believe it was bound in blue leather, but I remember little of the story—not even the title. I am sure it is an impossible task I am asking of you, but trying to recall the details of the book has become such a distracting nuisance to my mind. It’s like having a person’s name on the tip of your tongue, nearly remembered but not quite. I only hope by some chance you know the book I am thinking of, and better yet know where to find it in all that jumble of trunks in the attic.”

8 Mabel also asked if her sister could send some new pencils, as she intended to pick up her former pastime and had only a few stubs in her drawing box.

9 She sealed the letter, set it aside, and went to the stove. She pulled the loaf of bread from the oven, thumped it softly to see if it was done, then slid it back into the heat. She glanced toward the window and saw Jack at the woodpile. And then she saw the little girl.

10 She stood in the trees just beyond. Jack hadn’t noticed her. He had taken off his coat and was splitting log after log, swinging the heavy maul[3] above his head and bringing it down with a loud crack into the wood. The girl watched and then crept closer, hiding behind a birch tree and peeking around it. She wore the same coat of blue wool trimmed in white fur. Beneath the coat, Mabel could now see, was a light blue flower-print dress that came to below her knees, and high boots or moccasins made of some kind of animal skin and fur.

[3]maul—a large hammer

11 Mabel paced at the window. Should she go to the door and call out to Jack, or wait until he saw the girl himself? She was so near she hated to frighten her away. Then she saw Jack raise his head and look at the girl. The child was less than a dozen yards from him. Mabel held her breath. She could see Jack speaking but couldn't hear his words. The child was motionless. Jack stepped closer, a hand extended toward her. The girl stepped back, and then Jack was speaking again. It was difficult to see from the window, but Mabel thought she saw the girl raise a hand in a red mitten and give a small wave. Mabel's breath fogged the glass. She rubbed it with her hand just in time to see the girl turn and run into the trees. Jack stood with his arms at his sides, the maul at his feet, not moving. Mabel hurried to the door and pulled it open.

12 "Go, Jack! Go! Go after her!" Her voice was louder and shriller than she'd meant. He startled, then looked from Mabel to the woods and back again.

10. Part A

What is the meaning of the phrase **on the tip of your tongue** as it is used in paragraph 7 of the passage?

Ⓐ troubled by thoughts

Ⓑ expecting answers

Ⓒ wanting to speak

Ⓓ almost recalling

Part B

Which phrase from paragraph 7 **best** supports the answer to Part A?

Ⓐ "'. . . I remember little. . . .'"

Ⓑ "'. . . nuisance to my mind.'"

Ⓒ "'. . . nearly remembered . . .'"

Ⓓ "'. . . hope by some chance . . .'"

11. Part A

Why do Mabel's dreams in paragraph 1 provoke her to write to her sister?

Ⓐ Her dreams make her want to do things she and her sister did in childhood.

Ⓑ Her dreams remind her of an old book that might be in her sister's house.

Ⓒ Her dreams are disturbing, so she wants to reconnect with her sister.

Ⓓ Her dreams are confusing, so she wants to ask for her sister's advice.

Part B

Which evidence from the passage **best** supports the answer to Part A?

Ⓐ ". . . if her sister found it and sent it to her, Mabel was certain it would be of consequence." (paragraph 4)

Ⓑ "'Dearest sister, I hope this letter finds you well.'" (paragraph 5)

Ⓒ "She asked about her sister's children, now grown, and the family home." (paragraph 6)

Ⓓ "Mabel also asked if her sister could send some new pencils, as she intended to pick up her former pastime. . . ." (paragraph 8)

12. Determine how the author develops Mabel's character by writing the letter for **one** trait in the correct box and writing the number for **one** piece of supporting evidence in the correct box.

Traits

A.	distracted and confused
B.	curious and determined
C.	shy and frightened

Evidence

1.	"She asked Esther about children who lived nearby." (paragraph 2)
2.	"She sat down at the table, a loaf of bread baking in the oven, and was comforted by the act of writing." (paragraph 4)
3.	"She sealed the letter, set it aside, and went to the stove." (paragraph 9)

Mabel's Character Trait	Supporting Evidence
_____	_____

13. Read the central idea. Then write the letters for **two** quotations into the box that **best** help develop the central idea.

A. "If there was such a book, could there be such a child?" (paragraph 1)

B. "She had sought reasonable explanations." (paragraph 2)

C. "Either the book was there or it wasn't. . . ." (paragraph 4)

D. "She went on to describe the snow and mountains and their new friends. . . ." (paragraph 6)

E. "The child was motionless." (paragraph 11)

Central Idea: A woman struggles to determine the truth.
_____ _____

14. Part A

How does the author use the points of view of the characters to create suspense for the reader?

Ⓐ by showing that Mabel is more concerned about the girl than Jack is

Ⓑ by showing that Mabel can remember old stories, but Jack cannot

Ⓒ by showing that Mabel is seeking answers, but Jack is not

Ⓓ by showing that Mabel sees the girl before Jack does

Part B

Which evidence from the passage supports the answer to Part A?

Ⓐ “She urged Jack to inquire in town.” (paragraph 2)

Ⓑ “The book would tell her the fate of the old man and woman, and the child they had borne of snow.” (paragraph 4)

Ⓒ “‘It was one of my favorites for some years of my childhood.’” (paragraph 7)

Ⓓ “Jack hadn’t noticed her.” (paragraph 10)

15. Part A

How does the snow child made by the couple support a theme of the passage?

Ⓐ By resembling a book character, the snow child supports the idea that memories can be soothing.

Ⓑ By remaining outdoors, the snow child supports the idea that the wilderness can be dangerous.

Ⓒ By disappearing, the snow child supports the idea that imagination can be a powerful force.

Ⓓ By being little, the snow child supports the idea that small things can create big problems.

Part B

Which paragraph from the passage **best** develops the theme from Part A?

Ⓐ paragraph 1

Ⓑ paragraph 4

Ⓒ paragraph 7

Ⓓ paragraph 9

This is the end of Item Set 2.

ITEM SET 3

Today you will research genetics. You will read three passages, from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*, from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" and from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." As you review these sources, you will gather information about genetics so you can write a response.

Read the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*. Then answer questions 1 and 2.

from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*

by Sally Morgan

Proving Inheritance

1 The first steps in the understanding of inheritance date back to the time of Gregor Mendel, who lived in the 1800s. He was a monk who worked as a teacher in a monastery in Brno, in what is now the Czech Republic. His research with pea plants provided the basis for the study of inheritance. His breakthrough was all the more amazing because his studies took place long before the discovery of chromosomes and genes.

2 Mendel had read the work of Jean Baptiste Lamarck, a French naturalist. Lamarck thought that living things changed their behavior in response to changes in their environment. For example, Lamarck believed that a giraffe gained its extra-long neck and front legs because it had to stretch up and reach leaves on high branches. Over time, this lengthened its neck and legs. Its offspring then inherited these characteristics. Mendel decided to investigate how inheritance worked.

Working with plants

3 During the 1850s Mendel started a series of experiments with garden peas. He noticed that the pea plants had different characteristics. For example, some seeds were wrinkled and others were smooth. Some had purple flowers and others had white ones. He decided to study seven of these characteristics:

1. purple or white flower color

2. flowers at the top of the stem or on the side of the stem

3. inflated or constricted seed pod

4. yellow or green pod color

5. yellow or green seed color

6. round or wrinkled seeds

7. long or short stems

4 He grew many pea plants and then chose two of them to study. He collected seeds from these two parent plants. Then he grew a new generation of pea plants. He counted how many of the plants had features of one parent, and how many had features of the other.

Inheriting characteristics

5 Mendel's first experiments showed that a pea plant's offspring kept its parents' characteristics. This disproved Lamarck's ideas about living things being changed by their environment.

6 For example, Mendel looked at the inheritance of yellow and green seeds. He crossed a pea plant that produced yellow seeds with a pea plant that produced green seeds. He collected the seeds and germinated them. These first-generation seeds grew into plants that all had yellow seeds. Then he crossed two of these plants to produce the second generation. In the second generation, three-quarters of the plants had yellow seeds and one-quarter had green seeds.

Dominant or recessive?

7 When the plants were crossed there was no blending of the colors. The plants had either green seeds or yellow seeds, and no greenish-yellow seeds. Mendel therefore concluded that one characteristic must be dominant, and the other must be recessive. A dominant characteristic will mask a recessive one. For example, do you have ear lobes? This is a dominant characteristic. If you do not have ear lobes, you are recessive for this characteristic. In Mendel's experiments, there were no green seeds in the first generation of plants because yellow was the dominant color in the parent generation. The yellow masked the presence of the green color.

Lucky choice

8 Mendel's decision to use garden peas was very lucky because the seven characteristics that he selected gave clear results. Pea flowers are also easy to pollinate and they produce many seeds. He grew thousands of plants and this meant that his results were more reliable. By the time his experiments were completed, he had examined about 10,000 plants.

9 Mendel carried on with his research, but this time using a plant called the milkweed. This plant behaved very differently from the garden pea. Mendel was disappointed by the results he got with milkweed, and gave up his studies.

What are Mendel's factors?

10 We now know that the factors described by Mendel are genes. A gene controls a particular characteristic, such as flower color, or whether or not a person has ear lobes. Genes exist in different forms. These forms are called alleles. For example, the gene controlling flower color in peas comes in two forms, one for purple and one for white. The purple allele is dominant, while the white one is recessive.

1. Part A

What is the meaning of **dominant** as it is used in paragraph 7 of the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*?

Ⓐ superior in quality

Ⓑ visually prevailing

Ⓒ being specialized

Ⓓ more authentic

Part B

Which detail from paragraph 7 **best** supports the answer to Part A?

Ⓐ ". . . there was no blending of the colors."

Ⓑ ". . . had either green seeds or yellow seeds, and no greenish-yellow seeds."

Ⓒ ". . . there were no green seeds in the first generation . . ."

Ⓓ ". . . yellow masked the presence of the green . . ."

2. Circle a word or a phrase in each of the boxed lists to show the connection between ideas in the passage from *Mendel's Peas to Genetic Fingerprinting: Discovering Inheritance*.

The author mentions ear lobes to show how _____.

second-generation traits can differ
environment can influence traits
some traits are inherited

A person with ear lobes displays the _____ trait,

dominant
recessive

just as Mendel's pea plants with _____

yellow seeds
green seeds

and _____ display the same trait.

purple flowers
white flowers

Read the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” Then answer questions 3 and 4.

from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”

by Anne Underwood

1 If any child seemed destined to grow up afraid of her shadow and just about anything else that moved, it was 2-year-old Marjorie. She was so painfully shy that she wouldn’t talk to or look at a stranger. She was even afraid of friendly cats and dogs. When Jerome Kagan, a Harvard professor who discovered that shyness has a strong genetic component, sent a clown to play with Marjorie, she ran to her mother. “It was as if a cobra entered that room,” Kagan says. His diagnosis: Marjorie showed every sign of inherited shyness, a condition in which the brain somehow sends out messages to avoid new experiences. But as Kagan continued to examine her over the years, Marjorie’s temperament changed. When she started school, she gained confidence from ballet classes and her good grades, and she began to make friends. Her parents even coaxed her into taking horseback-riding lessons. Marjorie may have been born shy, but she has grown into a bubbly second grader.

2 For Marjorie, then, biology—more specifically, her genetic inheritance—was not her destiny. And therein lies our tale. In the last few years scientists have identified genes that appear to predict all sorts of emotional behavior, from happiness to aggressiveness to risk-taking. The age-old question of whether nature or nurture determines temperament seems finally to have been decided in favor of Mother Nature and her ever-deepening gene pool. But the answer may not be so simple after all. Scientists are beginning to discover that genetics and environment work together to determine personality as intricately as Astaire and Rogers[1] danced. "If either Fred or Ginger moves too fast, they both stumble," says Stanley Greenspan, a pediatric[2] psychiatrist at George Washington University and the author of "The Growth of the Mind." "Nature affects nurture affects nature and back and forth. Each step influences the next." Many scientists now believe that some experiences can actually alter the structure of the brain. An aggressive toddler, under the right circumstances, can essentially be rewired to channel his energy more constructively. Marjorie can overcome her shyness—forever. No child need be held captive to her genetic blueprint. The implications for child rearing—and social policy—are profound.

3 While Gregor Mendel's pea plants did wonders to explain how humans inherit blue eyes or a bald spot, they turn out to be an inferior model for analyzing something as complex as the brain. Genes control the brain's neurotransmitters and receptors, which deliver and accept mental messages like so many cars headed for their assigned parking spaces. But there are billions of roads to each parking lot, and those paths are highly susceptible[3] to environmental factors.

[1]Astaire and Rogers—Fred Astaire and Ginger Rogers were famous dance partners who appeared in movies in the 1930s and 1940s.

[2]pediatric—specializing in children

[3]susceptible—likely to be influenced by

3. Part A

Which statement **best** reflects the author's point of view in the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?"

Ⓐ She warns that parents should use caution when attempting to change what genetics have determined in their children.

Ⓑ She believes that good results can come from using a variety of experiences to overcome genetic dispositions.

Ⓒ She feels concern for children who have negative experiences as a result of their genetic code.

Ⓓ She considers it essential to eliminate negative genetic tendencies in children.

Part B

Which detail from the passage **best** supports the answer to Part A?

Ⓐ "She was so painfully shy that she wouldn't talk to or look at a stranger." (paragraph 1)

Ⓑ "Her parents even coaxed her into taking horseback-riding lessons." (paragraph 1)

Ⓒ "'Nature affects nurture affects nature and back and forth.'" (paragraph 2)

Ⓓ "Many scientists now believe that some experiences can actually alter the structure of the brain." (paragraph 2)

4. Write the letter of **one** main idea of the passage from "Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?" into the "Main Idea" box. Then write the numbers of **two** details that support the main idea into the "Supporting Details" box.

Main Ideas

A.	Genetics and life experiences both have roles in determining behavior.
B.	Nurturing parents can help children overcome genetic tendencies.
C.	Personality traits like shyness have genetic links.

Supporting Details

1.	Scientists have discovered genes that are connected to how people behave.
2.	Gregor Mendel's experiments with pea plants illustrate how heredity works.
3.	Scientists once believed that genetics alone determined brain structure.
4.	People's genes can predict their emotional responses.
5.	Marjorie changed after she started attending school.

Main Idea	**Supporting Details**
_____	_____ _____

Read the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence." Then answer questions 5 and 6.

from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence"

by Carl Zimmer

1 In a significant advance in the study of mental ability, a team of European and American scientists announced . . . that they had identified 52 genes linked to intelligence in nearly 80,000 people.

2 These genes do not determine intelligence, however. Their combined influence is minuscule, the researchers said, suggesting that thousands more are likely to be involved and still await discovery. Just as important, intelligence is profoundly shaped by the environment.

3 Still, the findings could make it possible to begin new experiments into the biological basis of reasoning and problem-solving, experts said. They could even help researchers determine which interventions would be most effective for children struggling to learn.

4 "This represents an enormous success," said Paige Harden, a psychologist at the University of Texas, who was not involved in the study.

5 For over a century, psychologists have studied intelligence by asking people questions. Their exams have evolved into batteries of tests, each probing a different mental ability, such as verbal reasoning or memorization.

6 In a typical test, the tasks might include imagining an object rotating, picking out a shape to complete a figure, and then pressing a button as fast as possible whenever a particular type of word appears.

7 Each test-taker may get varying scores for different abilities. But over all, these scores tend to hang together—people who score low on one measure tend to score low on the others, and vice versa. Psychologists sometimes refer to this similarity as general intelligence.

8 It's still not clear what in the brain accounts for intelligence. Neuroscientists have compared the brains of people with high and low test scores for clues, and they've found a few.

9 Brain size explains a small part of the variation, for example, although there are plenty of people with small brains who score higher than others with bigger brains.

10 Other studies hint that intelligence has something to do with how efficiently a brain can send signals from one region to another.

11 Danielle Posthuma, a geneticist at Vrije University Amsterdam and senior author of the new paper, first became interested in the study of intelligence in the 1990s. “I’ve always been intrigued by how it works,” she said. “Is it a matter of connections in the brain, or neurotransmitters that aren’t sufficient?”

12 Dr. Posthuma wanted to find the genes that influence intelligence. She started by studying identical twins who share the same DNA. Identical twins tended to have more similar intelligence test scores than fraternal twins, she and her colleagues found.

13 Hundreds of other studies have come to the same conclusion, showing a clear genetic influence on intelligence. But that doesn’t mean that intelligence is determined by genes alone.

14 Our environment exerts its own effects, only some of which scientists understand well. In places where food doesn’t contain iodine, giving supplements to children can raise scores.

15 Advances in DNA sequencing technology raised the possibility that researchers could find individual genes underlying differences in intelligence test scores. Some candidates were identified in small populations, but their effects did not reappear in studies on larger groups.

16 So scientists turned to what’s now called the genome[1]-wide association study: They sequence bits of genetic material scattered across the DNA of many unrelated people, then look to see whether people who share a particular condition—say, a high intelligence test score—also share the same genetic marker.

17 Standard intelligence tests can take a long time to complete, making it hard to gather results on huge numbers of people. Scientists can try combining smaller studies, but they often have to merge different tests together, potentially masking the effects of genes.

[1]genome—a full set of chromosomes

18 As a result, the first generation of genome-wide association studies on intelligence failed to find any genes. Later studies managed to turn up promising results, but when researchers turned to other groups of people, the effect of the genes again disappeared.

19 But in the past couple of years, larger studies relying on new statistical methods finally have produced compelling evidence that particular genes really are involved in shaping human intelligence.

20 “There’s a huge amount of real innovation going on,” said Stuart J. Ritchie, a geneticist at the University of Edinburgh who was not involved in the new study.

21 Dr. Posthuma and other experts decided to merge data from 13 earlier studies, forming a vast database of genetic markers and intelligence test scores. After so many years of frustration, Dr. Posthuma was pessimistic it would work.

22 “I thought, ‘Of course we’re not going to find anything,’” she said.

23 She was wrong. To her surprise, 52 genes emerged with firm links to intelligence. A dozen had turned up in earlier studies, but 40 were entirely new.

24 But all of these genes together account for just a small percentage of the variation in intelligence test scores, the researchers found; each variant raises or lowers I.Q. by only a small fraction of a point.

25 “It means there’s a long way to go, and there are going to be a lot of other genes that are going to be important,” Dr. Posthuma said.

26 Christopher F. Chabris, a co-author of the new study at Geisinger Health System in Danville, Pa., was optimistic that many of those missing genes would come to light, thanks to even larger studies involving hundreds of thousands, perhaps millions, of people.

27 “It’s just like astronomy getting better with bigger telescopes,” he said.

5. Part A

What is the meaning of the word **pessimistic** as it is used in paragraph 21 of the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence"?

Ⓐ full of confidence

Ⓑ lacking the proof

Ⓒ lacking in hope

Ⓓ able to predict

Part B

Which detail from paragraph 21 **best** supports the answer to Part A?

Ⓐ ". . . decided to merge data . . ."

Ⓑ ". . . forming a vast database . . ."

Ⓒ ". . . intelligence test scores."

Ⓓ ". . . so many years of frustration . . ."

6. Part A

How does the reference to astronomy in paragraph 27 of the passage from "In 'Enormous Success,' Scientists Tie 52 Genes to Human Intelligence" relate to the author's topic?

Ⓐ by emphasizing how broader studies can yield more finely tuned results

Ⓑ by explaining the problems associated with conducting genetic studies

Ⓒ by explaining how the proper technology can make up for human flaws

Ⓓ by emphasizing how the size of genes makes them difficult to study

Part B

Which detail from the passage **best** supports the answer to Part A?

Ⓐ "A dozen had turned up in earlier studies. . . ." (paragraph 23)

Ⓑ ". . . each variant raises or lowers I.Q. by only a small fraction of a point." (paragraph 24)

Ⓒ "'It means there's a long way to go. . . .'" (paragraph 25)

Ⓓ ". . . many of those missing genes would come to light, thanks to even larger studies . . ." (paragraph 26)

Refer to the passages “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”. Then answer question 7.

7. In the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence,” the authors discuss different scientific methods and results related to genes and heredity. Write the letter of **each** method or result into the correct box to show where the information appears.

Methods and Results

A. involved the observation of a person’s actions

B. yielded no significant connection between genes and test scores

C. supported the influence of environment over genetic dispositions

D. quantified a scientific connection using statistics

Passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?”

_____

Both Passages

_____

Passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”

_____

TURN THE PAGE AND CONTINUE WORKING

Refer to the passages from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence”. Then answer question 8.

8. Write an essay in which you explain the authors’ purposes in the passage from “Shyness, Sadness, Curiosity, Joy. Is It Nature or Nurture?” and the passage from “In ‘Enormous Success,’ Scientists Tie 52 Genes to Human Intelligence.”

Explain how the authors discuss different experiments or procedures in order to support their purposes. Use details from **both** passages in your response.

Read the passage from "It's Raining Pistachios!" Then answer questions 9 through 12.

from "It's Raining Pistachios!"

by Gretchen Maurer

1 With rubber mallets, we whacked at the trunks of the young trees until pistachio nuts dropped down around us, thumping the tarp beneath our feet. I plucked one off the ground, peeled off the hull, and pried the shell open. The raw nut tasted like fresh air and sun-warmed earth. It was worth the eight-year wait.

2 Before I was born, my parents lived in Turkey. They ate a lot of Turkish pistachios and loved the rich flavor. My dad dreamed of owning a pistachio farm. Later, he and a friend bought 11 acres near the Russian River in northern California. The climate and soil conditions there were perfect for growing pistachios.

Getting Started

3 On a spring morning when I was 12, my family and I piled out of our truck with picks and shovels, ready to plant the first of 1,500 pistachio trees. As I tamped[1] the earth around one particularly spindly tree, I thought, *No way are these dead-looking sticks going to grow anything!*

4 Pistachio trees take 7 to 10 years to produce nuts. For the first 3 years, we watered our trees by hand, using buckets we filled from a 300-gallon water tank hauled around on the back of a truck. Later, we dug a pond and installed a water-saving sprinkler system. During the dry season, it sprays hairlike streams of water between the trees.

Our First Harvest

5 After eight years, our trees produced our first pistachio harvest. Because young trees are fragile, we couldn't use a machine to shake the nuts from the trees. Instead, we whacked the trunks with rubber-tipped harvesting mallets that looked like giant cotton swabs. A few hundred pounds of pistachios fell onto tarps under the trees during that first harvest.

[1]tamped—made more compact

Going Organic

6 A few years later, we decided to grow our pistachios organically. Growing organic pistachios means that we do not use pesticides, herbicides, or man-made fertilizers. This requires a lot of work and creative thinking.

7 To produce healthy nuts, pistachio trees need nitrogen, so we add it to the soil with organic fertilizers. We add a ground-up fish solution to the sprinkling system, and we mix shovels full of composted chicken feathers or manure into the soil.

8 We also plant red clover around the trees; it takes nitrogen from the air and stores it in its roots. Over time, the nitrogen in the roots leaches into the soil and fertilizes the trees.

9 To control weeds that would steal nutrients from our trees, we hoe around each tree by hand and plow between rows.

10 We've even had to weed the pond! When weeds threatened to choke our water source, we paddled out in a canoe and pulled the tangly plants into the boat. Sometimes we've drained the water to let goats chomp on the intruding plants.

11 Crows would devour our pistachios if we let them. So we frighten them away with scarecrows and with screeching sounds made by noise machines. The screeches mimic the calls of hawks, which prey on crows.

10,000 Pounds of Pistachios

12 Pistachio trees produce a heavy crop of nuts one year and a light crop the next. A good harvest for us these days is 500 times what it was that first year—roughly the weight of a full-grown elephant!

13 Now that our trees are mature, we can collect the pistachios with a mechanical shaker. Its padded arm clamps onto the trunk of the tree and vibrates it. For about 30 seconds, the branches become a wild blur. Nuts rain down onto a tarp, which rolls up and dumps them onto a conveyor belt. The belt carries them to a large bin. Later, another machine removes the pistachios' rosy outer hulls and dries the nuts.

14 We haul the hulled nuts to a large processing plant where they're sorted, roasted, and salted. The sorting machine has an electric eye that detects any dark-stained shells and, with a jet of air, blows them into a separate bin. Finally, bagged, labeled, and ready to munch, our pistachios are sold at farmers' markets and in stores.

9. Part A

Which sentence **best** describes the relationship between the words **mature** and **mechanical** in paragraph 13?

Ⓐ The word mature indicates the pounds of nuts that are collected with the mechanical shaker.

Ⓑ The word mature indicates the strength required to use a mechanical shaker during harvesting.

Ⓒ The word mature indicates that other machines besides the mechanical shaker are needed.

Ⓓ The word mature indicates the amount of time the mechanical shaker is used for harvesting.

Part B

Which detail from paragraph 13 supports the answer to Part A?

Ⓐ ". . . clamps onto the trunk . . ."

Ⓑ "For about 30 seconds . . ."

Ⓒ "Nuts rain down. . . ."

Ⓓ ". . . onto a conveyor belt."

10. Part A

Based on information in the passage, how has the family's process of harvesting pistachios changed?

Ⓐ They use a different method of harvesting for organic pistachios than for nonorganic pistachios.

Ⓑ They originally fertilized the pistachios by hand, but now machines perform this action.

Ⓒ They originally watered the trees by hand, but now they have a sprinkler system.

Ⓓ They use different types of equipment based on the age of the trees.

Part B

Which detail supports the answer to Part A?

Ⓐ ". . . we watered our trees by hand. . . ." (paragraph 4)

Ⓑ "Because young trees are fragile, we couldn't use a machine to shake the nuts from the trees." (paragraph 5)

Ⓒ "A few years later, we decided to grow our pistachios organically." (paragraph 6)

Ⓓ ". . . machine removes the pistachios' rosy outer hulls . . ." (paragraph 13)

11. Part A

How does the author **best** indicate her wariness of how successfully the trees would grow?

Ⓐ The author describes years in which the farm experiences smaller crops of pistachios.

Ⓑ The author states that the farm switches to an organic method of farming.

Ⓒ The author is not impressed by the appearance of the young trees.

Ⓓ The author is unsure if the trees will receive enough water.

Part B

Which sentence supports the answer to Part A?

Ⓐ "As I tamped the earth around one particularly spindly tree, I thought, *No way are these dead-looking sticks going to grow anything!*" (paragraph 3)

Ⓑ "During the dry season, it sprays hairlike streams of water between the trees." (paragraph 4)

Ⓒ "Growing organic pistachios means that we do not use pesticides, herbicides, or man-made fertilizers." (paragraph 6)

Ⓓ "Pistachio trees produce a heavy crop of nuts one year and a light crop the next." (paragraph 12)

12. Write an **X** to select the claims by the author that are supported by evidence in the passage.

Claim	Supported by Evidence in the Passage
Nitrogen is necessary to help trees produce healthy pistachios.	
Multiple obstacles can inhibit the growth of the pistachio trees.	
Pistachios are easy to grow.	
Juvenile pistachio trees can break easily.	
Pistachios have a mild flavor.	

This is the end of Item Set 3.

1162063 1 2 3 4 5 A B C D E Printed in the USA ISD41903