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Read the passage from *The Count of Monte Cristo*, in which Edmond Dantes has been imprisoned for over four years and has recently stopped eating the prison food. Then answer the questions.

from *The Count of Monte Cristo*
by Alexandre Dumas

- 1 Suddenly, about nine o'clock in the evening, Edmond heard a hollow sound in the wall against which he was lying.
- 2 So many loathsome animals inhabited the prison, that their noise did not, in general, awake him; but whether abstinence had quickened his faculties, or whether the noise was really louder than usual, Edmond raised his head and listened. It was a continual scratching, as if made by a huge claw, a powerful tooth, or some iron instrument attacking the stones.
- 3 Although weakened, the young man's brain instantly responded to the idea that haunts all prisoners—liberty! It seemed to him that heaven had at length taken pity on him, and had sent this noise to warn him on the very brink of the abyss. Perhaps one of those

Part A

What is the meaning of **recurrence** as it is used in paragraph 16 of *The Count of Monte Cristo*?

- A. a desire for something hard to obtain
- B. an instance of something happening again
- C. a way of thinking about something important
- D. an understanding of something previously unknown

Part B

Which evidence from *The Count of Monte Cristo* supports the correct answer in Part A?

- A. "... I need but knock against the wall, and he will cease to work . . ." (paragraph 12)
- B. "... he will soon resume it." (paragraph 12)
- C. "Full of hope, Edmond swallowed a few mouthfuls of bread and water . . ." (paragraph 15)
- D. "Edmond did not close his eyes." (paragraph 17)

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Part A

In *The Count of Monte Cristo*, how does the noise in the wall affect Edmond Dantes?

- A. It causes him to summon the jailer.
- B. It gives him a sense of hope.
- C. It frightens him into behaving foolishly.
- D. It proves that he will escape.

Part B

Which evidence from *The Count of Monte Cristo* supports the answer to Part A?

- A. "So many loathsome animals inhabited the prison, that their noise did not, in general, awake him . . ." (paragraph 2)
- B. "It seemed to him that heaven had at length taken pity on him . . ." (paragraph 3)
- C. "No, no, doubtless he was deceived, and it was but one of those dreams that forerun death!" (paragraph 4)
- D. "Suddenly the jailer entered." (paragraph 6)

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Part A

What is a central idea of *The Count of Monte Cristo*?

- A. Poor conditions cause a man to imagine sounds in his cell.
- B. A jailer takes pity on a hungry man and offers him food.
- C. The lack of company causes a man to befriend his jailer.
- D. A confined man is energized by the possibility of escape.

Part B

Which evidence from *The Count of Monte Cristo* **best** supports the answer to Part A?

- A. "Dantes raised himself up and began to talk about everything; about the bad quality of the food, about the coldness of his dungeon, grumbling and complaining, in order to have an excuse for speaking, louder, and wearying the patience of his jailer, who out of kindness of heart had brought broth and white bread for his prisoner." (paragraph 8)
- B. "Fortunately, he fancied that Dantes was delirious; and placing the food on the rickety table, he withdrew." (paragraph 9)
- C. "'There can be no doubt about it,' thought he; 'it is some prisoner who is striving to obtain his freedom. Oh, if I were only there to help him!'" (paragraph 10)
- D. "Unfortunately, Edmond's brain was still so feeble that he could not bend his thoughts to anything in particular." (paragraph 11)

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Read the scene from *Blessings*. Then answer the questions.

from *Blessings*

by Mary Hall Surface

LIGHTS UP on the "looking spot," an outcropping of rock on the peak of a ridge, high above the valley below. JESSE is leading the way. They are just arriving.

JESSE. (*Entering.*) It gets cooler, brighter, right at the bend. See?

RENE. (*Entering.*) And thinner. The air feels thinner.

JESSE. Cause it is.

5 (*RENE reaches the top. She looks out for the first time.*)

RENE. Oh my gosh.

JESSE. Like it?

RENE. I didn't know sunsets came like this! How high are we?

JESSE. High as you can get without ropes. See that ridge? Sheer rock-face. I scale that once a year. Since I was twelve. It's my test.

Part A

What is the meaning of **scale** as it is used in line 9 of *Blessings*?

- A. to remove in layers
- B. to increase or reduce in size
- C. to climb up or over something
- D. to create according to certain proportions

Part B

Which phrase from *Blessings* **best** helps the reader to understand the meaning of **scale**?

- A. "And thinner. The air feels thinner." (line 3)
- B. "High as you can get without ropes." (line 9)
- C. "See that ridge? Sheer rock-face." (line 9)
- D. "But I make 'em. And sell 'em." (line 31)

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In *Blessings*, the stage directions help the reader better understand the scene. Match the stage directions to their functions in the play by placing the stage directions in the appropriate box. Not all options will be used.

LIGHTS UP on the "looking spot," an outcropping of rock on the peak of a ridge, high above the valley below.

JESSE is leading the way.

(JESSE looks right at RENE, surprised by her directness.)

(Glancing at the page.)

(As they exit, playfully.)

(RENE and JESSE exit. LIGHTS OUT. Music transition.)

Stage Direction	How Directions Contribute to Meaning
	The characters learn more about each other.
	The setting offers the characters a sense of freedom.
	A lighthearted mood is established.

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Both characters in *Blessings* are inspired by the setting of the play to express themselves through artistic means. Select **two** lines from the play, **one** for each character, that support this idea.

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from *The Count of Monte Cristo* from *Blessings*

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You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

B *I* U ☰ ☷ ✂ 📄 📧 ↶ ↷

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Read the passage titled "Energy Story." Then answer the questions.

Energy Story

by Editors

- 1 Electricity figures everywhere in our lives. Electricity lights up our homes, cooks our food, powers our computers, television sets, and other electronic devices. Electricity from batteries keeps our cars running and makes our flashlights shine in the dark.
- 2 Here's something you can do to see the importance of electricity. Take a walk through your school, house or apartment and write down all the different appliances, devices and machines that use electricity. You'll be amazed at how many things we use each and every day that depend on electricity.
- 3 But what is electricity? Where does it come from? How does it work? Before we understand all that, we need to know a little bit about atoms and their structure.



Part A

In paragraph 12 of "Energy Story," what does the word **circuit** mean?

- A. a conductor
- B. a balance
- C. a charge
- D. a path

Part B

Which sentence from "Energy Story" **best** supports the answer in Part A?

- A. "Each atom has a specific number of electrons, protons and neutrons."
- B. "So, if an atom had six protons, it should also have six electrons."
- C. "The charge is passed from atom to atom when electricity is 'passed.'"
- D. "Most metals—like copper, aluminum or steel—are good conductors."

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Part A

Why does the author **most likely** place the information in paragraphs 1–2 at the beginning of "Energy Story"?

- A. to encourage the reader to learn how electronic devices are made
- B. to show the reader how different machines can improve our lives
- C. to draw the reader in by showing how electricity affects everyone
- D. to teach the reader how to use electricity in different settings

Part B

Which detail from "Energy Story" **best** supports the answer in Part A?

- A. "... walk through your school, house or apartment ..."
- B. "... how many things we use each and every day that depend on electricity."
- C. "... in the same way the moon spins around the earth."
- D. "... each person would have a bucket of water to pour from one bucket to another."

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Part A

Which sentence **best** describes the central idea of paragraphs 21–22 in "Energy Story"?

- A. Materials that are insulators and conductors have a high resistance to electricity.
- B. It is more difficult for electricity to pass through insulators than conductors.
- C. Insulators and conductors are able to generate a high amount of electricity.
- D. Electrons move through rubber easier than they move through metal.

Part B

Which sentence from "Energy Story" **best** supports the answer in Part A?

- A. "Electricity is conducted through some things better than others."
- B. "Its resistance measures how well something conducts electricity."
- C. "Some things hold their electrons very tightly."
- D. "Other materials have some loosely held electrons, which move through them very easily."

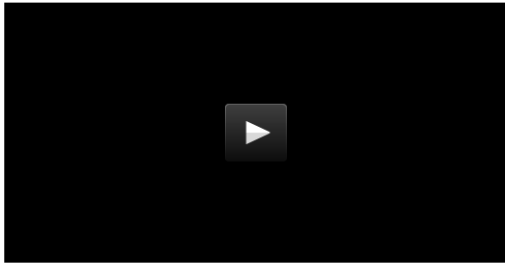
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Watch the video titled "Hands-on Science with Squishy Circuits." Then answer the questions.

Hands-on Science with Squishy Circuits

by AnnMarie Thomas

This is a digital source.



Hands on Science With Squishy Circuits by AnnMarie Thomas

Part A

In segment 1:14-1:17 of "Hands-on Science with Squishy Circuits," what does the word **commercial** mean?

- A. used at home
- B. created with others
- C. produced for sale
- D. made widely known

Part B

Which detail from "Hands-on Science with Squishy Circuits" **best** supports the answer in Part A?

- A. "... we spent a summer looking at different play-dough recipes . . ." (0:37 - 0:39)
- B. "... these recipes probably look really familiar . . ." (0:41 - 0:43)
- C. "... pretty standard ingredients you probably have in your kitchen . . ." (0:43 - 0:46)
- D. "... regular play-dough that you buy at the store . . ." (1:04 - 1:06)

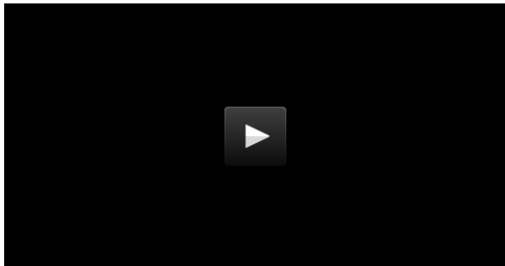
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Part A

Which sentence **best** describes the central idea of the video?

- A. Young children can learn about electricity through play.
- B. Circuits can be made with many different types of play-dough.
- C. Electricity is one of the simplest scientific concepts to understand.
- D. Children are often more interested in science than adults are.

Part B

Which **two** quotations from the video **best** develop the central idea in Part A?

- A. "We have two favorite recipes—one that had these ingredients and a second that had sugar instead of salt." (0:47 – 0:52)
- B. "Well it means if you put them together you suddenly have circuits—circuits that the most creative, tiny, little hands can build on their own." (1:22 – 1:29)
- C. "But if any of you have studied electrical engineering, we can also create a short circuit." (2:02 – 2:04)
- D. "If I want a spinning tail, let's grab a motor, put some play-dough on it, stick it on and we have spinning." (2:27 – 2:34)
- E. "And once you have the basics, we can make a slightly more complicated circuit." (2:40 – 2:41)

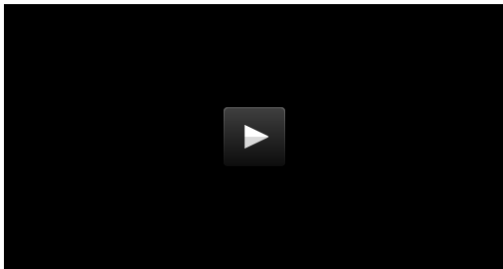
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- E. "And once you have the basics, we can make a slightly more complicated circuit." (2:40 – 2:41)
- F. "We've actually tried to turn it into an electrical engineering lab." (3:23 – 3:24)

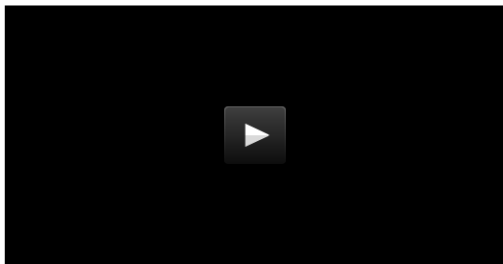
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Use what you have learned from watching "Hands-on Science with Squishy Circuits" to place check marks next to **all** of the activities that are needed to successfully turn on an LED light. Note that some of the possible activities listed are incorrect.

Possible Activities Needed to Turn On LED Light

- A. Connect the wires of an LED light to the wires of a battery pack.
- B. Push one wire of an LED light into a piece of salty dough. Plug the other wire of an LED light into a piece of sugary dough.
- C. Divide a chunk of salty dough into two separate pieces.
- D. Connect the wires of a battery pack to salty dough.
- E. Plug both wires of an LED light into sugary dough.
- F. Plug one wire of an LED light into a piece of salty dough. Plug the other wire of the LED light into another piece of salty dough.
- G. Reattach the two separate pieces of salty dough.

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Read the article titled "Conducting Solutions." Then answer the questions.

Conducting Solutions

1 An electric current is a flow of electrical charge. When a metal conducts electricity, the charge is carried by electrons moving through the metal. Electrons are subatomic particles with a negative electrical charge. When a solution conducts electricity, the charge is carried by ions moving through the solution. Ions are atoms or small groups of atoms that have an electrical charge. Some ions have a negative charge and some have a positive charge.

2 Pure water contains very few ions, so it does not conduct electricity very well. When table salt is dissolved in water, the solution conducts very well, because the solution contains ions. The ions come from the table salt, whose chemical name is sodium chloride. Sodium chloride contains sodium ions, which have a positive charge, and chloride ions, which have a negative charge. Because sodium chloride is made up of ions, it is called an ionic substance.

Part A

As it is used in the passage, what does the word **solution** mean?

- A. an ability to combine smaller parts
- B. an answer to a problem
- C. a capacity to carry a stronger charge
- D. a liquid mixture

Part B

Which detail from "Conducting Solutions" provides the **best** clue to the meaning of the word **solution**?

- A. "... conducts electricity ..."
- B. "... dissolved in water ..."
- C. "... are no ions ..."
- D. "... made of molecules ..."

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Part A

Which sentence describes the overall structure of "Conducting Solutions"?

- A. The text provides an argument with supporting reasons for studying electricity.
- B. The text provides a description of solutions that conduct electricity.
- C. The text provides a presentation of a scientific experiment and includes detailed instructions.
- D. The text provides an explanation about conducting electricity and includes supporting evidence.

Part B

In "Conducting Solutions," in what way does paragraph 2 contribute to the structure in Part A?

- A. It suggests that further study is needed.
- B. It provides details to strengthen a description.
- C. It presents several unexpected conclusions.
- D. It gives steps about how to conduct an experiment.

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Identify **three** details from "Conducting Solutions" in the list that should be included in a summary of the passage. Then, drag and drop your selections into the table in the order they should appear.

Ions moving through a solution create an electrical charge.

Electricity flows poorly through substances with few or no ions.

Laundry soap often contains molecules of ammonia.

Some substances with few ions become good conductors of electricity when they are combined with other substances.

Sodium chloride, more commonly known as table salt, has ions.

In addition, atoms contain even smaller parts called subatomic particles.

1	
2	
3	

Today you will research electricity and consider some of the methods used in science texts and videos to support different purposes. First you will read a passage that explains some general principles of electricity. Next, you will watch a video about fun ways to learn about electricity circuits. Finally, you will read an article that explains how different materials conduct electricity. As you review these sources, think about the purpose of each and the role that explanations, demonstrations, and/or descriptions of experiments play in communicating that purpose. At the end of the task, you will be asked to write an essay.

- Energy Story
- Hands-on Science with Squishy Circuits
- Conducting Solutions

Read the passage titled "Energy Story." Then answer the questions.

Energy Story

by Editors

- 1 Electricity figures everywhere in our lives. Electricity lights up our homes, cooks our food, powers our computers, television sets, and other electronic devices. Electricity from batteries keeps our cars running and makes our flashlights shine in the dark.
- 2 Here's something you can do to see the importance of electricity. Take a walk through your school, house or apartment and write down all the different appliances, devices and machines that use electricity. You'll be amazed at how many things we use each and every day that depend on electricity.
- 3 But what is electricity? Where does it come from? How does it work? Before we understand all that, we need to know a little bit about atoms and their structure.

You have learned about electricity by reading two articles, "Energy Story" and "Conducting Solutions," and viewing a video clip titled "Hands-on Science with Squishy Circuits."

In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

B / *I* / U / / / / /

Today, you will read a passage from a novel. As you read, you will gather information to prepare for writing an original story.

Kevin Pugh's dog, Cromwell, has boundless energy and potential talent. Zach is Kevin's good friend. Read the passage from *The Fast and the Furiest*. Then answer the questions.

from *The Fast and the Furiest*

by Andy Behrens

1 In the days that followed, it became perfectly clear that Cromwell was obsessed with agility. It was not merely a phase, but an addiction. He dropped his leash at Kevin's feet constantly. He ran phantom courses in the backyard. He lodged himself in the tire swing daily. It was mid-June and oppressively hot, but not even a series of 100-degree days could stop the dog. At times, Kevin would simply sit in a lawn chair, spraying himself with the hose, while Cromwell made run after failed run at the tire swing. Zach accompanied them on what Kevin felt were murderously long walks. At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels; in Horner Park, the dog routinely broke free of his leash and tore through picnics and volleyball games; on the lakefront path, he chased bikes and terrorized

Part A

In paragraph 1, what information does the setting **mainly** suggest about Cromwell?

- A. how irritating Cromwell is to Kevin
- B. how distracted Cromwell is by Zach
- C. how determined Cromwell is to stay active
- D. how upset Cromwell is about being a family pet

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- A. "... not even a series of 100-degree days could stop the dog."
- B. "At times, Kevin would simply sit in a lawn chair ..."
- C. "... what Kevin felt were murderously long walks."
- D. "... the dog routinely broke free of his leash ..."

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Part A

Which sentence explains what the word **skeptic** in paragraph 3 suggests about Howie?

- A. He is confused by Kevin's decision to have Cromwell trained.
- B. He is surprised by Kevin's offer to take responsibility for Cromwell.
- C. He hopes that Kevin's solution can keep Cromwell an agile dog.
- D. He does not see the value of Kevin's plan for Cromwell.

Part B

Which detail from the excerpt provides the **best** clue to the meaning of the word in Part A?

- A. "Okay, just so I'm clear ... " (paragraph 4)
- B. "Howie, chewing, stared at his son ... " (paragraph 7)
- C. "This is like dog show training?" (paragraph 9)
- D. "And without a single class." (paragraph 14)

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Part A

Based on the passage, what is the **main** reason the author includes Howie as a character in the story?

- A. to lighten Kevin's seriousness
- B. to call attention to Izzy's enthusiasm
- C. to create a conflict that challenges Kevin
- D. to introduce a surprise for Cromwell

Part B

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

- A. "Howie continued, a waffle fleck flying from his mouth." (paragraph 9)
- B. "Cromwell was sniffing the floor for breakfast droppings, wagging his tail . . ." (paragraph 12)
- C. "Well, no. Not depressed." (paragraph 13)
- D. "If Izzy wants to sign up for soccer in Malaysia, it's no problem." (paragraph 15)
- E. "You know I'm happy to pay for anything you're into . . ." (paragraph 16)
- F. "You're not makin' a good case here, Kev." (paragraph 33)

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One way an author suggests a character's feelings is through descriptions of body language, the way the character behaves physically. Select **two** sentences from paragraphs 13-23 that show how Kevin's body language suggests an emotional reaction to Howie. More than two sentences are correct.

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Part A

Which sentence describes a central idea of the passage?

- A. Cromwell has become much more energetic than he was before.
- B. Kevin and Howie have different ideas about what activities are worthwhile.
- C. Cromwell enjoys exercising on the beach more than playing at the park.
- D. Howie wants Cromwell to participate in different types of dog competitions.

Part B

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

- A. "At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels . . ." (paragraph 1)
- B. "All that remained was to convince his parents, who, Kevin figured, had always wanted him to be sportier anyway." (paragraph 2)
- C. "Cromwell's not going to start fetching things, though?" (paragraph 9)
- D. "But it would make Cromwell happier." (paragraph 10)

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At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie's mind about paying for Cromwell's training. In writing your story:

- Consider what actions Kevin might take or what Kevin might say that would strengthen his case.
- Be sure to use what you have learned about the setting, characters, and plot of the passage.

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