

Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.

Read the passage from the novel *Confetti Girl*. Then answer the questions.

from *Confetti Girl*
by Diana López

- 1 Mom always had after-school projects waiting for me. "Can you help decorate cookies?" she'd say. Or, "Go outside and pick some flowers." Or, "Fix my nails, please." She loved to paint them, but since she wasn't coordinated with her left hand, her right-hand nails looked like a preschooler's coloring page.
- 2 I guess these projects were chores, but they were fun, too. Now when I come home, I've got to sweep, fold towels, or scrub the bathroom sink. Dad helps, but sometimes he makes a big mess.
- 3 Like today. He's got flour, potato skins, and crumpled napkins on the counter. The pot boils over with brown scum. And I don't want to talk to him because I'm still mad about the volleyball game, but I have to know what he's up to.
- 4 "What are you doing, Dad?"

Part A

What is the meaning of the word **sarcasm** as it is used in paragraph 18 of *Confetti Girl*?

- A. a remark indicating mockery and annoyance
- B. a response that is meant to be taken literally
- C. an answer that indicates confusion or skepticism
- D. an observation that is silly and childish

Part B

Which words from the passage help clarify the meaning of **sarcasm**?

- A. "Super . . . super . . . super something. Can't remember." (paragraph 15)
- B. "It could have been *super-duper* or *super-loop* for all I care." (paragraph 17)
- C. "So did I tell you we're having a book sale for our next fundraiser?" (paragraph 20)
- D. "Yes, that's it. But I left it in my locker. I guess I can't do my homework." (paragraph 24)

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Part A

What attitude does the narrator of *Confetti Girl* reveal when she uses the book as a coaster in paragraph 34?

- A. worry about being able to finish her schoolwork
- B. dishonesty in lying to her father about her homework
- C. carelessness when it comes to doing household chores
- D. resentment of her father's efforts to impose his interests on her

Part B

Which quotation from the passage **best** shows additional evidence of the attitude in Part A?

- A. "Dad helps, but sometimes he makes a big mess." (paragraph 2)
- B. "And I don't want to talk to him because I'm still mad about the volleyball game . . ." (paragraph 3)
- C. "Nothing's more important than his books and vocabulary words. He might say I matter, but when he goes on a scavenger hunt for a book, I realize that I really don't." (paragraph 26)
- D. "Later, just as I write *I love Luis* for the three-hundredth time, my dad peeks through my bedroom door." (paragraph 29)

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Read the passage from *Tortilla Sun*. Then answer the questions.

from *Tortilla Sun*

by Jennifer Cervantes

1 *Clang cla-clang, clang clang.* The next morning, I found Mom in the kitchen with a chisel and hammer, chipping away at the kitchen counter. Little flecks of white flew through the air like ceramic snow, landing softly on her olive-colored cheeks.

2 I ducked as a piece of tile flew at me. "Hey!"

3 She turned toward me with a look of surprise. "Morning, Izzy. I didn't see you standing there."

4 "Wha . . . what are you doing?" I asked.

5 She stepped back and surveyed the half-demolished counter the way someone stands back to study a newly hung photograph. Wiping her cheek with the back of her hand she said, "There was this"—she searched the mess on the floor—"this one broken tile poking out and I thought I should fix it and . . ."

Part A

How do the phrases **stormed off**, **float far**, and **invisible nothing** in paragraph 35 contribute to the tone of the passage?

- A. They call attention to the narrator's feelings of guilt and disappointment.
- B. They emphasize the narrator's growing sense of hopelessness.
- C. They reflect the narrator's escape into comforting daydreams.
- D. They highlight the narrator's strong sense of independence.

Part B

Selecting from paragraphs 32-39, choose the paragraph that **most** directly reinforces the tone created in paragraph 35.

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Part A

Which statement provides an objective summary of the passage?

- A. A mother chooses to neglect her daughter's interest in favor of completing her degree. She informs her daughter of this decision, and the daughter rightly points out the mother's selfishness.
- B. A mother decides it would be best for her daughter if they both moved to another country. The daughter complains that this will disrupt her life, but the mother holds firm to her decision.
- C. A girl learns that she and her mother are moving in with their grandmother. She believes her mother is trying to take the easy way out. In response, she states that her father is a better parent.
- D. A girl finds out her mother is going to leave her for the summer. She believes her mother is being selfish and neglecting her. In response, she becomes negative and withdrawn.

Part B

Select **three** details from the passage that are **most** relevant to providing an objective summary of the passage. Drag and drop the three details in order into the appropriate boxes.

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Part A

In both passages, what causes the conflict between the narrator and her parent?

- A. The narrator does something to disappoint her parent.
- B. The narrator misunderstands her parent's intentions.
- C. The parent acts in a way that neglects the narrator's interests.
- D. The parent makes a mess that the narrator will have to clean up.

Part B

Which paragraphs from the two passages **best** support the answer to Part A?

- A. *Confetti Girl* : paragraph 3 *Tortilla Sun* : paragraph 1
- B. *Confetti Girl* : paragraph 12 *Tortilla Sun* : paragraph 5
- C. *Confetti Girl* : paragraph 19 *Tortilla Sun* : paragraph 6
- D. *Confetti Girl* : paragraph 26 *Tortilla Sun* : paragraph 9

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Part A

The passage from *Confetti Girl* begins with the narrator's memories of her mother in paragraph 1. The passage from *Tortilla Sun* ends with Izzy's thoughts about the baseball that belonged to her father in paragraph 46. How do these paragraphs contribute to an understanding of both narrators?

- A. The paragraphs reveal that the narrators have little reason to feel upset about their present situations.
- B. The paragraphs suggest the efforts the narrators will go to so that they may please their parents.
- C. The paragraphs emphasize the fact that the narrators may not be reporting events truthfully.
- D. The paragraphs highlight the narrators' strong desire to regain a sense of closeness.

Part B

What further similarity between the narrators builds on the same idea?

- A. They both have trouble connecting with their remaining parent.
- B. They both have an active and rich imaginary life.
- C. They both feel as if there is no point in making friends.
- D. They both have parents who value education above all else.

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In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

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Today you will research an experiment involving elephants. First, you will read an article about the experiment. Then you will view a video and read a passage of the actual study. As you review these sources, you will gather information and answer questions about how the sources present information so you can write an analytical essay.

Read the article "Elephants Can Lend a Helping Trunk." Then answer the questions.

Elephants Can Lend a Helping Trunk
by Virginia Morell

- 1 Elephants know when they need a helping hand—or rather, trunk. That's the conclusion of a new study that tested the cooperative skills of Asian elephants (*Elephas maximus*) in Thailand and showed that the pachyderms understand that they will fail at a task without a partner's assistance. The ability to recognize that you sometimes need a little help from your friends is a sign of higher social cognition, psychologists say, and is rarely found in other species. Elephants now join an elite club of social cooperators: chimpanzees, hyenas, rooks, and humans.
- 2 To test the elephants' cooperation skills, a team of scientists modified a classic experiment first administered to chimpanzees in the 1930s, which requires two animals work together to earn a treat. If they don't cooperate, neither gets the reward. For the elephants, the researchers used a sliding table with a single rope threaded

Part A

The key terms **cognition** and **cognitive** are used in paragraphs 1 and 4 of the article "Elephants Can Lend a Helping Trunk." What elephant trait do these key terms refer to?

- A. physical strength
- B. emotional expression
- C. mental awareness
- D. visual sensitivity

Part B

Which phrases from the article help the reader understand the meaning of **cognition** and **cognitive**?

- A. "Elephants know," "pachyderms understand," and "ability to recognize" (paragraph 1)
- B. "they will fail," "partner's assistance," and "a little help from your friends" (paragraph 1)
- C. "clever experiments," "observations in nature," and "body of evidence" (paragraph 4)
- D. "work together to lift a fallen companion," "inhibit pulling," and "dual-rope exam" (paragraph 4)

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Part A

How does the photograph help readers understand technical information presented in the article?

- A. by illustrating a pair of elephants waiting for their partners
- B. by demonstrating how elephants behave in a natural setting
- C. by clarifying how the objects in the experiment were set up
- D. by showing how the rope might slip out and leave the table out of reach

Part B

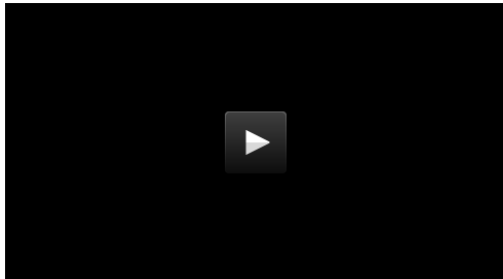
Which paragraph from the article supports the same understanding as the answer to Part A?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

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Watch the video "Elephants Show Cooperation." Then answer the questions.

Elephants Show Cooperation
presented by Discovery News



Elephants Show Cooperation. From Discovery News, March 7, 2011 edition. Copyright © 2011 Discovery Education. Reproduced by

Part A

The word **strategy** is used in the video. Which phrase defines the word **strategy**?

- A. possessing the ability to understand
- B. considering similar ideas
- C. working separately to win a reward
- D. using a plan to achieve a goal

Part B

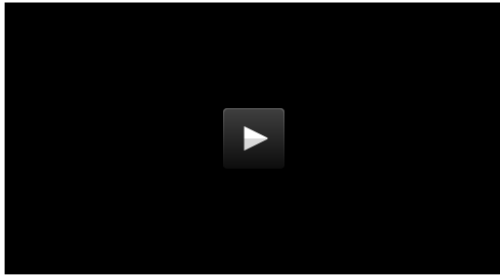
What part of the video **best** demonstrates the meaning of the word **strategy**?

- A. The narrator explains how the sliding table works and that the reward is an ear of corn.
- B. One elephant fails to wait for his partner to arrive before pulling the rope.
- C. One elephant holds the rope with her foot while a second elephant pulls the other end with her trunk.
- D. The elephants do not begin to move toward the table until a signal is given.

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Part A

The video includes four clips from the experimental trials. How do these clips contribute to the viewer's understanding of the topic?

- A. Each clip shows different pairs of elephants achieving the same successful result.
- B. Each clip provides an example of different outcomes in the various trials.
- C. All of the clips demonstrate the resourceful problem solving of the elephant pairs.
- D. All of the clips emphasize the difficulties some individual elephants had in the trials.

Part B

What aspect of the clips further aids the viewer's understanding?

- A. The clips begin by showing the least successful pair and end by showing the most successful pair.
- B. In the first clips, the elephants are just learning the task, but by the last clip, they have mastered it.
- C. In the first clips, the elephants show social cooperation, but in the last clips, they show individual creativity.
- D. The clips begin with a basic demonstration of the procedure and end with the most surprising result.

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Read the statements from the video. **Two** statements represent facts and **two** represent reasoned judgments. Drag and drop those sentences into the correct places in the table.

"Scientists now believe [elephants are] among the world's most cognitively advanced animals."

"Elephants recently aced an IQ test with two of them even figuring out shortcuts the researchers hadn't thought of."

"Finally, and to the surprise of the researchers, these two elephants used an alternative strategy in getting the corn, with the one at the bottom of the video holding the rope in place with her foot while the other pulls the rope with her trunk."

"Scientists say the test highlights not only the intelligence of individual elephants but also their ability to cooperate and understand the value of teamwork."

Facts	Reasoned Judgments

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Read the passage from the study on elephants. Then answer the questions.

from "Elephants Know When They Need a Helping Trunk in a Cooperative Task"

by Joshua M. Plotnik

General Setup of the Experimental Apparatus.

1 The table apparatus was comprised of two pieces of plywood painted and bolted to a rectangular PVC pipe frame 3.3 m wide and 1.2 m deep. The table was placed 4 m beyond two trees, and three wooden planks set in the ground ensured smooth movement of the table. A 7-m-wide volleyball net was strung between the two trees, anchored by two strong, taut wire ropes, forming a transparent but impassable barrier between the elephants and the table. In training trials, a single piece of rope, ≈6 m in length, was clipped to the front of the table and fed through a metal ring set in the ground beneath the net. Elephants could approach this rope and pull, drawing the table toward them. A wooden post embedded in the ground (replete with rubber shock absorber made from old tires) served as a stopper

Part A

What does the word **restrained** mean as it is used in paragraph 4?

- A. encouraged
- B. given instruction
- C. rewarded
- D. held back

Part B

Which word from paragraph 4 has the opposite meaning of **restrained**?

- A. positioned
- B. released
- C. delayed
- D. randomized

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Part A

In the explanation of the procedure, the author includes the information that the elephants were released after the mahouts were given a hand signal that the elephants could not see. Why was this step included in the procedure?

- A. to guarantee the elephants were making their own choices rather than following direction
- B. to keep the elephants calm and make sure they would not be startled by sudden movements
- C. to prevent the elephants from misunderstanding the commands they were being given
- D. to protect the mahouts and the researchers during their close contact with the elephants

Part B

What other step in the procedure serves the same purpose?

- A. "In training trials, a mahout would walk with his elephant to the single available rope end and train his animal to pick up and pull the rope by using vocal commands."
- B. "In testing trials, the two mahouts stood at the release point with their elephants and restrained them by touching the ear or front leg."
- C. "Upon release, mahouts turned away from the elephants and remained silent to minimize chances for cuing, and in position behind the elephants for safety."
- D. "In between all trials, mahouts gave elephants pieces of banana and sugarcane to ensure they remained relaxed."

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Part A

How does the chart build on information provided in the passage?

- A. It provides more specific information about the length of time between the release of the first elephant and the release of the second, and whether the pair was successful in the test.
- B. It confirms that the length of time between tests for each pair of elephants was never more than 30 seconds and that no elephant pair had more than 30 trials in a day.
- C. It shows the length of the rope in each trial and the distance that the pairs of elephants had to pull the table in order to get the corn close enough to eat.
- D. It records the distance that the mahouts stood away from the elephants in each trial and whether the elephant pairs were successful in retrieving the treats.

Part B

The chart provides further details for which paragraph in the excerpt?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

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Elephants Can Lend a Helping Trunk Elephants Show Cooperation

from "Elephants Know When They Need a Helping Trunk in a Cooperative Task"

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Elephants Can Lend a Helping Trunk

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2 To test the elephants' cooperation skills, a team of scientists modified a classic experiment first administered to chimpanzees in the 1930s, which requires two animals work together to earn a treat.

Here are some key steps in the experiment described by the two passages and the video. Drag and drop the key steps into the list so that they are in the order in which they were performed.

The researchers began testing trials.

In some trials, the elephants were released at the same time, and in delayed-release trials, one elephant was released before the other.

The researchers set up the apparatus of the experiment.

The mahouts trained the elephants to pull the rope in a series of training trials.

The researchers recorded the elephants' behavior until all the corn had been eaten or the rope had come loose from the table.

The mahouts led pairs of elephants to the release point and held them there.

1	
2	
3	
4	
5	
6	

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Write an essay comparing the information presented in the video with that presented in the article "Elephants Can Lend a Helping Trunk" and the passage from "Elephants Know When They Need a Helping Trunk in a Cooperative Task." Remember to use evidence from the video, the article, and the passage to support your answer.

B *I* U

Today you will read and answer questions on a story about a man seeking to complete an important mission. When you have finished reading and answering questions, you will write a narrative story using details from your reading.

Read the passage from *The Seven Keys of Balabad*. Then answer the questions.

from *The Seven Keys of Balabad*
 by Paul Haven

- 1 Bahauddin Shah stumbled through the darkened passageway, gripping the cold stone wall for balance and keeping his head low to avoid the rocky ceiling. The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.
- 2 The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one.
- 3 There was so little time!
- 4 Bahauddin held a small lantern in his right hand that threw his shadow onto the dark red wall above him, making his face seem impossibly long and his beard even thicker than it really was, which was pretty thick indeed. The shadow would have scared the living daylights out of anyone who'd seen it, except there was no daylight

Part A

Which sentence states a central idea of the passage?

- A. Bahauddin Shah is lost in a vast underground cave, and he is frightened.
- B. Bahauddin Shah is the guardian of an important secret that will allow his city to survive after a destructive attack.
- C. The Salt Caverns are a secret underground hiding place for the citizens of the city, and Bahauddin Shah is the only one who can open the caverns.
- D. Outsiders who come to conquer Bahauddin Shah's city soon realize they are in very hostile territory.

Part B

Which detail from the passage **best** states the central idea?

- A. "The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt." (paragraph 1)
- B. "Baladis are survivors. We will rebuild. It just might take some time." (paragraph 14)
- C. "Balabad's great defense was that it was impossible to hold on to, and any rational outsider eventually came to the same conclusion." (paragraph 16)
- D. "You would never have seen it had you not known where to look." (paragraph 18)

Today you will read and answer questions on a story about a man seeking to complete an important mission. When you have finished reading and answering questions, you will write a narrative story using details from your reading.

Read the passage from *The Seven Keys of Balabad*. Then answer the questions.

from *The Seven Keys of Balabad*

by Paul Haven

- 1 Bahauddin Shah stumbled through the darkened passageway, gripping the cold stone wall for balance and keeping his head low to avoid the rocky ceiling. The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.
- 2 The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one.
- 3 There was so little time!
- 4 Bahauddin held a small lantern in his right hand that threw his shadow onto the dark red wall above him, making his face seem impossibly long and his beard even thicker than it really was, which was pretty thick indeed. The shadow would have scared the living daylights out of anyone who'd seen it, except there was no daylight

Part A

How does paragraph 1 help to develop the plot of the passage?

- A. The paragraph creates admiration for Bahauddin Shah by describing his determination.
- B. The paragraph establishes the conflict by explaining the reason Bahauddin Shah is alone in the dark.
- C. The paragraph creates suspense by providing sensory details in the scene.
- D. The paragraph foreshadows later events in the excerpt by describing the rising action.

Part B

Which additional quotation from the passage helps to develop the plot in the same way as paragraph 1?

- A. "He knew every corner of this underground world, and his old body pulled him toward the exit like a falcon returning to his master's arm." (paragraph 8)
- B. "Bahauddin had just turned into a wet, narrow passage and was examining some black marking on the wall when the thud of cannon fire above him jolted him to the ground." (paragraph 9)
- C. "...ten thousand feuding tribes in the north, all angry about some long-ago slight, and all willing to drag a foreigner into their squabbles." (paragraph 16)
- D. "Bahauddin reached the end of the narrow passageway and held his lantern above his head." (paragraph 18)

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Part A

What aspect of Bahauddin Shah's character is revealed throughout the passage?

- A. He does not give up when faced with difficult circumstances.
- B. He takes his position in Balabad seriously.
- C. He is concerned about the well-being of his fellow citizens of Balabad.
- D. He has confidence that he can complete his task.

Part B

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

- A. "Sometimes Bahauddin came out into vast open rooms that rose up into shapeless voids." (paragraph 5)
- B. "But Bahauddin would not get lost." (paragraph 8)
- C. "... his old body pulled him toward the exit like a falcon returning to his master's arm." (paragraph 8)
- D. "It does not matter," the old man reassured himself . . ." (paragraph 14)
- E. "The outsiders would eventually lose interest, just like all the other outsiders who had come before them, Bahauddin thought." (paragraph 15)
- F. "Bahauddin reached the end of the narrow passageway and held his lantern above his head." (paragraph 18)

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Part A

Why is the description of the Salt Caverns important in the passage?

- A. It reveals that the caverns are a good place to conceal something of great importance.
- B. It emphasizes how unpleasant and uncomfortable the caverns are for the people who must travel through them.
- C. It illustrates that the caverns provide an escape route for the citizens of Balabad during attack and siege from outsiders.
- D. It explains how the caverns are used to store vast amounts of grain and water.

Part B

Which theme is supported by the answer to Part A?

- A. Sometimes the best place to hide something valuable is in plain sight.
- B. A person should not venture into an unknown place for fear of becoming lost.
- C. An individual must use the advantages available to protect the people and their country from harm.
- D. Sometimes the best way to defend oneself is to hide until the danger has passed.

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Select the sentences that together create a summary of the passage and place them in the boxes in the correct order.

Bahauddin Shah falls to the floor when artillery fire shakes the ground above him.

The keys of Balabad weigh him down.

Bahauddin Shah locates the exit from the Salt Caverns.

Bahauddin Shah travels into the Salt Caverns near Balabad.

Bahauddin Shah realizes the keys are safely attached to their chain.

The land surrounding Balabad includes both deserts and mountains.

Bahauddin Shah vows to re-construct the city, no matter what damage occurs during the battle.

Bahauddin Shah knows the caverns well.

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Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face, and what actions might he take to overcome them?

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