

Staple Here

Student Name: _____



Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION™

End-of-Course Assessment

English II



English II Pre-test

Directions: Read the following passage carefully. Then answer questions 1 through 6.

Crystal Droplets

1 Ghostly powder rose from our steps as we gingerly scaled the mountain,
Seeking the top with our telescope eye to glimpse star drops from the fountain.

A fountain had sprayed across the night sky, splashing with reckless passion,

Leaving crystal droplets throughout the dark of every form and fashion.

5 Crystal droplets, bright and clear, shimmering on deepest shade.

Our constant companion, that snowy globe, did spill its light o'er the ground,
Casting loud shadows beneath our forms without ever making a sound.

We found a bluff to prepare our kit and opened the telescope eye,
Unfolding legs as a spider might, and tilted its head to the sky.

10 Crystal droplets, bright and clear, shimmering on deepest shade.

My pulse quickened as I held my breath, leaning forward to spy the stars.
The unearthly orbs of such strange manner were nothing short of bizarre.
I imagined floating on beams of light in and among the planets,
Feeling drawn up to the milky beyond, as if steel to a magnet.

15 Crystal droplets, bright and clear, shimmering on deepest shade.

We scanned **lunar** plains and the craters marred by mighty hammers of space,

And the wonder of discovery was reflected true in each face.

Connecting here with somewhere out there, this portal of all-seeing sight
Would burn illustrious images in my mind to forever from this night.

20 Crystal droplets, bright and clear, shimmering on deepest shade.

The weary heavens rested still as we packed the device we'd brought,
Closing that world and rejoining this one but between them feeling caught.
Casting a gaze, a fond farewell, once more up into the murky night,
Moonbeams, star shine, twinkling glows, made a vista of heaven's delight.
25 Crystal droplets, bright and clear, shimmering on deepest shade.

1. Which context clue is **most** helpful in determining the meaning of the word *lunar* as used in line 16?

- A. “craters marred”
- B. “mighty hammers”
- C. “wonder of discovery”
- D. “portal of all-seeing sight”

2. Read this line from the poem.

“I imagined floating on beams of light in and among the planets,”

The author **most likely** uses this imagery to

- A. create contrast between light and darkness
- B. express the speaker’s feeling of disappointment
- C. emphasize the idea that planets could be seen clearly
- D. allow readers to place themselves in the act of stargazing

3. What is another experience that might result in the same emotions the speaker expresses in this poem?

- A. riding a very fast roller coaster
- B. going undersea diving for the first time
- C. using binoculars to view something far away
- D. training to be an astronaut to travel into space

4. Which line from the poem best communicates the setting?

- A. “Ghostly powder rose from our steps as we gingerly scaled the mountain,”
- B. “Casting loud shadows beneath our forms without ever making a sound.”
- C. “The unearthly orbs of such strange manner were nothing short of bizarre.”
- D. “We scanned lunar plains and the craters marred by mighty hammers of space,”

5. Which word best describes the tone of the speaker?

- A. awed
- B. enthusiastic
- C. straightforward
- D. terrified

6. Read line 22 from the poem.

“Closing that world and rejoining this one but between them feeling caught.”

Based on this sentence, it can mainly be concluded that the speaker

- A. believes a storm is approaching
- B. is reluctant to leave the night sky
- C. does not plan to use a telescope again
- D. is beginning to feel trapped on the mountain

Directions: Read the following passage carefully. Then answer questions 7 through 11.

America's Past Opens for the Future

1 Ellis Island, N.J.—This week, a part of the United States' immigrant past was reborn. On April 2, the historic Ferry Building on the south side of Ellis Island was reopened after being empty for more than fifty years. Over the years, the Ferry Building had fallen into disrepair. On Monday, it was revealed to have been refurbished and restored. The grand reopening was a result of collaboration of the U.S. National Park Service and the Save Ellis Island organization (SEI). SEI will continue to operate and maintain the building by agreement with the Park Service.

2 That the restoration had cost a hefty \$6.4 million became obvious on Monday: outside the building, visitors were welcomed by new masonry, a new roof, and an ornate copper dome. Inside, the marble floors shone, and the replica chandelier sparkled. Because it is listed on the National Register of Historic Places, the renovated Ferry Building had to meet the secretary of the interior's standards for historic preservation. The building's other improvements include new electrical wiring, upgraded fire alarm mechanisms, and an entirely new air-conditioning system.

3 With the building open again, Americans can at last see the ultimate step in the journey taken by many of the country's immigrants. Pleased by the reopening of the Ferry Building, a professor of history at the ceremony commented, "Every bit of Ellis Island is vital to the study of America's past." He hopes more of its buildings will soon be open to the public.

4 Ellis Island comprises 27.5 acres and more than thirty buildings in New York Harbor. Many people consider it the gateway to the United States. From the time it opened in 1892 until it closed in 1954, the island welcomed nearly 12 million prospective Americans. It was at its busiest in the early 1900s, when as many as 5,000 immigrants passed through the processing center each day.

5 The Ferry Building was the final stop on Ellis Island for many immigrants. It was also one of the most festive endings. By the time the immigrants reached this point, they had already passed the myriad legal and health tests that would determine their right to enter the United States. When they arrived at the Ferry Building, they knew there was little to keep them out. From there, they were a short boat ride away from fulfilling their American dreams. One-third of the immigrants passing through the Ferry Building took boats to lower Manhattan, while the remaining two-thirds rode them to New Jersey.

6 Parts of Ellis Island have been open since 1990, when the Immigration Museum initially opened to the public. Since that year, the museum has become a major tourist attraction. Nearly two million visitors pass through it each year.

7 Even after the museum opened, most of the other buildings on Ellis Island remained abandoned, including those on the island's south side, which is closest to the Statue of Liberty, where the Ferry Building sat. They could not be renovated until resolution of the dispute between New York and New Jersey over the island's ownership. After the U.S. Supreme Court decided in 1998 that 22 of Ellis Island's 27.5 acres belonged to New Jersey, that state began renovating the buildings on the south side of the island. The SEI organization immediately raised funds to pay for the restoration work. The federal government donated additional funds, as did the state of New Jersey and individual donors. As a result of those efforts, the Ferry Building was the first building to open on the New Jersey side of the island.

8 During Monday's grand opening, the SEI unveiled its first exhibition, "Future in the Balance: Immigrants, Public Health, and Ellis Island's Hospitals." It relates the history of the patients, doctors, and military personnel who passed through the U.S. Public Health Service hospital on Ellis Island between 1901 and 1954. The exhibit also focuses on the importance of health issues for immigrants trying to earn admission into the United States. The exhibit will soon be open to the public on a regular schedule.

7. Which of these conclusions does the author most likely hope readers will reach after reading the passage?
- A. The Ferry Building is the only structure worth restoring.
 - B. The project is much too costly to proceed with restoration.
 - C. Money for development should come from individual donations and not from government sources.
 - D. Ellis Island should continue to be developed as a symbol of the immigrants who came to America.
8. Which statement best explains why the Immigration Museum has become a major tourist attraction?
- A. The museum had been abandoned for so long.
 - B. There is a desire to understand the history of the United States.
 - C. There have been many improvements to the museum over the years.
 - D. The Save Ellis Island organization helps with costs for running the museum.
9. Which phrase best identifies “America's Past Opens for the Future” as a nonfiction passage?
- A. uses description to paint a mental picture
 - B. uses facts, statistics, and relevant information
 - C. uses reasons why people visit Ellis Island today
 - D. uses examples, stories, and personal information

10. Which idea has inadequate support in the passage?
- A. reasons the Ferry Building closed in the 1950s
 - B. information on the Ferry Building's first exhibition
 - C. descriptions of the renovations occurring to the Ferry Building
 - D. information about immigrants' experiences at the Ferry Building
11. In order to more clearly emphasize the variety in backgrounds of those seeking American citizenship, which organizational pattern would prove most effective?
- A. classification
 - B. cause and effect
 - C. chronological order
 - D. problem and solution

Directions: Read the following passage carefully. Then answer questions 12 through 18.

Head First

1 “Wait! Go back to that last website!” Randy said. “The neon one.” The tenth-grader was sitting at a monitor in Mr. Perez’s computer lab, working on an assignment with his friend Garrett.

2 “Your mom—I mean our *customer*—isn’t going to want those colors,” Garrett said.

3 “It’s just an idea,” Randy said.

4 “I’ve seen your mom’s current website for her accounting business,” Garrett said, pulling the mouse away and clicking to a site with softer colors. “And it’s not flashy. We need to remember the purpose of the website.”

5 “She’ll listen to me,” Randy said, reaching for the mouse and clicking back to the flashing site.

6 “Maybe she would listen to her son,” Garrett said, snagging the mouse away from Randy and dragging it out of reach. “But she hired us to build her website.”

7 Randy considered this. “What if we make the flash subtle?” he said. “I’m sure we can make it work.”

8 “How are you boys doing?” Randy and Garrett looked to see Mr. Perez, the school’s computer and technology teacher, standing beside them. He was supportive and usually challenged his students to create their own assignments. Even so, he had initially been **skeptical** of Randy and Garrett’s ambitious proposal. He had eventually been persuaded by their obvious enthusiasm and sincere promises.

9 “Uh . . . good,” Garrett said. “We found some sites to show our customer. Not this one,” he added, rolling his eyes and clicking away from the neon-colored site.

10 “Just remember that you’ve chosen a difficult project, one that will take a significant amount of time,” Mr. Perez continued. “I approved it because you both assured me nothing would jeopardize your efforts.”

11 “And nothing will,” Randy said. “We’re both free this quarter.”

12 Mr. Perez raised one eyebrow. “What about the diving team?”

13 Randy’s face went blank. “I doubt I’ll make it since I wasn’t on the team as a freshman.”

14 Mr. Perez pretended to look puzzled. “Isn’t it odd to try out for a team, only to hope you don’t make it?” he asked, feigning bewilderment. Before Randy could answer, Mr. Perez was called away by another student. Randy reached for the mouse, but Garrett shifted it out of reach.

15 “He’s got a point. What are you going to do if you make the team?”

16 Randy shrugged as if the action would loosen the knot forming in his stomach. “I won’t make it,” he said.

17 An hour later, Randy stood outside the main gym doors, staring at his name at the top of the diving team list while one of Coach Pye’s favorite phrases jangled around in his head: “Famous last words.” The knot in Randy’s stomach cinched tighter as he thought back to the afternoon he had spent convincing the coach to take a chance on him.

18 “Sure,” Randy had argued in Coach Pye’s office the week before, “I’m not as experienced as the other divers, but I was regional champ in the high jump two years running. Diving into water is easier.”

19 Coach Pye had given an obvious tug on the whistle slung around her neck, and Randy wondered if he was helping his situation.

20 “I hope you know what you’re doing,” she said.

21 “I do,” Randy said, sounding confident and compelling. But as he left the gym, he couldn’t shake the feeling that Coach Pye may have been talking about more than his diving skills.

22 Now, thinking back on the coach’s words, Randy suppressed a shudder. Glancing at her office door, he saw that it was closed, and he let out a breath he didn’t realize he had been holding. Closing his eyes, Randy tried to think. Coach Pye certainly wasn’t the first person Randy needed—or wanted—to talk to about his situation. Randy opened his eyes and headed for the computer lab.

23 “Hey, Randy, check this out,” Garrett said, pointing with the cursor at a bobbing figure on the screen.

24 Randy sat in the chair next to Garrett and avoided looking at either the screen or Garrett, who stopped moving the mouse. “What’s up?” he asked.

25 Randy looked out the window at the gymnasium, set apart from the rest of the school. “I made the diving team,” he said.

26 “I thought you said you wouldn’t make it.”

27 “I didn’t think . . .”

28 “No, you didn’t,” Garrett interrupted, clearly irritated. He stewed for a moment and then tossed aside the mouse. “My first real web design job, and now I have to quit!”

29 Randy looked at his friend and wondered if Coach Pye might not have been the better choice to talk to first after all.

30 “You could do the job yourself,” Randy suggested.

31 Garrett scowled and opened his mouth, but before he could let loose a reply Randy held up his hand.

32 “I know, it’s my mess, and I’ve got to clean it up.”

33 “Everything all right, boys?” Randy and Garrett turned to see Mr. Perez.

34 “Yeah,” Randy said. “We were just finalizing what we’re going to show my—I mean—our customer before I head off to diving team orientation.” It was almost unnoticeable, but Randy saw Mr. Perez’s eyes slightly widen before he concealed his surprise.

35 “I see,” Mr. Perez said, nodding slowly. “Well, let me know if you need any help.”

36 Randy waited until Mr. Perez returned to his desk and then turned to Garrett. “This may be difficult, but it’s not impossible. We can still work on the project during class, and some days we can work before school starts. We can create things independently and then put them together at school. And don’t worry about my other homework—I can do it during study hall.”

37 Garrett blinked a few times, as if trying to clear a computer screen inside his head. Then he picked up the mouse again. “Mr. Perez did say we could use the computer in the morning before school starts.”

38 “Yeah, and we can work at my mom’s office on the weekends,” Randy said.

39 The boys sat silently for a few moments, staring at the screen. Garrett was the first to recover. He clicked to a new screen. “I think I found some good subtle flash,” he said.

40 “That’s what I’m talking about,” Randy said. He reached for the mouse, but Garrett deftly moved it away.

41 “Are you sure about all of this?” Garrett asked.

42 Randy grinned. “Why are you so cynical, Garrett?” Ignoring the elbow jab in his side, Randy concentrated on the screen in front of him, and the boys settled into their work.

12. Which word **best** fits the meaning of *skeptical* as it is used in paragraph 8?
- A. cautious
 - B. critical
 - C. doubtful
 - D. indulgent
13. After reading paragraph 36, the reader can conclude that
- A. Randy is determined to complete the project
 - B. Mr. Perez thinks the boys' project will be a success
 - C. Mr. Perez expects the project to be completed on time
 - D. Garrett wants to keep working with Randy on the project
14. Which statement **best** describes Randy?
- A. He is quiet and agreeable, so he seldom disagrees with his peers.
 - B. He is responsible and realistic, so he usually sets attainable goals for himself.
 - C. He is willful and dominant, which may lead him to impose his views on others.
 - D. He is enthusiastic and impulsive, which may lead him to face difficult challenges.
15. Which event **most likely** signals the climax of the passage?
- A. Randy tries out for the diving team.
 - B. Randy and Garrett start working on their project.
 - C. Randy sees his name on the list for the diving team.
 - D. Randy and Garrett make plans to continue with their project.

16. Read this sentence from the passage.

“Glancing at her office door, he saw that it was closed, and he let out a breath he didn’t realize he had been holding.”

The author most likely uses parallelism to

- A. help illustrate cause and effect
- B. remind the reader of Randy’s dilemma
- C. show Randy’s actions and feelings through the sentence’s rhythm
- D. include a lot of information in a compound sentence

17. Based on the information in the passage, the reader can best conclude that Randy and Garrett will succeed because

- A. they will get help from their parents
- B. Randy is thinking about resigning from the diving team
- C. they have devised a plan to complete their project
- D. Randy will get extra time from his technology teacher

18. How does the author’s use of foreshadowing help the reader understand the conflict in the passage?

- A. The reader realizes that Randy’s participation on the diving team will create conflict with the computer project.
- B. The reader concludes that Garrett and Randy will have a difference of opinion about who is the team leader.
- C. The reader thinks that Mr. Perez will ask Randy to choose between diving and work on the project.
- D. The reader understands that the website for Randy’s mom will have to be redesigned.

Directions: Read the following passage carefully. Then answer questions 19 through 24.

The Father of the Blues and the King of Ragtime

1 Both the city of St. Louis and the Mississippi River have played large parts in the growth and formation of American music. Musicians and their styles circulated up and down the river, passing through Louisiana, Mississippi, Arkansas, Tennessee, and Missouri. The music traveled back and forth between New Orleans and St. Louis, picking up new influences at every stop. W. C. Handy sang his famous “St. Louis Blues” on the banks of the Mississippi in 1914, almost one hundred years ago. Scott Joplin played his ragtime music in clubs in and around St. Louis a decade before that, at about the time of the 1904 St. Louis World’s Fair, which was also known as the Louisiana Purchase Exposition.

2 The ragtime Scott Joplin composed and performed was a uniquely African American musical style that had become popular in the United States around the end of the nineteenth century. An outgrowth of the lively dances and marches played by African American bands in northern cities, the **syncopated** piano music of ragtime had become widely popular among all cultural groups in the United States by the beginning of the twentieth century. Journeying up the river from New Orleans, jazz musicians began blending their music with Joplin’s stylish ragtime in ways that were neither planned nor formally structured. Eventually, W. C. Handy published “St. Louis Blues” and became recognized by some as the Father of the Blues.

3 Along the banks of the Mississippi River, these two musicians, one born in Texas and the other in Alabama, influenced the history of music in the United States. Each contributed to the origin and growth of uniquely American styles of music: the blues and ragtime.

4 Scott Joplin was born in 1868 to a family of sharecroppers in the piny woods of eastern Texas. He traveled with his family throughout Texas and Arkansas, wherever the work took the family. Joplin’s father eventually found a laborer’s job on the railroad in Texarkana, and the family settled on the border between Texas and Arkansas.

5 Throughout his childhood, Joplin was surrounded and invigorated by the music of his culture—the melodies of the newly freed slaves. His mother worked as a domestic servant in Texarkana, and one of her employers allowed Joplin to use the piano whenever he accompanied her to work. Joplin demonstrated true talent as a pianist. Julius Weiss, a German music teacher in town, took Joplin as a nonpaying student and tutored him in sight-reading and musical theory.

6 When he was old enough to leave home, Scott Joplin became a traveling musician, moving from one place to another in the Mississippi River valley. His fame as King of Ragtime was first achieved in the town of Sedalia, Missouri. According to legend, a music store owner in Sedalia happened to hear the young man playing “Maple Leaf Rag.” That

tune, composed by Joplin himself, launched the popularity of ragtime music, which rapidly spread throughout the United States.

7 W. C. Handy, born in 1873 in Alabama, has often been referred to as the Father of the Blues. According to legend, Handy discovered the blues while listening to music at a train station in the Mississippi Delta, where he observed a musician playing his guitar with a slide, rather than depressing the strings with his fingers as was normally done. Unlike Joplin, Handy was not encouraged by his family. Both Handy's family and the local community looked at the playing of musical instruments suspiciously.

8 It is said that the young Handy could discriminate among the various notes sung by birds and could even identify the note of a riverboat's whistle. Eager to play music, Handy wanted a guitar he saw in a store window. To save enough money to buy the guitar, he worked odd jobs, picking berries and nuts and making and selling lye soap. When he proudly took the instrument home, his father made him return it and buy a dictionary instead. Despite such roadblocks, Handy played in a band as a teenager and spent most of his spare time practicing on a cornet he purchased from a fellow band member. Handy later excelled at both the trumpet and piano, although composing and band leading were his true gifts.

9 After his high school graduation, Handy worked at various jobs until he joined a traveling minstrel band. Eventually, he moved to Clarksdale, Mississippi, where he had been offered a band-directing position. Clarksdale was the cotton hub of the Mississippi Delta and attracted musicians from all over the South. Handy undoubtedly heard them performing on the streets. After six years in Clarksdale, Handy moved his band to Beale Street in Memphis, Tennessee.

10 The music Handy transcribed, composed, and led as a bandleader gradually came to be called the blues. His place in history was cemented with the publication of the song "Memphis Blues" in 1912. The phrase "the blues" is said to have come from an old term for feeling sad and depressed. Another explanation is that both jazz and the blues rely on "blue notes" derived from African musical forms. These notes fall between two notes in Western music and cannot be precisely written with conventional musical notation. The first blues instrument was the human voice. Soon the voice was accompanied by homemade guitars and banjos. Scott Joplin and W. C. Handy were able to adapt this music to the piano and other Western instruments.

11 Although Joplin and Handy may never have met, each deeply influenced the music of the United States. Joplin's ragtime led to the beauty of piano blues, and Handy's ear for a new strain of music led to songs like "St. Louis Blues."

19. Read this sentence from the passage.

“An outgrowth of the lively dances and marches played by African American bands in northern cities, the **syncopated** piano music of ragtime had become widely popular among all cultural groups in the United States by the beginning of the twentieth century.”

Which context clues indicate that the word *syncopated* refers to rhythm?

- A. outgrowth of lively dances and marches
- B. bands in northern cities
- C. piano music of ragtime
- D. beginning of the twentieth century

20. Which of these would be a reasonable inference regarding Julius Weiss’s motivation for tutoring Scott Joplin?

- A. Joplin’s mother secretly paid for his piano tutoring.
- B. Joplin’s talent had not developed until Weiss assisted him.
- C. Weiss wanted to see Joplin perform better than the other musicians of his time.
- D. Weiss refused to allow Joplin’s talent to go to waste because of his inability to pay.

21. Which quotation from the passage best supports the statement that W. C. Handy was determined to be a musician?

- A.** “According to legend, Handy discovered the blues while listening to music at a train station in the Mississippi Delta, where he observed a musician playing his guitar with a slide, rather than depressing the strings with his fingers as was normally done.”
- B.** “Both Handy’s family and the local community looked at the playing of musical instruments suspiciously.”
- C.** “It is said that the young Handy could discriminate among the various notes sung by birds and could even identify the note of a riverboat’s whistle.”
- D.** “Eager to play music, Handy wanted a guitar he saw in a store window. To save enough money to buy the guitar, he worked odd jobs, picking berries and nuts and making and selling lye soap.”

22. Which of these statements best summarizes the main idea of the passage?

- A.** The area along the Mississippi River still affects all genres of American music.
- B.** The musical styles of ragtime and the blues are fundamentals in American history.
- C.** Joplin’s and Handy’s varied and creative musical styles have impacted American music.
- D.** History will never be the same because of the musical revolution created by Joplin and Handy.

- 23. Which of these inferences can be made about the family of W. C. Handy?**
- A. The Handy family descended from a long line of musicians.
 - B. Handy's family did not value music as an important part of his life.
 - C. Handy's father eventually supported his musical talents and interests.
 - D. The Handy family allowed piano playing as the only musical expression.
- 24. The inspiring tone of the passage is achieved by the author's**
- A. inclusion of the musicians' childhood anecdotes
 - B. discussion of the struggles the musicians had to overcome
 - C. explanation of different cultures along the Mississippi River
 - D. analysis of the talents of musicians along the Mississippi River

Directions: Read the following passage carefully. Then answer questions 25 through 29.

Thomas Jones: Lost in History

1 It was 1942, and America was at war. Nearly everybody was glued to the radios, including the Jones family, who lived in South Chicago. Percy Jones, his wife Nancy, and son Thomas had moved up north from the Mississippi Delta to make a better life for themselves. Thomas, who was a passionate reader, was excited about living in the city. Now he had the opportunity to visit huge libraries, find books about his favorite topics, and read for hours in a quiet environment. While Chicago and the rest of America immersed themselves in the war effort, sixteen-year-old Thomas immersed himself in reading.

2 The family lived in the Ida B. Wells Housing Project, located on the south side of Chicago. This housing project included a temporary school that served as a stopgap measure for the overcrowding in the Chicago schools, a result of the great migration from the southern states. Although Thomas attended a different school, he was working as a volunteer in the temporary school at the housing project. There he became friends with one of the teachers, Mr. Joshua Payne, who had been impressed with Thomas's love for books. They spent many Saturdays talking about the history of African Americans, about which Thomas knew very little. He knew about George Washington Carver and Booker T. Washington but nothing about the conquering Moors and the ancient African kingdoms. He was always in a state of awe as he listened to the **eloquent** old teacher, who had moved to Chicago from Harlem, New York.

3 One Saturday, Mr. Payne told Thomas that he should visit the Schomburg Library in Harlem. Thomas had never heard of the library and wanted to know all about it. His curiosity was all Mr. Payne needed to hold a long conversation about his favorite place on the planet, the Schomburg. He proceeded to tell Thomas all he knew about the famed institution. "Thomas, the library is a wealth of information about people of African descent. As a young man, I went to the library every Saturday. It is still the pride of Harlem. It was nurtured by an illustrious scholar, Arturo Alfonso Schomburg. He was born in Puerto Rico.

4 "Schomburg was committed to finding out all that existed about people of African descent, and he nearly achieved his goal." Thomas was again in awe that such a person had existed. "Thomas, did you know that when he died, his collection, thousands of books, manuscripts, and other documents, was donated to the Harlem Branch of New York's libraries? Can you imagine the amount of information we can find in those pages? You could get lost in our African history at the Schomburg. To honor Schomburg's legacy, the research center was named after him."

5 The conversation about this incredible library whirled in Thomas's head and dominated the evening meal that Saturday and the many weeks and months that followed. All Thomas could think about was this phenomenal building in New York with books everywhere—so many books that he could get lost. The war was the conversation that engaged everyone else, but not Thomas. His only interest was to find a way to get to the Schomburg Library. Though his parents supported his passion, they were unable to please him. Money was tight, and they were not about to send him to the big city of New York all alone. Thomas would have to make do with the libraries in Chicago. It looked as if the Harlem Library would remain only a picture in his mind and a conversation with his friend Mr. Payne.

6 One day, however, several months later and near the close of the school year, Mr. Payne paid a visit to the Jones family to speak with Thomas's parents. When Thomas got home from school, he was surprised to see his mentor sitting at his family's dining table. "Thomas," his father called out, "sit down. We have something to discuss."

7 Thomas sat down immediately, unsure of why everyone was so serious. "Is something wrong?" Thomas asked.

8 "No," his mother spoke up. "Everything is fine." So Thomas sat quietly waiting for someone to say something. Thomas's father finally broke the silence.

9 "Thomas, it seems as if fate has smiled on you. The good professor here has agreed to take you along with his class on a trip to Harlem to visit the famous Schomburg Library." Thomas could not hide his emotion as he danced a jig in the middle of the floor.

10 "Yes, son," his father laughed along with the other adults, "it seems as if you'll get a chance to make your personal pilgrimage and finally get lost in all that history."

25. Read this thesaurus entry.

eloquent *adj.*

1. forceful 2. lofty 3. passionate 4. vivid

Which synonym best fits the meaning of *eloquent* as it is used in paragraph 2?

A. Synonym 1

B. Synonym 2

C. Synonym 3

D. Synonym 4

26. Why does Mr. Payne most likely know a great deal about the Schomburg Library?

A. He spoke about African American history.

B. He once lived in Harlem, New York.

C. He frequently traveled with students.

D. He was a teacher in Chicago.

27. Which influence in the passage is most important to Thomas's achieving his dream?

A. the library

B. his parents

C. the school

D. his mentor

28. Which sentence best illustrates the theme of the passage?

- A. “Nearly everybody was glued to the radios, including the Jones family, who lived in South Chicago.”
- B. “Although Thomas attended a different school, he was working as a volunteer in the temporary school at the housing project.”
- C. “Schomburg was committed to finding out all that existed about people of African descent, and he nearly achieved his goal.”
- D. “‘Yes, son,’ his father laughed along with the other adults, ‘it seems as if you’ll get a chance to make your personal pilgrimage and finally get lost in all that history.’”

29. What is the Schomburg Library most likely a symbol of in Thomas’s mind?

- A. adulthood
- B. independence
- C. knowledge
- D. teaching

Directions: Read the following passage carefully. Then answer questions 30 through 35.

The American Diner

1 What comes to mind when you hear the word “diner”? A sleek, steel structure with a long counter and stools? A “greasy spoon” establishment serving bacon and eggs? A historical exhibit in a local museum? Believe it or not, all of these answers are accurate descriptions of the diner, an icon of American history. The word “diner” originally stems from the railroad “dining cars” of decades past. These dining cars were a place where meals were prepared and served to travelers. Similarly, non-railroad diners were actually built to be mobile. They were constructed at one site and transported wherever adventurous Americans wanted to start their business. Diners have gone through many transformations since they were first created.

2 The concept for the diner actually originated in the nineteenth century with a man named Walter Scott. Needing to increase his income, Scott decided in the mid-1800s to sell sandwiches and coffee to people working or socializing during late-night hours in Providence, Rhode Island. He carried food in a basket and stood on the street, waiting for customers to pass by. Over the course of twenty years, Scott’s food business grew so much that he needed to increase its capacity. He traded the basket for a horse-drawn covered wagon. Scott parked the wagon on the street to sell his sandwiches. He charged five cents for a sandwich and thirty cents for a platter of sliced chicken. Scott’s business came to be known as a “lunch wagon.” This was the first diner.

3 In the late 1800s and early 1900s, business owners quickly took Scott’s lead and started their own lunch wagons. Sometimes referred to as “Nite Owls,” these original diners got an upgrade with the help of a bartender named Sam Jones. He moved to Massachusetts from Rhode Island and took Scott’s lunch-wagon idea with him. However, Jones wanted to create an improved food stand that didn’t leave customers sitting on the curb eating in the cold or rain. He manufactured lunch wagons that included an indoor area featuring stools, a counter, and a kitchen. **Ravenous** factory workers and other members of the general public could walk right up to these popular structures to devour an inexpensive meal any time of day.

4 Many Americans soon envisioned that they could make their fortunes by manufacturing lunch wagons. At the turn of the century, men such as Thomas Buckley of Worcester, Massachusetts, went into business selling lunch wagons to cities all across America. Buckley invented the “White House Cafe,” which was larger than previous lunch wagons and included ornate woodwork, stained-glass windows, and murals painted on the sides of the diner.

5 Though many businesses were thriving, lunch wagons sometimes attracted undesirable members of the community. People started referring to many diners as “greasy spoons.” Police officers began cracking down on problem areas, and laws were created to ban lunch wagons from the streets at certain times of the day and night. Wagon owners attempted to get around the new laws by removing the wheels from their structures and placing them permanently on a nearby patch of abandoned land.

6 Soon, diner owners began searching for ways to dress up their wagons and give them a cleaner, more upscale look. A man from New Jersey named Jerry O'Mahoney created a mini-restaurant. He built his structure with more expensive materials, such as tile and steel, and included an indoor bathroom. Some owners decorated their diners with flower boxes, fancy booths, and tables and offered more extensive menus. These details helped give diners a more respectable reputation.

7 Diners survived the bleak Depression era of the 1930s because they remained clean places to get inexpensive food. As the American economy became more stable, diners changed once again. Manufacturers added a more streamlined look. This translated into sleek lines and an appearance that mimicked the front of a diesel engine. These diners were meant to give people the impression of fast movement in a modern era.

8 After World War II, diners changed in appearance yet again. They attracted many more owners and customers who enjoyed increased economic prosperity. New building materials included stainless-steel walls, artificial leather seats, and natural stone floors. The patrons ranged from teenagers out for a quick meal with friends to workers taking a break from their jobs. Diners became a place of community, complete with a language of their own. Customers ordering gelatin would ask for "nervous pudding," and if they wanted a hamburger, they would order a "grease spot."

9 The 1960s brought a new challenge. Fast-food restaurants came on the scene and started taking customers away from the diners. Many diners were forced to close. Soon, abandoned diners were destroyed to make way for new restaurants. However, toward the end of the 1970s, the American public became interested in diners again. Several restaurant franchises enjoyed success by creating restaurants with an old-fashioned "diner feel." Europe even got in on the action, bringing Americans across the ocean to build diners.

10 Americans still love diners. Some people have even united to try to save antique diners from being destroyed. There is now an American Diner Museum that was created to remind people of the importance of diners in American history. To this day, the diner remains a valued American institution.

30. A synonym for *ravenous* as it is used in paragraph 3 is
- A. exhausted
 - B. famished
 - C. industrious
 - D. numerous
31. Which statement best summarizes the information in the passage?
- A. Diners appeal to people from all over the world, regardless of age or race.
 - B. Diners, despite their flaws, are just as enjoyable today as they were in the past.
 - C. Diners created their own sense of community by using special decorations and materials.
 - D. Diners grew in popularity through the years and, after a decline, have now made a comeback.
32. Diner owners most likely kept upgrading their diners because they wanted to
- A. meet the changing needs of their customers.
 - B. offer different types of food to their customers
 - C. install newer materials to improve diners' security
 - D. make their diners more like fine-dining restaurants

33. **What tone does the author use throughout the passage, and how is it achieved?**
- A. critical, using opinions
 - B. informational, using facts
 - C. humorous, using anecdotes
 - D. descriptive, using word choice
34. **Which sentence from paragraph 5 most requires further evidence for support?**
- A. “Though many businesses were thriving, lunch wagons sometimes attracted undesirable members of the community.”
 - B. “People started referring to many diners as ‘greasy spoons.’”
 - C. “Police officers began cracking down on problem areas, and laws were created to ban lunch wagons from the streets at certain times of the day and night.”
 - D. “Wagon owners attempted to get around the new laws by removing the wheels from their structures and placing them permanently on a nearby patch of abandoned land.”
35. **The author most likely selected a chronological organizational pattern to**
- A. keep the important information near the beginning
 - B. keep the various eras mentioned clear and separate
 - C. provide a date at the beginning of each new segment
 - D. provide a history that moves naturally from beginning to end

| Item Position | Key | CCSS | SubSkill | DOK |
|---------------|-----|----------------|----------------------------------|-----|
| 1 | A | L4 | L.9-10.4a | 2 |
| 2 | D | R4 | RL.9-10.4 | 3 |
| 3 | B | R1 | RL.9-10.1 | 3 |
| 4 | A | R1 | RL.9-10.1 | 3 |
| 5 | A | R4 | RL.9-10.4 | 2 |
| 6 | B | R1 | RL.9-10.1 | 2 |
| 7 | D | R2 | RI.9-10.2 | 3 |
| 8 | B | R1 | RI.9-10.1 | 2 |
| 9 | B | R5 | RI.9-10.5 | 2 |
| 10 | A | R8 | RI.9-10.8 | 3 |
| 11 | A | R5 | RI.9-10.5 | 3 |
| 12 | C | L4 | L.9-10.4.a | 2 |
| 13 | A | R1 | RL.9-10.1 | 2 |
| 14 | D | R3 | RL.9-10.3 | 2 |
| 15 | C | R5 | RL.9-10.5 | 2 |
| 16 | C | R5 | RL.9-10.5 | 3 |
| 17 | C | R1 | RL.9-10.1 | 2 |
| 18 | A | R5 | RL.9-10.5 | 3 |
| 19 | A | L4 | L.9-10.4.a | 2 |
| 20 | D | R1 | RI.9-10.1 | 2 |
| 21 | D | R1 | RI.9-10.1 | 3 |
| 22 | C | R2 | RI.9-10.2 | 2 |
| 23 | B | R1 | RI.9-10.1 | 2 |
| 24 | B | R4 | RI.9-10.4 | 2 |
| 25 | C | L4 | L.9-10.4.c | 2 |
| 26 | B | R1 | RL.9-10.1 | 2 |
| 27 | D | R1 | RL.9-10.1 | 3 |
| 28 | D | R2 | RL.9-10.2 | 3 |
| 29 | C | R4 | RL.9-10.4 | 3 |
| 30 | B | L4 | L.9-10.4.a | 2 |
| 31 | D | R2 | RI.9-10.2 | 2 |
| 32 | A | R1 | RI.9-10.1 | 2 |
| 33 | B | R4 | RI.9-10.4 | 2 |
| 34 | A | R8 | RI.9-10.8 | 3 |
| 35 | D | R3 | RI.9-10.3 | 2 |
| 1A | | W2 | W.9-10.2 | 3 |
| 1B | | W4 W5 W6 | W.9-10.4 W.9-10.5 W.9-10.6 | 3 |
| 1C | | L1 L2 | L.9-10.1 L.9-10.2 | 3 |

