

2008 English II SR Operational Form 1 (Released Form)

Passage: Diary of Alice Morgan [ID:10906]

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

April 21, 1904 (Thursday)

1 My name is Alice Morgan. I am fourteen years old, and I live in St. Louis, Missouri. Papa gave me this diary so I can write about my visits to the Louisiana Purchase Exhibition—the world’s fair being held this year in St. Louis to celebrate the one-hundredth anniversary of the Louisiana Purchase. He says the diary is for “posterity,” which means for my own children to read some day. The fair will open in ten days. My best friend, Mattie, and I have been waiting since they first began working on the fair three years ago. It was supposed to open last year, before construction got behind, and there were many other delays.

April 24, 1904 (Sunday)

2 Today was miserable! Who would have believed a snowstorm would hit St. Louis this late in April? It may even keep the fair from opening on time. Flowers that have been blooming for a month are blanketed with snow—and the bad weather may prevent trains from arriving with supplies and fair workers. Mattie and I have moped all day. School is canceled tomorrow because of the snow, but even a holiday cannot cheer us up.

May 1, 1904 (Sunday)

3 The snow melted just in time for yesterday’s huge grand opening of the world’s fair. Mama, Papa, little Jake, and I stayed all day until it closed at ten o’clock in the evening, and I am exhausted. The newspaper says there were 200,000 visitors for opening day.

4 We’ve been saving our money for a long time so that we can go to the fair once a month before it closes on December 1. The admission fee is fifty cents for three of us and a quarter for Jake. (I’m writing this in my diary because Papa says it is information for posterity.) Papa only makes about \$2.50 a day at his job.

5 The Pike is my favorite part so far. It is a long, brick-paved avenue about ninety feet wide. This is where the entertainment takes place—animals doing tricks, singers performing, and some people juggling. Papa says there are over 6,000 performers here from countries all over the world.

6 I’m glad we have been saving to attend because it will take eight months of visits to see everything!

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May 14, 1904 (Saturday)

7 Papa took Jake, Mattie, and me to the fair today. It seems that every day the newspapers tell of the opening of a pavilion from another country or one of our forty-five states, each with displays showing its important place in the world.

June 17, 1904 (Friday)

8 Mattie came over today with disturbing news: She wants to get a job at the fair and not return to school in September. Many students leave school after the eighth grade, but since her brother completed high school, I thought she would too. Papa said little, but I can tell he is disappointed in my friend. I am not certain what to think. Papa was going to take us to the fair tomorrow, but Mattie's news has saddened us.

June 25, 1904 (Saturday)

9 We postponed our fair visit until today, and what a treat it was! Papa's boss, Mr. Truman, drove our family in his automobile. It travels at ten miles per hour, which is the speed limit. Mr. Truman said there are only 10,000 automobiles in the entire United States.

10 We arrived just after the gates opened at nine o'clock this morning and stayed for the opening of the New Jersey and New York exhibits. My favorite part, though (besides riding in Mr. Truman's automobile), was a ride on the Observation Wheel, a giant wheel built by Mr. George Washington Ferris that carries people up in cars 250 feet above the ground!

11 Mattie does not have a job at the fair yet but still insists that she will.

July 30, 1904 (Saturday)

12 Today was our July trip to the world's fair. Papa took our whole family and invited Mattie to go along, too. By the way, she does not have a job there yet, but she is very determined.

13 The fair was crowded with what Papa said was probably 100,000 people. It was Railroad and Transportation Day, which featured a parade of all kinds of transportation—even camels! After the parade, we went to visit the display of Mr. Thomas Edison's new inventions, the phonograph and the motion picture machine.

August 15, 1904 (Monday)

14 Saturday's newspaper included a story about a spectacular parade of 285 automobiles at the fair. It is the talk of all St. Louis. We will have our August fair visit next Saturday.

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August 21, 1904 (Sunday)

15 Yesterday was so hot that we almost decided not to go to the fair, but Papa insisted that attending the Louisiana Purchase Exhibition is the opportunity of a lifetime. We arrived early, while it was still cool, but even the animals along the Pike were moving slowly. The tea vendor could not sell any hot tea, so he put ice in it. Mama and Papa drank some of the cold tea and pronounced it delicious. Who has ever heard of iced tea? Maybe this fact will interest posterity.

16 We saw Mattie at her new job at the fair, which is to wrap a scoop of ice cream into a waffle for customers. These "ice cream cones" began one day at the fair when another ice cream vendor ran out of dishes for his ice cream and asked the man selling waffles if he could scoop the ice cream into a waffle. The idea has caught on and has become a big hit.

November 26, 1904 (Saturday)

17 Today is our last visit to the fair, which closes next week. It was President's Day, and President Theodore Roosevelt attended. I saw him from a distance. He appears to be a friendly man because he smiled and shook hands with people all along the Pike.

18 There is good news from Mattie. She has decided to return to school. She learned a lot about the world by visiting the fair's exhibits, and now she wants to become a teacher and help children learn about other nations. She will have to study hard to catch up with our class, but I know she can do it. I am also thinking of becoming a teacher now.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076195

CLE: Analyze and evaluate the text features in grade-level text

DOK Level: 2

Passage: Diary of Alice Morgan [ID: 10906]

1.

Which best lets the reader know that this passage is a diary?

- A) The narrator records thoughts and events.
- B) The narrator speaks directly to the reader.
- C) The narrator evaluates everything she sees.
- D) The narrator notes weather changes throughout.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100075905

CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text f. summarize

DOK Level: 2

Passage: Diary of Alice Morgan [ID: 10906]

2.

Which of these sentences best summarizes the passage?

- A) Alice Morgan observes many inventions during her visits to the fair.
- B) Alice Morgan writes a journal about her experiences at the world's fair.
- C) Education is not as important as working hard and earning a living in the early 1900s.
- D) The weather plays an important part in shaping the history of the Louisiana Purchase Exhibition.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100075907

CLE: Identify and explain literary techniques, in text emphasizing e. analyze and evaluate literary techniques previously introduced

DOK Level: 3

Passage: Diary of Alice Morgan [ID: 10906]

3.

Read these sentences from the passage.

"The Pike is my favorite part so far. . . . This is where the entertainment takes place—animals doing tricks, singers performing, and some people juggling."

Which modified version of these sentences best reflects the use of personification?

- A) The Pike's performers promenade with pride through the center of the fair.
- B) The Pike is like a river flowing through the center of the fair—full of animals, singers, and jugglers.
- C) The Pike dances through the center of the World's Fair—bragging of its performing animals, singers, and jugglers.
- D) The Pike is a hotbed of activity, teeming with animals jumping through rings of fire, singers crooning, and jugglers serenading the crowd.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100075913

CLE: Use details from text(s) to b. analyze character, plot, setting, point of view

DOK Level: 3

Passage: Diary of Alice Morgan [ID: 10906]

4.

Which best explains how the setting of the Louisiana Purchase Exhibition contributed to the invention of new items?

- A) The weather forced vendors to improvise and create new ways of selling products.
- B) The centennial of the Louisiana Purchase prompted inventors to create new products.
- C) The fair was located near the Mississippi River, which eased transportation of goods.
- D) The large crowds demanded spectacular entertainment and accommodating surroundings.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076196

CLE: Analyze and evaluate the text features in grade-level text

DOK Level: 2

Passage: Diary of Alice Morgan [ID: 10906]

5.

Which is the best reason for the narrator's dating what she is writing?

- A) She is organizing her thoughts for future readers.
- B) She is counting down the days until a big event.
- C) Certain things at the exhibition are being recorded.
- D) Specific dates were more important to people at that time.

2008 English II SR Operational Form 1 (Released Form)

11

Item Code: 100075914

CLE: Use details from text(s) to d. identify and analyze tone

DOK Level: 3

Passage: Diary of Alice Morgan [ID: 10906]

6.

Which of these words best describes the overall tone of Alice Morgan's diary?

A) dissatisfied

B) excited

C) frivolous

D) impartial

2008 English II SR Operational Form 1 (Released Form)

Passage: Fish Farming [ID:10890]

Directions: Read the following passage carefully. Then answer questions 7 through 12.

Will Fish Farming Save Our Oceans?

1 Only in the last few decades have people become aware that the ocean's **teeming** bounty is not, in fact, boundless. Until recently, almost all of the seafood eaten worldwide was harvested directly from the wild. People depended on the natural abundance and resilience of the oceans, rivers, and lakes. But as the human population has boomed, the need for fish as a food resource has also grown. For billions of people, fish are a primary source of protein. In some nations, such as the United States, where fish has traditionally made up only a small portion of the average diet, fish is seen as a healthier alternative to beef and pork. Around the world, the demand for seafood is on the rise.

2 However, we can no longer rely on wild-caught seafood, as we have in the past. Overfishing, pollution, and loss of habitat have strained wild fish populations. There is now an urgent need for alternatives. One of these is aquaculture, or fish farming. But this solution is not without controversy.

What Is Aquaculture?

3 Aquaculture means "farming or cultivating the water." The idea of farming fish is certainly not new. Like agriculture, it has been practiced since ancient times. But it was not until the 1960s and 1970s that aquaculture became a significant part of global production. It now accounts for more than 40 percent of the world's seafood.

4 There are two basic types of aquaculture. The first is extensive aquaculture. Extensive aquaculturists set up their farms in oceans or bays, and natural currents keep the farm's water clean and full of oxygen. Oysters, mussels, and clams are raised this way, but so are some large finfish, such as salmon and tuna. How do the farmers prevent their mobile crops from escaping into the ocean? The fish are kept in cages or "net pens" that are anchored to the ocean floor and can be densely stocked for higher production.

5 The other type of aquaculture is intensive. Freshwater fish such as catfish, tilapia, and carp are some of the species grown by intensive methods. This form of aquaculture relies on man-made ponds and advanced technology. One intensive fish farm in California grows 5 million pounds of tilapia per year in the middle of the desert! Enormous greenhouses with solar-heated tanks mimic the tilapia's natural environment. An advanced computer system removes waste, maintains temperature and oxygen levels, and feeds the fish on a regular schedule. An average-sized tilapia farm may have more than 200,000 fish in the tanks at any time.

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A Solution . . .

6 Aquaculture seems to offer many advantages over traditional fishing. For one thing, fish farms might be able to reduce the pressure on wild fish populations. Also, some types of seafood are usually available in certain seasons only. Thanks to farms, these delicacies are available year-round. With careful breeding, farmers have produced “domesticated” fish that are fast growing and made-to-order. Now restaurants can plan menus knowing that fish of a certain kind and size will always be delivered. Reliable production has reduced the prices of many kinds of fish, making them more accessible as everyday food.

7 All this spells good news for the consumer. Aquaculture also seems to be good for developing nations. For example, on Zanzibar, an island off the eastern coast of Africa in the Indian Ocean, seaweed raised by aquaculture has become the leading export. Researchers are now developing techniques to add finfish and shellfish to this production. Local fish farms can provide more job opportunities and make cheaper seafood available to islanders and for export.

. . . or Part of the Problem?

8 But aquaculture’s supposed advantages may be too good to be true. In fact, fish farms may not be any healthier for the environment. The fish produced in farms must be fed. Their food is made from smaller species of “trash” fish, such as herring and anchovies, which are harvested directly from the ocean, further taxing wild fisheries. It takes two pounds of fish food to produce one pound of farmed fish—not a very economical ratio, to say the least!

9 Also, hundreds of thousands of fish are crammed together in these floating feedlots, as opponents call them. Fish farms create a lot of waste in the form of uneaten food, feces, dead fish, and chemicals. In extensive fish farming, this waste is flushed by the current into the surrounding ocean and bay, where it may affect the ecosystem in unknown ways. Intensive fish farmers often dump the waste from their artificial ponds and tanks into nearby waterways.

10 Fish farms not only affect the environment; they may also harm communities. The prospects for fish farming in the developing world seem promising. But the example of shrimp aquaculture in Southeast Asia casts doubts on its benefits for local residents. In Thailand and Vietnam, aquaculture has impaired rice farming, a traditional and far more efficient means of food production. Shrimp farms use up valuable fresh water and land resources vital to rice farmers, and the waste released into the environment has polluted water and farmland. Also, contrary to the hopeful claims of aquaculture advocates, the shrimp produced by these farms are not used to feed local populations cheaply. Instead, they are sold at high prices to the United States and other industrialized nations as luxury items.

Future Outlook

11 Although there are compelling reasons to pursue aquaculture, it has created a whole new set of problems. With careful regulations and management, fish farms may eventually become the ideal solution to depleted fisheries, but there is much work to be done before this alternate source of seafood is truly sustainable.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076108

CLE: Use details from informational and persuasive text(s) to d. evaluate for accuracy and adequacy of evidence

DOK Level: 3

Passage: Fish Farming [ID: 10890]

7.

Based on what you have read in the passage, which of these questions requires further evidence for support?

- A) What are the current methods of aquaculture?
- B) What are the reasons for the reduction of fish in the wild?
- C) What are some types of fish harvested through aquaculture?
- D) What are some ways to limit the negative effects of fish farming?

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076267

CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text d. draw conclusions

DOK Level: 3

Passage: Fish Farming [ID: 10890]

8.

Read this sentence from the passage.

"Fish farms not only affect the environment; they may also harm communities."

Which question would best clarify the idea in the sentence?

- A) How many fish can one fish farm produce in a single year?
- B) What is the largest species of fish produced in the fish farms?
- C) What are the long-term effects of waste products from fish farms on humans?
- D) How do intensive aquaculture farms keep water conditions similar to oceans and lakes?

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076092

CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text f. summarize

DOK Level: 2

Passage: Fish Farming [ID: 10890]

9.

What sentence best summarizes the section entitled "What Is Aquaculture?"

- A) Aquaculture had become a huge part of the world's fishing industry by the 1970s.
- B) Intensive aquaculture takes place in artificial bodies of water, including one in the middle of a desert.
- C) The main type of fish farming is extensive aquaculture; sea creatures are raised in cages or "net pens" submerged in the water.
- D) The two forms of aquaculture are extensive and intensive; both of these methods are actively helping ease pressure on overfished bodies of water.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076268

CLE: Explain, analyze and evaluate the author's use of text features to clarify meaning

DOK Level: 2

Passage: Fish Farming [ID: 10890]

10.

What is the author's purpose for using headings?

- A) to make the passage appear longer
- B) to make the passage look more appealing
- C) to organize the material so the passage is easier to follow
- D) to focus attention on the headings instead of the passage

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076105

CLE: Identify, explain, analyze and evaluate literary techniques in nonfiction, emphasizing d. analogy

DOK Level: 3

Passage: Fish Farming [ID: 10890]

11.

Which of these best expresses the relationship between extensive aquaculture and fish farming?

- A) Extensive aquaculture is a type of fish farming.
- B) Fish farming is a type of extensive aquaculture.
- C) Extensive aquaculture is more effective than fish farming.
- D) Fish farming is more effective than extensive aquaculture.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076089

CLE: Apply post-reading skills to comprehend, interpret, analyze and evaluate text d. draw conclusions

DOK Level: 2

Passage: Fish Farming [ID: 10890]

12.

Based on the information in the passage, what might a reader infer about aquaculture?

- A) With fish farming on the rise, the demand for seafood will decline.
- B) In the future, fish farming will be the world's sole source of seafood.
- C) With careful regulation, fish farming could help preserve our natural resources.
- D) Farmers along coastlines around the world will lose their crops because of fish farming.

2008 English II SR Operational Form 1 (Released Form)

Passage: Mary Cassatt: American Impressionist [ID:10905]

Directions: Read the following passage carefully. Then answer questions 13 through 18.

1 In the late nineteenth century, a controversial art movement swept across Europe. A group of French artists, dissatisfied with traditional styles and academic teaching, began to paint in a new way. They attempted to recreate scenes accurately and objectively, capturing the fleeting effect of light on color and texture. This radical idea prompted one French critic to scornfully refer to these artists as “impressionists,” and so the artists defiantly embraced the name as their own.

2 A few years after the Impressionists held their first show in 1874, one of their leading members, Edgar Degas, visited a young American painter in her studio in Paris. He had seen her work and realized that her approach to color and technique was similar to that of the Impressionists. Intrigued, he asked if she would be willing to exhibit work in the Impressionists' next exhibition. She was. Thus it was that this young woman, Mary Cassatt, became not only the first and only American to join the Impressionists during their most productive years but also the first woman to join them.

3 For the time in which Mary Cassatt lived, this was no small achievement. Born in 1844, the fifth child in a wealthy Pennsylvania family, Cassatt was raised at a time when girls grew up to be wives and mothers exclusively; they were neither encouraged nor expected to have careers. Although Cassatt's family traveled in France during her childhood, her later education in Pennsylvania was typical for her era and social class. Rather than academic subjects, women studied skills considered important for them such as embroidery, music, and sketching. In 1860, sixteen-year-old Cassatt defied all expectations by enrolling in the Pennsylvania Academy of Fine Arts in Philadelphia. She wanted to be an artist.

4 After two years, Cassatt felt that the course offerings were limited, and she was frustrated by the fact that the male teachers and students looked down on her and her artistic abilities. Just as Impressionism scandalized the art world, Cassatt scandalized her family by deciding that she could learn more in Europe than she could in art school. Her announcement of this decision horrified her father. Nonetheless, Cassatt soon set sail for Europe. After several years of travel and a brief trip back to America, she settled permanently in Paris. Soon thereafter, several of her paintings were accepted for the prestigious Paris Salon exhibition.

5 By the mid-1870s, although she was enjoying a measure of success, Cassatt began **chafing** at the rules and restrictions imposed by the Salon. Perhaps unsurprisingly, given her nature, Cassatt ultimately decided to reject the traditions of the Salon. Instead, she began to paint the way she wanted to paint. She concentrated on subjects that interested her and painted in a style she preferred. This style, remarkably similar to that of the more established Impressionists, is what drew Degas to her studio. When she took him up on his offer and exhibited her paintings alongside those of the other Impressionists in 1879, they were an enormous critical and commercial success.

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6 Unlike the work of many of her male counterparts, Cassatt's paintings focused primarily on scenes of ordinary life. Her paintings often show women engaged in calm, everyday activities such as drinking tea or resting in a garden. Although Cassatt never married or had children, a significant portion of her work explores the tender relationship between a mother and her child. Cassatt's later works moved away from the lively style of the Impressionists, portraying images such as a mother washing her child's feet or holding a sleeping baby on her lap. Despite the subject matter, however, her paintings are in no way sentimental or clichéd. In choosing to focus on the conventional realm of women, which she had rejected, Cassatt was able to reveal the complex emotions of such scenes.

7 Despite the tranquil nature of her domestic subjects, Cassatt was by nature a strong-willed and outspoken woman. She and Degas, her mentor and friend, often engaged in heated arguments despite their fondness for one another and their similar artistic sensibilities. Cassatt generally said exactly what she thought, and even her fellow Impressionists were not immune from her sharp tongue. For instance, her colleague Claude Monet created a now-famous series of water lily paintings late in his career. Not one to mince words, Cassatt reportedly dismissed these works as "glorified wallpaper."

8 Although her criticism could be harsh, Cassatt was an important and vocal supporter of the Impressionist artists with whom she was first associated. She was not content to simply introduce American art collectors to Impressionist art. Instead, she actively encouraged them to purchase paintings and support the struggling artists. In her later years, Cassatt was no longer able to paint because of failing eyesight and poor health. Even so, she continued to advise several major American collectors on developing their collections. Her only condition was that the works they bought should someday end up in a museum.

9 Mary Cassatt was an independent and courageous woman when most women had few choices about their lives and careers. She defied social conventions to become one of America's most successful and well-known artists.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076542

CLE: Develop vocabulary through text, using b. context clues

DOK Level: 2

Passage: Mary Cassatt: American Impressionist [ID: 10905]

13.

Read this sentence from the passage.

"By the mid-1870s, although she was enjoying a measure of success, Cassatt began **chafing** at the rules and restrictions imposed by the Salon."

What does the word *chafing* mean in this sentence?

- A) making jokes
- B) feeling irritated
- C) being indifferent
- D) losing confidence

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076550

CLE: Use details from informational and persuasive text(s) to a. analyze and evaluate the organizational patterns

DOK Level: 3

Passage: Mary Cassatt: American Impressionist [ID: 10905]

14.

How does the author best emphasize the innovative qualities of Cassatt as an artist?

- A) by discussing her girlhood and the fact that she left Pennsylvania for Paris
- B) by pointing out that she began her artistic career over the protests of her father
- C) by initially placing her with a group of controversial artists and then pointing out that she broke away from them
- D) by indicating that although she painted mothers with their children, she neither married nor had children of her own

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076551

CLE: Use details from informational and persuasive text(s) to f. analyze and evaluate point of view

DOK Level: 3

Passage: Mary Cassatt: American Impressionist [ID: 10905]

15.

What is the benefit of reading about Cassatt in the third-person point of view?

- A) The reader can see a more objective explanation of the life and art of Cassatt.
- B) The reader is able to establish a stronger sense of camaraderie with the author.
- C) The reader receives a better sense of how other Impressionist painters viewed Cassatt.
- D) The reader has more direct access to the perceptions of the Impressionist painters.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076547

CLE: Identify, explain, analyze and evaluate literary techniques in nonfiction, emphasizing b. parallelism

DOK Level: 2

Passage: Mary Cassatt: American Impressionist [ID: 10905]

16.

Which of these phrases demonstrates parallelism?

- A) work hard studying, trying painting, and learn a lot
- B) have children, to promote art, and painting mothers
- C) achieve success, to become famous, and attain glory
- D) to study art, to get an education, and to make a living

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076548

CLE: Identify, explain, analyze and evaluate literary techniques in nonfiction, emphasizing c. allusion

DOK Level: 2

Passage: Mary Cassatt: American Impressionist [ID: 10905]

17.

By mentioning the skills studied by some women in the eighteenth century, the author is alluding to the fact that women in Cassatt's time

- A) were not allowed the same opportunities as men
- B) wanted only to sew and play musical instruments
- C) were taught the skills needed to be famous artists
- D) wanted to seek employment outside the home

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100075919

CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text f. summarize

DOK Level: 3

Passage: Mary Cassatt: American Impressionist [ID: 10905]

18.

Based on the information in the passage, with which statement about art would Cassatt most likely agree?

- A) Painters should build on traditional methods.
- B) Scenes from daily life are worthy of attention.
- C) Women have historically been the best artists.
- D) Formal education helps an artist become established.

2008 English II SR Operational Form 1 (Released Form)

Passage: Lentils: The Overlooked Superfood [ID:10911]

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

What Are Lentils, Anyway?

1 Lentils are a vegetable and are part of the legume family. Legumes grow in pods, as do beans and peas. Lentils are like a first cousin to beans.

What Do Lentils Look Like?

2 Lentils are oval and are shaped like a lens or disk; in fact, the Latin word for lentil is *lens*. They are small, about the size of the eraser on the end of a pencil. Lentils may be black, green, yellow, brown, red, or orange.

Are Lentils a New Kind of Food?

3 Lentils are far from new. There is evidence that they were one of the first foods to be cultivated by humans and have been grown since prehistoric times. Archaeologists have found lentil seeds in Egypt dating back 8,000 years. Scientists believe that lentils originated somewhere in the Middle East, in the same area as the modern nations of Iran and Iraq. They spread east to India, west and south throughout Africa and Europe, and eventually to the Americas.

Where Are Lentils Grown?

4 Asia produces approximately 55 percent of the world's lentil crops, with India weighing in at a whopping 30 percent of total production and Turkey at 15 percent. In North America, Canada and the United States grow 25 percent and 5 percent of the world's crop, respectively. Worldwide, about 4 million tons of lentils are grown each year.

What Countries Use Lentils for Food?

5 Many countries use lentils for food. India, where lentils in some form are eaten twice daily, often as a flavorful dish called *dal*, ranks at the top in lentil consumption. Not only does India produce and eat the most lentils, it is also one of the top ten importers of lentils.

What Is the Nutritional Value of Lentils?

6 Lentils are a virtual superfood, with more health benefits than almost any other plant product. They are packed with a variety of vitamins, minerals, and other nutrients. One of the most important is folic acid, which has been shown to help reduce the risk of heart disease and is also an important nutrient for women of childbearing age. One cup of cooked lentils contains 90 percent of the normal daily requirement for folic acid, more than any other naturally occurring food.

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7 Lentils are also rich in iron, which is necessary for good health. What's more, they are packed with fiber that helps digestion and acts as a cholesterol buster to maintain healthy arteries. And lentils contain more protein than any other vegetable food except soybeans. In fact, lentils are almost the perfect source of protein, lacking only two amino acids, which can be found in grain products.

8 Sometimes it is what a food lacks that makes it healthful. Although lentils are packed with protein, they contain none of the fat or cholesterol found in meat and dairy products.

9 One of the most interesting nutritional benefits of lentils is their **low glycemic index**. The glycemic index measures how different carbohydrates in foods affect our blood sugar levels. After being consumed, lentils take longer to break down in the body than do foods such as white bread. This causes the sugars to be released gradually, which means that lentils do not give a "sugar rush," unlike foods with a high glycemic index that release sugars rapidly. This makes lentils an important food product for those who want to lose weight and for people who have trouble regulating their blood sugar, such as Type 2 diabetics and those with hypoglycemia (low blood sugar).

How Are Lentils Prepared?

10 Besides having great health benefits, lentils are easy to prepare. Unlike their relatives in the bean group, dried lentils do not need to be soaked before cooking. Depending on the kind of lentil, most cook in about thirty to forty-five minutes. One of the most popular lentil dishes is made by combining them with vegetables and spices for a tasty soup or stew (see the recipe below).

11 It is best to prepare lentils from their dried form. Canned lentils lose most of their nutritional value because they have been subjected to high heat for long periods of time. Lentils are most nourishing when cooked for the shortest amount of time.

Is There Really a Lentil Festival?

12 Lentils were introduced into the United States in the early 1900s, and the first lentil-producing area was in Washington state. Each year since 1989, Pullman, Washington, has hosted the National Lentil Festival with a weekend of events, including a grand parade, a street fair, entertainment, and a lentil cook-off. For sports-minded lentil lovers, there is a 5 K fun run, a 100 K bike ride, a basketball tournament, and even skateboard and skating competitions. **Vendors** sell all types of lentil products such as T-shirts, mugs, posters, and cookbooks. And, of course, lentil eating abounds, including a lentil pancake breakfast.

13 Festival sponsors are proud of being part of one of the largest (and only) lentil-producing states. What's more, they are more than willing to share their treasure with the rest of us.

IRRESISTIBLE LENTIL SOUP
(Serves 6)

Ingredients

1 cup dried lentils
1 bay leaf
1 small onion, finely chopped
7 cups water
1 stick cinnamon
2 whole cloves
¼ teaspoon fennel seeds
3 small carrots, cut into coin-sized slices
¾ cup diced celery
1 large zucchini and one yellow squash, each cut into bite-sized pieces
2 cups water
salt and pepper to taste

Cooking Instructions

1. Combine the first four ingredients in a large pot.
2. Cut a piece of cheesecloth into a 4-inch square; tie the cinnamon, cloves, and fennel seeds into the cloth to make a sack. Add the sack to the pot.
3. Bring ingredients to a boil, uncovered. Lower the heat to medium, and cook for about 45 minutes.
4. In a skillet, combine the carrots, celery, squash, and water, and cook over medium heat until tender (8–10 minutes).
5. Add vegetables to cooked lentils, stirring gently until combined.
6. Season with lemon or lime juice, salt, and pepper.

ENJOY!

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076127

CLE: Develop vocabulary through text, using b. context clues

DOK Level: 2

Passage: Lentils: The Overlooked Superfood [ID: 10911]

19.

Based on the way the word *vendors* is used in the passage, which of these people could also be considered a vendor?

A) a baker

B) a teacher

C) a police officer

D) a professional athlete

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076131

CLE: Explain, analyze and evaluate the author's use of text features to clarify meaning

DOK Level: 3

Passage: Lentils: The Overlooked Superfood [ID: 10911]

20.

What is the author's purpose in using questions to introduce each section?

- A) to mention information lacking in the previous section
- B) to surprise readers with the content of the section
- C) to ask a hypothetical question about the section
- D) to stimulate curiosity about the section

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076136

CLE: Apply post-reading skills to comprehend, interpret, analyze and evaluate text d. draw conclusions

DOK Level: 2

Passage: Lentils: The Overlooked Superfood [ID: 10911]

21.

According to the recipe, which of these ingredients are added to the soup at the same time?

- A) carrots, celery, and onion
- B) cloves, bay leaf, and squash
- C) cinnamon, lime juice, and carrots
- D) fennel seeds, cloves, and cinnamon

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076129

CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text f. summarize

DOK Level: 2

Passage: Lentils: The Overlooked Superfood [ID: 10911]

22.

Which statement best summarizes the passage?

- A) Dal is a flavorful lentil dish eaten in India.
- B) Lentils are a nutritious food source worldwide.
- C) Lentils are celebrated for their value in a festival.
- D) Asia grows most of the world's crop of lentils.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076138

CLE: Identify and explain the relationship between the main idea and supporting details

DOK Level: 2

Passage: Lentils: The Overlooked Superfood [ID: 10911]

23.

Which of these steps in the cooking instructions must be performed first?

- A) Bring the water to a boil.
- B) Add some lemon or lime juice.
- C) Put the cheesecloth sack in the pot.
- D) Mix the vegetables with the cooked lentils.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076134

CLE: Use details from informational and persuasive text(s) to e. evaluate effect of tone on the overall meaning of work

DOK Level: 2

Passage: Lentils: The Overlooked Superfood [ID: 10911]

24.

Which word best describes the tone of this passage?

- A) apathetic
- B) humorous
- C) positive
- D) superior

2008 English II SR Operational Form 1 (Released Form)

Passage: The Little Big Fish [ID:10934]

Directions: Read the following passage carefully. Then answer questions 25 through 30.

1 It was his first real job. Even though it involved cleaning hamster cages and fishing slimy eels out of aquariums, it made the sixteen-year-old boy feel like he was stepping across an invisible threshold into adulthood. Derek loved caring for fish and animals and had frequented Mr. Piper’s pet store throughout his childhood.

2 Over the years, Derek’s mother had allowed him to purchase a mouse named Leo, a fish named Fido, and, at various times, three turtles, all of whom had been named Champ. The previous Saturday, on his way home from final soccer tryouts, Derek saw the sign seeking weekend help in the pet store window. He had always admired how the storeowner offered friendly words of advice about how to care for living creatures, so he applied.

3 “Welcome, son. Here’s your uniform,” Mr. Piper said with a **whimsical** smile as he handed Derek a slightly tattered full-length shopkeeper’s apron. “I need you to feed the iguanas. But first, please sweep around the birdcages. There’s a broom in back.”

4 “Yes, sir,” the young man replied eagerly. He followed his boss into the untidy back office and found a balding broom leaning against a wall near an old metal desk stacked with towers of correspondence and receipts. That’s when Derek looked through the plate-glass window and saw his buddy from school walking past. Derek automatically ducked down—half hoping that Scooter wouldn’t see him. But Scooter shouted a happy greeting from the sidewalk and strode into the shop, a small bell jingling as he bounded through the door wearing his high school’s soccer uniform.

5 “Hey, Derek!” yelled Scooter, holding up his hand. Derek sheepishly adjusted the broom in his hand and high-fived his pal. “First day on the job, huh?” Scooter added, with a chuckle. “Just be sure you keep the cats and the mice apart, man!” Derek laughed quietly, appreciating his friend’s humor.

6 “So how was the first game today?” asked Derek.

7 “We lost 3 goals to 2. But we played well,” replied Scooter. “Hey, they call me Scooter, but I can’t do everything out there!” he said, laughing aloud. “How are you?”

8 “Don’t you mean to ask how my life is now without soccer?” replied Derek as he swept the floor.

9 “Not making the team is not all that bad for you, Derek,” Scooter assured him.

10 “But I’ve played at every level until this year! What do I do now? I have nothing,” said Derek dejectedly.

11 “You see, Derek, that’s your problem sometimes. You don’t look at the things you have,” Scooter insisted. “You’ve got science club, the scholastic team, the marching band, and now you’ve got this new job in a store you’ve loved since you were a kid.”

12 Just then, customers entered the store. Derek motioned to Mr. Piper that he would like to help. After all, he knew the store’s layout almost as well as he knew his own home, and as a child, he had watched Mr. Piper in action on countless occasions.

13 Respectfully imitating Mr. Piper’s traditional greeting, Derek exclaimed, “Welcome. What new best friend may I help you find today?”

14 “We’d like some fish for my daughter’s new aquarium,” answered the mother.

2008 English II SR Operational Form 1 (Released Form)

15 Her young daughter, an energetic, eager girl, peered upward from behind her mother, hopping with anticipation. “Wonderful. Just follow me, and I can show you a variety of fish that **coexist** peacefully, depending on the size of the tank and other variables, of course,” explained Derek with a smile. Scooter—leaning against the checkout counter—observed as his good friend discussed everything from water temperature to the number of plants in the tank to the little girl’s favorite fish to swimming habits of some species. Scooter was amazed. And Mr. Piper lifted his chin, snapped his fingers joyfully, and grinned proudly.

16 “Do you see how that fish’s mouth is directed upward . . . that means it mostly eats food from the surface as you drop in the food,” he heard Derek proclaim confidently. The little girl’s eyes were wide. “And do you see that fish . . . his mouth is arched downward, so he eats what falls to the bottom. Like a tiny vacuum cleaner!” The little girl beamed.

17 Shortly after, the mother and her daughter left the store happily—new “best friends” in tow. Mr. Piper then approached the two boys. “Mr. Piper, this is Scott Fogel. We’ve been friends since first grade,” said Derek.

18 “Oh yes, I know Scooter. He comes in here from time to time to look around. Smart kid.” Then, with a polite nod toward Derek’s friend, Mr. Piper went into the back office.

19 “Just think about what I said, pal,” Scooter said. “I have to go. See you in class tomorrow.”

20 Derek watched through the store window as his best friend trotted down the sidewalk and out of sight, kicking his soccer ball. Then he turned and noticed a school of hungry guppies with their bulging eyes pressed up against the front of their tank. Derek looked out again through the glass window and thought vaguely that the store suddenly felt confining. He couldn’t understand why. All he thought about was soccer.

21 Derek was startled when he heard Mr. Piper approach. “When you’re done sweeping the floor and feeding the iguanas, please transfer that goldfish to the larger tank back in the corner,” Mr. Piper said, indicating a fish in its tiny bowl.

22 “Yes, sir,” replied Derek, sweeping more earnestly now, as if to make up for wasted time.

23 Mr. Piper paused. “Derek, did you know a goldfish could grow to nearly two feet?” Derek, hiding that he knew this fact, stopped sweeping and waited patiently for Mr. Piper’s next words. “They say a goldfish will grow as large as its environment permits. Small bowl, small fish. Big ocean, big fish.” Derek considered this a moment. “How about you, son? Do you want to limit yourself to a fishbowl or explore the ocean?” Derek deduced the comparison immediately. “Others will always try to confine you, young man. No need to confine *yourself* . . . is there?” Mr. Piper said pointedly before starting back to the office. “And don’t let this job interfere with your science club or band practice, young man.” The door closed.

24 Derek thought a moment, then put down the broom and picked up the little goldfish bowl. “Mr. Piper’s a smart man,” he said softly. Then holding the fish at eye level, he asked, “Hey, little one, you want to grow into a bigger fish?” Then he added, “Me, too.”

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076402

CLE: Develop vocabulary through text, using b. context clues

DOK Level: 2

Passage: The Little Big Fish [ID: 10934]

25.

Read these sentences from the passage.

“Welcome, son. Here’s your uniform,’ Mr. Piper said with a **whimsical** smile as he handed Derek a slightly tattered full-length shopkeeper’s apron.”

Which is the best meaning of the word *whimsical*?

- A) funny
- B) sarcastic
- C) nervous
- D) playful

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076408

CLE: Use details from text(s) to b. analyze character, plot, setting, point of view

DOK Level: 3

Passage: The Little Big Fish [ID: 10934]

26.

What do paragraphs 2 and 3 establish in the story?

- A) Derek's fond feelings for the pet store and Mr. Piper
- B) Mr. Piper's kindness to local kids such as Derek
- C) Derek's need for a meaningful afterschool activity
- D) Mr. Piper's dedication to his store and animals

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076401

CLE: Develop vocabulary through text, using a. roots and affixes

DOK Level: 1

Passage: The Little Big Fish [ID: 10934]

27.

If the root word *exist* means "to live," then *coexist* means to live

- A) without harmony
- B) within boundaries
- C) together peacefully
- D) in natural surroundings

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076404

CLE: Identify and explain literary techniques, in text emphasizing e. analyze and evaluate literary techniques previously introduced

DOK Level: 3

Passage: The Little Big Fish [ID: 10934]

28.

Which literary technique does the author use in paragraph 16 to describe the fish?

- A) a metaphor, to show how different fish can be from each other
- B) hyperbole, to exaggerate in a humorous manner the way fish eat
- C) personification, to make the fish possess more humanlike qualities
- D) a simile, to compare the fish to something the little girl would recognize

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076410

CLE: Apply post-reading skills to comprehend, interpret, analyze and evaluate text d. draw conclusions

DOK Level: 2

Passage: The Little Big Fish [ID: 10934]

29. _____

Which best describes Derek's tone as he speaks with the little girl and her mother about the fish?

A) carefree

B) unhappy

C) confident

D) nonchalant

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076409

CLE: Use details from text(s) to a. demonstrate comprehension skills previously introduced

DOK Level: 3

Passage: The Little Big Fish [ID: 10934]

30.

Which of these best states a theme of the passage?

- A) Do not take on more than you can handle.
- B) Listen to the wisdom of others.
- C) Recognize your limitations.
- D) Do not socialize at work.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076304

CLE: In written text apply c. standard usage

DOK Level: 1

Directions: This part of the test has 5 questions. Read each question and choose the one best answer.

31.

Read the following paragraph.

¹Recycling is essential for a healthy environment. ²Our trash has to go somewhere, and usually that is in a landfill or dump which can catch fire, smell and emit, toxic chemicals. ³We dump more than 180 million tons of garbage annually. ⁴By recycling some of this trash, we can reduce the waste produced, save energy, save natural resources, reduce air and water pollution, and create jobs.

Which sentence is incorrect?

- A) Sentence 1
- B) Sentence 2
- C) Sentence 3
- D) Sentence 4

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076289

CLE: In written text apply a. conventions of capitalization

DOK Level: 1

32.

Read the paragraph.

¹This summer my family went to washington D.C. for vacation. ²First, we visited Arlington National Cemetery and viewed the Lincoln Memorial. ³Then we toured the white house and picnicked around the Reflecting Pool. ⁴We toured many other Famous sites, before we had to go home.

Which sentence is correct?

A) Sentence 1

B) Sentence 2

C) Sentence 3

D) Sentence 4

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076293

CLE: In written text apply a. conventions of capitalization

DOK Level: 1

33.

Which sentence is correct?

- A) Anne and Fred live near lake Superior, in a subdivision called Bent creek.
- B) Anne and Fred live near lake Superior, in a subdivision called Bent Creek.
- C) Anne and Fred live near Lake superior, in a Subdivision called Bent Creek.
- D) Anne and Fred live near Lake Superior, in a subdivision called Bent Creek.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076278

CLE: In written text apply b. conventions of punctuation

DOK Level: 1

34.

Which sentence is correct?

- A) Mary and Chandra competed in the last cross-country meet, Mary won.
- B) Mary and Chandra competed in the last cross-country meet; Mary won.
- C) Mary and Chandra competed in the last cross-country meet and, Mary won.
- D) Mary and Chandra competed in the last cross-country meet; and Mary won.

2008 English II SR Operational Form 1 (Released Form)

Item Code: 100076274

CLE: In written text apply c. standard usage

DOK Level: 1

35.

Which sentence is correct?

- A) Iced tea was served to the wedding guests in green glasses.
- B) The exotic bird was one foot tall with red feathers weighing two pounds.
- C) The young woman returned to her home after buying groceries in her car.
- D) The President spoke about current issues with the students as if they were adults.