

2009 English I SR (Released Form)

Four Days in Venice, Italy

Day One

1 We arrived this morning! Here I am, Jennifer Hamilton, from Troy, New York, in Venice, Italy! On the flight to Venice, my friends from school and I shared the excitement of our upcoming adventure. We gasped with wonder this morning when the water taxi took us across the great lagoon from Marco Polo Airport. Wooden pilings in the water directed the path of traffic. I was on a boat in a major European city!

2 This afternoon, Mrs. Luca, our Italian language teacher and trip chaperone, spoke to us in the ornate hotel lobby. Our hotel was once a *palazzo*, which means “palace.” Venice, a city of islands and seemingly countless waterways, has six districts: San Marco, the main tourist magnet, Dorsoduro, San Polo, Santa Croce, Castello, and, finally, Cannaregio, where we are staying. Cannaregio is more residential, but it’s near everything. That’s important because Mrs. Luca says that we’ll be walking 90 percent of the time—there are no cars in Venice. Before we went on our initial neighborhood walk, she said to keep to the right and not to clog bridges by stopping (even when the views were irresistible) because when visitors block traffic, it interrupts the normal flow of daily life in Venice.

3 So off we went! There are bridges over canals everywhere here; some streets even dead-end at canals, so we had to take detours. It is easy to get lost in the maze of little alleys that open into *campi*, or “small squares.” I was glad I’d been warned to bring comfortable shoes! The lack of automobile traffic made the streets **serene**; aside from the boats in the canals, the only sounds are footsteps, people’s chattering voices, and water lapping against the sides of buildings.

4 Late this afternoon, we passed by the house where Marco Polo lived in the thirteenth century. That was exhilarating for me because I plan to study history. All transportation here is by boat—water taxis, *gondolas* (ornate, flat-bottomed boats mostly used by tourists), and the *vaporetti*, the water buses that make stops along the Grand Canal. The *vaporetto* stop closest to our hotel is called *Ca’ d’Oro*, named for a nearby fifteenth-century palace that was once covered in gold. We noticed a water taxi filled with furniture, not exactly a **conventional** way of making deliveries in my mind—how interesting! I’m about to go to sleep early now to adjust to the time difference—six hours between New York and Venice.

Day Two

5 We took the *vaporetto* along the luminous Grand Canal. It was lined with *palazzos*, their reflections shimmering in the water. We passed by a small boat that was painted white and orange—an ambulance. Again, that was so interesting! Then we ventured into the Rialto Market: orderly piles of colorful fruits and vegetables, rows of fish, the sardines shining like bars of silver. We kept out of the way of the busy buyers and sellers, still careful not to cause “roadblocks” here.

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6 Then we were off to St. Mark's Square! It was a bit chaotic: crowded with tourists, overcrowded with pigeons, and the restaurants, in close proximity to one another, all played different music at once. However, it was full of memorable sights: the Doge's Palace, once home to Venice's rulers, with arches all around, and St. Mark's Basilica, colorful with many kinds of marble and mosaics and four famous horse statues.

7 We were invited this afternoon to a Venetian high school to meet a ninth-grade English class. The students served *cicchetti* (snacks): *baccala*, a paste of dried cod with garlic and oil, and sardines in *saor*, a sweet-and-sour sauce. I thought they sounded strange, but they were surprisingly good.

8 I am impressed by how fluent the Venetian teenagers are in the English language. I have decided to work much harder at learning a foreign language when I return to my school in New York. I spoke with a boy named Giovanni. He said Italians are passionate about the national sport, football (what we in America call "soccer"). We also talked about music; the same bands are popular all over the world. I was pleased to make a Venetian friend.

Day Three

9 Today, we visited La Fenice, Venice's grand opera house. It was destroyed by fire in 1996 and lovingly rebuilt. We watched a performance this evening, but first we went on a behind-the-scenes tour. The guide said that artisans from throughout Italy had recreated the original landmark. The only change was the paint color, from beige–yellowed by age–to soft aqua. Carvings gilded with gold, marble floors in complex patterns, lavish drapes, and an upstairs ballroom–total glamour! Small sections of burnt flooring and damaged marble were left in memory of the original, to give the building "soul," the guide said. I thought that was touching.

10 I sense that Venetians respect their own history a great deal. Their old buildings, damaged by water and age, are restored rather than torn down. Our walks through Venice have felt like strolls through centuries' worth of time. I was proud to learn that an American group, Save Venice, is active in restoration projects, and I'm inspired to support historical districts in the United States.

Day Four

11 The Venetian teenagers came to our hotel today to say goodbye; it was our turn to serve *cicchetti*.

12 I told Giovanni, "Venice is amazing! I'll tell everyone to come here!"

13 He said that he was wary of such a suggestion, and I was startled. He expressed to me that there are few job opportunities in Venice. Many of the young people tend to leave, the elderly remain, and the population shrinks. As more tourists arrive, they could outnumber the Venetians in their own city. And congestion damages the fragile lagoon environment. Overall, I cannot blame him for feeling this way. But I am glad that I have visited such a remarkable city.

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14 Then Giovanni smiled. “Of course, we would welcome your friends if they’re as nice as you are. We can find a way to solve our problems. Maybe I’ll be a tourist myself someday, in America.” I’m glad I had the opportunity to meet him.

15 As I pack now for our early-morning flight, I cannot entirely say goodbye to Venice. Someday, somehow, I’ll be back!

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CLE: Develop vocabulary through text, using: c. glossary, dictionary and thesaurus
DOK Level: 2

1.

Read this dictionary entry.

serene *adj.*

1. unaffected by storms or unpleasant change **2.** shining; bright and clear **3.** suggesting complete calm and peacefulness **4.** used to address some members of royalty

Which definition best fits the meaning of *serene* as it is used in paragraph 3?

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

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CLE: Use details from text(s) to: d. evaluate the effect of author's style
DOK Level: 3

2.

The author most likely included words such as *palazzo*, *campi*, and *cicchetti* because

- A) these words are difficult to translate into English
- B) the author wanted the readers to learn some Italian
- C) the author wanted the passage to reflect Italian culture
- D) these words should be known by tourists who visit Venice

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CLE: Analyze and evaluate the text features in grade-level text
DOK Level: 3

3.

If each day in the passage had a title, the best title for "Day Three" would be

- A) "Touring Venice"
- B) "Italian Artisans"
- C) "A Taste for Luxury"
- D) "Venetians and Their Past"

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CLE: Use details from text(s) to: b. analyze character, plot, setting, point of view
DOK Level: 3

4.

Jennifer most likely appreciated becoming friends with Giovanni because

- A) he taught her about Venetian culture
- B) they shared the same tastes in music
- C) they had a conversation in English
- D) he had helpful advice for tourists

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

DOK Level: 3

5.

Read this sentence from the passage.

"Small sections of burnt flooring and damaged marble were left in memory of the original, to give the building 'soul,' the guide said."

What does the guide most likely mean when using the word soul?

- A) The extravagant beauty of the opera house gives it sparkle and life.
- B) The reconstruction retains some of the building's old character.
- C) The preserved sections make the new building more valuable.
- D) The opera house is energized by all the visits from tourists.

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CLE: Identify and explain literary techniques, in text emphasizing: a. irony
DOK Level: 2

6.

Which fact would most likely be considered ironic?

- A) The Venetian hotel where Jennifer stayed used to be a palace.
- B) Young Venetians leave their hometown, while the elderly remain.
- C) A small boat can be used as a taxi, a truck, or even an ambulance in Venice.
- D) Giovanni is concerned about tourism in Venice, but he wants to be a tourist himself.

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

DOK Level: 3

7.

Based on the information in paragraph 8, the reader can conclude that Jennifer will

- A) enroll in more foreign language classes
- B) join the soccer team at her high school
- C) start listening to international opera music
- D) come back to Venice to study Italian culture

2009 English I SR (Released Form)

CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details

DOK Level: 3

8.

Read this sentence from the passage.

"I sense that Venetians respect their own history a great deal."

Which sentence best supports the idea summarized in this statement?

A) "Then we were off to St. Mark's Square!"

B) "I am impressed by how fluent the Venetian teenagers are in the English language."

C) "It was destroyed by fire in 1996 and lovingly rebuilt."

D) "He expressed to me that there are few job opportunities in Venice."

2009 English I SR (Released Form)

The History of Popcorn

1 Chances are you have consumed popcorn at home, as a spectator at a sporting event, or even while walking in a shopping center. But what do you know about this appetizing and versatile treat?

2 Popcorn is one of five types of corn. It is the only one that pops into the familiar white or golden puffs that we eat. Scientists believe that popcorn originated in Mexico and is the oldest variety of maize. Maize is a cultivated grass native to the Western Hemisphere.

3 The oldest popcorn was found in the late 1940s by two students conducting an archaeological dig in Bat Cave in New Mexico. They were poking through a trash heap deposited by several millennia of cave dwellers when they happened upon some kernels that resembled popcorn. Digging farther, the students found both kernels and ears of popcorn, each layer of **debris** yielding smaller and smaller examples. At the bottom was an ear so tiny that it consisted of one kernel with its own husk! How did the archaeologists know that their find was popcorn? It still popped! Specimens found at the Bat Cave site have been carbon dated as fifty-six hundred years old.

4 Other excavations by different scientists indicate that popcorn was important to other early Native Americans. Archaeologists unearthed a seventeen-hundred-year-old urn used by the Zapotec tribe of early Mexico that featured a drawing of a figure wearing popcorn as a decoration.

5 Eyewitness accounts testify to the importance of popcorn in Mexican cultures. Hernando Cortes (1485–1547), the early-sixteenth-century Spanish explorer, saw that popcorn was an important part of the Aztec diet. He also saw that the Aztecs used it to decorate elaborate headdresses. He noted that they draped popcorn around their necks like jewelry. They also wore it as hair ornaments in ceremonies. His contemporary, Bernardino de Sahagun (1499–1590), saw Native Americans toasting corn that burst into a “white flower.”

6 How did these early popcorn experts pop their corn? Scientists found a seventeen-hundred-year-old shallow ceramic dish with one handle in Peru that they believe was used to pop corn. Accounts by Spanish explorers say that popcorn still on the husk was sometimes put on sticks and roasted over an open fire until it popped; at times the whole cob was tossed into the fire.

7 Seven hundred varieties of popcorn existed throughout North and South America by the time the English Pilgrims arrived in the early 1600s. Sources report that Native Americans brought a deerskin sack of popcorn to the first Thanksgiving. Colonists quickly embraced popcorn as a breakfast cereal served with sugar and cream. They popped their corn in a metal cylinder that rotated on a device over an open fire.

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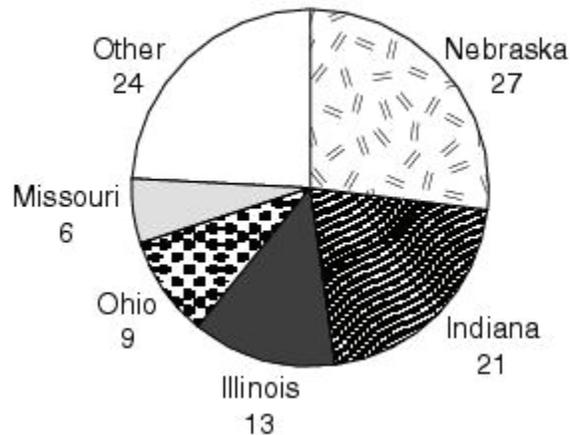
8 It wasn't until the 1880s, when an Iowa company first sold popcorn commercially, that it became a popular snack. Shortly afterward, Charles Cretors of Chicago invented the first machine to pop popcorn. He mounted it on a cart and pushed it along the streets. He also took it to fairs, carnivals, and other events that attracted a lot of people. His machines were powered by steam or gasoline and are the direct ancestor of the poppers that produce the alluring treat we buy at sporting events and in theaters today.

9 During the 1920s, the development of the motion picture industry secured popcorn's place in the culture. Popcorn became a staple treat in theaters. Even the Great Depression of the 1930s did not affect popcorn sales; popcorn was one of the few treats people could afford. When the United States entered World War II in the 1940s and sugar was rationed, popcorn sales tripled.

10 Two things happened in the 1950s to keep popcorn popular in America. First, a man named Percy Spencer was experimenting with microwave technology. He tested it on popcorn and found that it worked well. About the same time, Americans were purchasing televisions for the first time. Movie theater attendance declined a bit as a result. However, microwaveable popcorn and television have become a perfect match, and America's taste for popcorn has hardly missed a beat.

11 This American treat is grown almost exclusively in the United States. Of the twenty-five states that produce popcorn, Indiana, Illinois, Ohio, Nebraska, and Missouri produce the most. It is a hybrid crop that requires a lot of skill to cultivate. Different types of popcorn are grown for different uses. "Snowflake," or flower-like popcorn, is used by theaters and other public venues. The round "mushroom" type is used by companies selling flavored and coated popcorn.

% of U.S. Production of Popcorn



12 What makes popcorn pop? The answer is in the kernel's structure. The starchy inside (endosperm) is composed of about 14 percent water. It is enclosed in a hard husk, or pericarp. When the water in the endosperm heats to approximately 350–400 degrees, it becomes steam, and the kernel explodes into popcorn. The longer the steam builds up, the better the popcorn, so people in the popcorn business have worked hard to develop corn with a very hard pericarp that holds the steam in better.

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13 Not only is growing popcorn a big business but selling popped corn is, too. In the 1970s, several companies began selling flavored popcorn in big, decorated tins. They marketed the popcorn through high-end retail stores. Such tins are very popular gift items.

14 Popcorn is never out of season. It is popular in theaters, is a staple of school events, and is the perfect snack for cold winter nights in front of the fireplace. In fact, popcorn is such a part of American life that in 1996 Congress passed the Popcorn Promotion, Research, and Consumer Information Act, which created a nine-member Popcorn Board composed of representatives of the top popcorn-producing companies. Popcorn has a low calorie count and high fiber content, which means it is also healthy!

15 The United States is both the world's top popcorn producer and its biggest consumer. At the beginning of this century, the United States produced 498,000 tons of popcorn per year. It exported only 103,000 tons. Americans eat 73 quarts per person each year. And since January 30 is officially National Popcorn Day, popcorn is almost an official icon!

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CLE: Develop vocabulary through text, using: b. context clues
DOK Level: 2

9.

Read this sentence from the passage.

"Digging farther, the students found both kernels and ears of popcorn, each layer of *debris* yielding smaller and smaller examples."

Based on the way it is used in this sentence, what does *debris* mean?

- A) husks
- B) relics
- C) rubble
- D) soil

2009 English I SR (Released Form)

CLE: Use details from informational text to: b. analyze and evaluate effectiveness of word choice

DOK Level: 2

10.

Which description of popcorn makes it seem the most appealing?

- A) "appetizing and versatile treat"
- B) "an important part of the Aztec diet"
- C) "it became a popular snack"
- D) "a staple treat in theaters"

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CLE: Use details from informational text to: c. analyze and evaluate the accuracy and adequacy of evidence

DOK Level: 3

11.

Which fact from the passage best supports the assertion that popcorn was eaten in ancient civilizations?

- A) Early Mexican cultures regularly ate popcorn.
- B) Buried specimens were found at the Bat Cave site.
- C) The Aztecs used popcorn to decorate headdresses.
- D) Native Americans offered popcorn to the Pilgrims.

2009 English I SR (Released Form)

CLE: Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK Level: 2

12.

How does the pie chart help readers understand U.S. popcorn production?

- A) It provides a quick list of states that produce popcorn.
- B) It visually represents popcorn production across the states.
- C) It shows which states' populations consume the most popcorn.
- D) It shows how much popcorn is produced outside the United States.

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CLE: Identify, explain, and analyze literary techniques in nonfiction, emphasizing: d. figurative language and sound devices previously introduced

DOK Level: 2

13.

Read these sentences from the passage.

"'Snowflake,' or flower-like popcorn, is used by theaters and other public venues. The round 'mushroom' type is used by companies selling flavored and coated popcorn."

Which two literary techniques are used to describe popcorn?

- A) metaphor and simile
- B) hyperbole and simile
- C) metaphor and personification
- D) hyperbole and personification

2009 English I SR (Released Form)

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

DOK Level: 3

14.

The United States is most likely the biggest consumer of popcorn because

- A) it has an official National Popcorn Day
- B) popcorn is often sold in decorative tins
- C) popcorn grows locally in the Midwest region
- D) Native Americans discovered popcorn many centuries ago

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CLE: Identify, explain, and analyze literary techniques in nonfiction, emphasizing: b. imagery
DOK Level: 2

15.

Which paragraph contains the best example of imagery?

- A) Paragraph 2
- B) Paragraph 3
- C) Paragraph 9
- D) Paragraph 10

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CLE: Use details from informational text to: a. identify and explain the organizational pattern
DOK Level: 2

16.

What is the main organizational pattern of this passage?

- A) chronological, from the earliest use of popcorn to modern use
- B) classification, describing different types of popcorn and their uses
- C) comparison and contrast, comparing popcorn to other popular snacks
- D) cause and effect, showing how cultures react after being introduced to popcorn

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Tulsa, Oil Capital of the World

1 Today the Middle East is the region most often associated with vast amounts of oil reserves. This was not always the case. For many decades of the twentieth century, Tulsa, Oklahoma, was the reigning oil capital of the world.

Stories of Oil

2 Tulsa began its climb toward worldwide prominence at the turn of the twentieth century, before Oklahoma became a state. At that time, the region's commerce centered on raising cattle, farming, and running general stores. However, stories from the Creek Indians about oil seeping from rock structures spread throughout the region and beyond. In eastern states where oil had already been discovered, drillers and businesspeople heard the stories and **surmised** that oil existed underneath the soil. Soon, oil-drilling experts from the East were finding their way to the territory.

The Rush to Find Oil in Oklahoma

3 In 1901, in what was then still known as Indian Territory, Doctors J. C. W. Bland and Fred Clinton helped two Philadelphia oil workers, John S. Wick and Jesse A. Heydrick, secure equipment to drill for oil. They talked Wick and Heydrick into drilling on their own land in a small community called Red Fork. After drilling 537 feet deep, Wick and Heydrick hit a gusher. The news of the gusher quickly spread throughout America. Within weeks, thousands of fascinated fortune seekers had flowed into Red Fork. The well soon topped out, but oil prospectors continued to arrive.

Tulsa Becomes the Oil Capital

4 In 1905, Robert Galbreath and Frank Chesley started drilling a well just outside of Tulsa. They named the area and the well after the landowner, Ida Glenn. They were determined to find oil. After drilling to a depth of 1,400 feet, they found themselves nearly out of money. Still, they drilled deeper, and their hunch paid off. In November, the well became a success. The gusher that arose was taller than the wooden oil derrick itself. It was not only Oklahoma's first major oil field but also the richest oil field the world had ever seen.

5 Tulsa continued to vigorously build its reputation. In 1907, the Indian and Oklahoma Territories joined and became one state. That same year, Oklahoma produced more oil than any state in the nation and any other country in the world. What was once a small railroad stop called Tulsey Town had become the undisputed oil capital of the world. It would hold that title for years as young families left different parts of the country and headed to Oklahoma, hoping to dig for oil and make their personal fortunes. Many made the growing town of Tulsa their permanent home.

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Tulsa Grows in Popularity

6 Earlier, oil had been discovered in the neighboring state of Texas. However, many of the Texas fields had begun to wane and were being **overshadowed** by the discovery of gushers near Tulsa. Additionally, the crude oil discovered in the Tulsa area was “light and sweet,” just right for refining into gasoline and kerosene. The area where the oil was being discovered had a drilling depth that was well within the range of the wooden rigs used at the time. These factors contributed to an increase in Oklahoma’s oil business, and Tulsa became a haven for young entrepreneurs who understood the growing business. Among those who came to Tulsa were people with names associated with the oil industry today, such as Harry Sinclair and J. Paul Getty, who both eventually made Tulsa their headquarters.

Warren’s Ambition Adds to Tulsa Oil Industry

7 Later, in 1916, a young man named William Kelly Warren followed the advice of a friend and moved west from Nashville, Tennessee, to Sapulpa, Oklahoma. After working for several companies and learning about the business, Warren and his wife, Natalie, found their niche. They concentrated on marketing natural gasoline and liquefied petroleum (LPG) products by purchasing the production of gasoline plants. By 1953, their company, Warren Petroleum Corporation, had become one of the largest producers and marketers of natural gasoline and LPG in the world, adding more credibility to Tulsa’s growing reputation.

8 Tulsa would retain its worldwide reputation for years, until the discovery of vast amounts of oil in the Middle East. Only then did Tulsa lose its position at the center of the oil-producing world.

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CLE: Develop vocabulary through text, using: a. roots and affixes
DOK Level: 2

17.

Adding the prefix *over-* to the word *shadowed* changes the meaning to

- A) surrounded by darkness
- B) supported with resources
- C) tested through competition
- D) made insignificant by comparison

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CLE: Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: a. identify and explain the relationship between the main idea and supporting details

DOK Level: 3

18.

Which statement best supports the main idea of the passage?

- A) "Today the Middle East is the region most often associated with vast amounts of oil reserves."
- B) "After drilling 537 feet deep, Wick and Heydrick hit a gusher."
- C) "It was not only Oklahoma's first major oil field but also the richest oil field the world had ever seen."
- D) "Earlier, oil had been discovered in the neighboring state of Texas."

2009 English I SR (Released Form)

CLE: Identify, explain, and analyze literary techniques in nonfiction, emphasizing: a. irony
DOK Level: 2

19.

It is ironic that the Creek Indians told stories about "oil seeping from rock structures" because

- A) they knew of the oil but it had no value to them
- B) commerce was based on raising cattle and farming
- C) the stories spread throughout the region and beyond
- D) business people believed oil existed underneath the soil

2009 English I SR (Released Form)

CLE: Use details from informational text to: a. identify and explain the organizational pattern
DOK Level: 2

20.

How is the information in this passage organized?

A) problem and solution

B) order of importance

C) chronological order

D) cause and effect

2009 English I SR (Released Form)

CLE: Use details from informational text to: c. analyze and evaluate the accuracy and adequacy of evidence

DOK Level: 3

21.

Which statement about the city of Tulsa is best supported by evidence in the passage?

- A) Farming would currently be the main source of income in Tulsa without the discovery of oil.
- B) Tulsa's size and reputation would not have grown so quickly without the discovery of oil.
- C) Fortunes would still have been made by people in Tulsa without the discovery of oil.
- D) People would not have settled in Tulsa without the discovery of oil.

2009 English I SR (Released Form)

CLE: Identify, explain, and analyze literary techniques in nonfiction, emphasizing: d. figurative language and sound devices previously introduced

DOK Level: 2

22.

Read this sentence from the passage.

"Within weeks, thousands of fascinated fortune seekers had flowed into Red Fork."

Why does the author most likely use alliteration in this sentence?

- A) to compare the prospectors to the hidden oil
- B) to give human characteristics to the landscape
- C) to exaggerate the number of people who arrived
- D) to draw attention to an important part of the passage

2009 English I SR (Released Form)

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

DOK Level: 3

23.

Which statement is the best summary of this passage?

- A) Galbreath and Chesley's success in drilling for oil put Tulsa on the oil industry's map.
- B) A series of fortunate events led to Tulsa's dominance in the twentieth-century oil industry.
- C) If a city like "Tulsey Town" can become the world's oil capital, then other towns can as well.
- D) If it were not for the Creek Indians, it is unlikely Tulsa would have become the world's oil capital.

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CLE: Use details from informational text to: d. analyze and evaluate point of view
DOK Level: 2

24.

How would this passage most likely be different if it were written from the first-person point of view by a twentieth-century oil prospector?

- A) It would reveal the speaker's thoughts, emotions, and circumstances.
- B) It would provide a detailed history of Tulsa's prominence in the oil industry.
- C) It would persuade people to move to Tulsa to make their personal fortunes.
- D) It would describe the motivations and actions of many oil prospectors of the time.

2009 English I SR (Released Form)

I Am Cinema

- 1 I am **cinema**.
I live in dark boxes
as large as a theater,
as small as a computer chip.
- 5 I live in a rectangular realm of shadows
because I evaporate in sunlight.

- I am cinema.
I live on celluloid,¹
nourished by the thin, moist coating of emulsion²
- 10 on a strip of motion picture film.
I sometimes feed on plastic,
written, encrypted on a DVD
that you purchase in a box,
for I live only in boxes.
- 15 Sometimes I dwell in the vast square darkness
of a fading movie palace.
Sometimes in the small electric confines
of a television set,
or in the thin four-cornered cage of an LCD screen.
- 20 I can live only in boxes.

- I am cinema.
When my mask is smiling, I am comedy.
A fool trips and falls unharmed.
A pompous clown with a cream pie face.
- 25 Mayhem and confusion reign.
I make you laugh and lift your soul.
Chameleon-like, I change the color of your day.

- When my mask is frowning, I am tragedy.
A hero tries but fails.
- 30 I am a hurricane, a tidal wave, a sinking ship.
I am a person lost and never found.
I make you cry,
but also make you know
what it means to be human.

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35 I am cinema.
I need you to witness me or I am nothing.
The power of your vision
determines who I am.
Your mind and heart are my cocoon.

40 I enter in through eyes and ears
to light the furnace of your imagination.
Sometimes I am a glowing ember.
Sometimes, a furious **inferno**.
I give you hope and aspiration.

45 I live inside your head,
the box that holds your brain,
for I live only in boxes.

I am cinema.
I make you think.

50 I make you feel.
I make you know.
And in return, you make me live.

¹**celluloid**: a film used for motion pictures

²**emulsion**: a gelatinous coating found on photographic film or paper

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CLE: Develop vocabulary through text, using: c. glossary, dictionary and thesaurus
DOK Level: 2

25.

Read this dictionary entry.

cinema *n.*

1. a film or movie **2.** a movie theater **3.** the film or movie industry **4.** the art or technique of making a film or movie

Which definition best fits the meaning of the word *cinema* as it is used in this poem?

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

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CLE: Use details from text(s) to: b. analyze character, plot, setting, point of view
DOK Level: 3

26.

The description of cinema as "Chameleon-like" in line 27 is mainly intended to show that

- A) cinema is similar to a wild animal
- B) cinema can be elusive and hard to see
- C) cinema is confusing and difficult to define
- D) cinema can change based on viewers' opinions

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CLE: Develop vocabulary through text, using: b. context clues
DOK Level: 2

27.

Read lines 42–43 from the poem.

"Sometimes I am a glowing ember. / Sometimes, a furious *inferno*."

The word *inferno* most closely means

- A) blazing fire
- B) radiant light
- C) fierce storm
- D) warming heat

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CLE: Identify and explain literary techniques, in text emphasizing: b. imagery
DOK Level: 2

28.

Which lines from the poem provide the best example of imagery?

- A) “I am cinema. / I live on celluloid.” (lines 7–8)
- B) “A fool trips and falls unharmed. / A pompous clown with a cream pie face.” (lines 23–24)
- C) “I make you cry, / but also make you know / what it means to be human.” (lines 32–34)
- D) “I am cinema. / I make you think.” (lines 48–49)

2009 English I SR (Released Form)

CLE: Analyze and evaluate the text features in grade-level text
DOK Level: 3

29.

Which alternate title best fits the poem?

A) "Cinema Depends on Viewers"

B) "Everyone Loves the Cinema"

C) "How Cinema Is Created"

D) "Cinema Matters Today"

2009 English I SR (Released Form)

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

DOK Level: 3

30.

How does the speaker most likely feel in lines 28–34?

- A) frustrated
- B) optimistic
- C) reflective
- D) superior

2009 English I SR (Released Form)

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

DOK Level: 2

31.

Read lines 21–22 from the poem.

"I am cinema. / When my mask is smiling, I am comedy."

The author uses personification in these lines to

- A) reveal that cinema prefers to hide its feelings
- B) illustrate through humor that cinema can be funny
- C) give cinema attributes that make it seem more alive
- D) draw attention to cinema through repetition of sounds

2009 English I SR (Released Form)

CLE: Use details from text(s) to: a. demonstrate comprehension skills previously introduced
DOK Level: 3

32.

Which lines from the poem best communicate the poem's theme?

- A) "I live in dark boxes / as large as a theater," (lines 2–3)
- B) "I sometimes feed on plastic, / written, encrypted on a DVD" (lines 11–12)
- C) "Sometimes in the small electric confines / of a television set," (lines 17–18)
- D) "The power of your vision / determines who I am." (lines 37–38)

2009 English I SR (Released Form)

The New Girl

Characters:

IVY, a high school student, Kendall's best friend
KENDALL, a high school student, Ivy's best friend
PADMA, the new girl in school
KEISHA, a high school student
NAJIB, a high school student
DANNY, a high school student
DARNELL, a high school student
MS. THOMAS, a high school literature teacher

Scene 1

(A school hallway. Keisha and Najib are slowly walking between classes. They are holding books. There are lockers lining the rear of the stage behind them as they enter stage left. Other students walk past them upstage, more quickly, also holding books.)

Keisha: *(responding to something Najib just said)* I know. I'm worried about Kendall, too. Ever since Padma moved here, Kendall's been a wreck. She tries not to show it, but whenever Padma's around, she gets nervous.

Najib: But I don't understand. Ivy and Kendall have been best friends for years! Don't they know they're **indispensable** to each other?

(Keisha and Najib pause for a moment as they continue their conversation.)

Keisha: Listen, on Padma's first day here, Ms. Thomas asked Ivy to help Padma find her way around for a few weeks. Ivy truly wants to help Padma find her way, not just around the building, but socially, too. And the more time they spend together, the more jealous Kendall gets.

Najib: *(smiling)* Oooh! Kendall thinks the new girl is stealing her best friend!

Keisha: I think that's it! Did you hear Ivy and Kendall in the bathroom yesterday?

(Keisha and Najib continue walking and talking, and exit stage right. Lights fade to black.)

Scene 2

(A school bathroom. Ivy, Padma, and Kendall are standing center stage, facing the audience. Padma stands between Ivy and Kendall. They are looking into invisible mirrors, fixing their hair and makeup. They pause every once in a while to look at each other.)

Padma: I really appreciate all your help this week, Ivy. There's just one thing that's still confusing me.

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Ivy: What's that?

Padma: Well, I know how to find my way around school, but my neighborhood is another story. My old neighborhood was like a grid; all the streets were either parallel or perpendicular. Here, the streets are like snakes, twisting and turning until I have no idea which direction I'm going anymore!

Ivy: *(laughing)* I know. Sometimes I even lose *my* way, and I've lived here all my life! If you have time after school some day, I'd love to drive you around the neighborhood and help you get a feel for how to get around.

(Kendall smirks into the mirror and rolls her eyes.)

Padma: That would be great. I'll check with my mom, but I think I can do it tomorrow. I'll call you tonight. See you later! Bye, Kendall!

(Padma exits stage right, and Ivy moves over to the mirror next to Kendall.)

Ivy: So, Kendall, how'd you do on your science test?

(Kendall does not respond, continuing to look in the mirror.)

Ivy: Kendall? Can you hear me?

(Again, Kendall does not respond.)

Ivy: *(turns to look at Kendall)* Kendall, what's the matter? You've been acting weird lately.

Kendall: *(turning to face Ivy in disbelief, raising her voice and losing her temper)* No, Ivy, *you're* the one who's been acting weird lately. We usually talk on the phone every day, but the last time you called me was a *week* ago. We usually go out every weekend, but I didn't see you at *all* last weekend. Where've you been, Ivy? Who've you been calling . . . your new best friend, Padma? Did you even remember *we* had plans for tomorrow?

(Kendall storms out, exiting stage right. Ivy looks straight ahead, confused. Lights fade to black.)

Scene 3

(A school classroom. Students are sitting with paperback books open on their desks, which are arranged in a circle. Ms. Thomas sits in the circle, too, leading a discussion of a novel the class is reading.)

Danny: I don't get it, Ms. Thomas. This conflict has been brewing for a couple of chapters, now. If this were a bunch of guys, we would have dealt with it directly a long time ago.

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Darnell: *(interrupting)* Yeah, guys come out and tell it like it is. But these girls keep pretending nothing's wrong and then talk about each other behind their backs.

Najib: That's a stereotype,¹ Darnell. Not all guys are straightforward, and not all girls are gossips.

Ms. Thomas: I agree, Najib. It's never wise to stereotype people. But let's focus on the conflict. Who can whittle the conflict down to a sentence or two?

Keisha: I think there was just a simple misunderstanding that got blown way out of proportion. Sheila made a strong accusation against Noelle, but she never told Noelle how she felt.

Darnell: Yeah, all they had to do was have a simple conversation. Then the whole mess could have been avoided.

(The conversation continues. Kendall looks thoughtful. Suddenly, she pulls out her notebook and begins writing. Lights fade to black.)

Scene 4

(Ivy stands in front of her locker as other students mill around the hallway. She looks at a piece of paper, and we hear Kendall's voice from offstage.)

Kendall: Dear Ivy, I need to apologize for the way I spoke to you in the bathroom yesterday. I was being **impulsive** and rude, and I hope you'll forgive me. Here's the real issue behind my words: I'm embarrassed to admit I am jealous of Padma. Honestly, I'm glad you are helping her so much. That's one of the things I admire about you. But I miss you, and I want to spend time with you again, just the two of us. Can we please get together soon and talk about this? Your friend, Kendall.

(Ivy smiles and hurries off stage left, calling out Kendall's name.)

¹**stereotype:** a general statement, usually exaggerated or oversimplified, that is used to describe or distinguish a group

2009 English I SR (Released Form)

CLE: Develop vocabulary through text, using: a. roots and affixes
DOK Level: 2

33.

Read these sentences from the passage.

"Ivy and Kendall have been best friends for years! Don't they know they're *indispensable* to each other?"

Adding the prefix *in-* to the word *dispensable* changes the meaning to

- A) amusing
- B) essential
- C) interesting
- D) useful

2009 English I SR (Released Form)

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

DOK Level: 2

34.

The dialogue in scene 1 suggests that scene 2 is

- A) a flashback to prior events
- B) introducing new characters
- C) a part of Keisha's imagination
- D) foreshadowing a future conflict

2009 English I SR (Released Form)

CLE: Use details from text(s) to: d. evaluate the effect of author's style
DOK Level: 3

35.

In scene 3, the author most likely uses the story of Sheila and Noelle to

- A) propose an indirect solution to Kendall and Ivy's conflict
- B) provoke a confrontation between boys and girls in class
- C) introduce more complexity into the plot of the play
- D) create a dramatic but realistic classroom scene

2009 English I SR (Released Form)

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

DOK Level: 3

36.

The title “The New Girl” is mainly appropriate for this passage because

- A) Padma is the most important character in the play
- B) the conflict begins when Padma arrives at school
- C) the conflict mostly involves Padma and Kendall
- D) Kendall feels like she is starting over at school

2009 English I SR (Released Form)

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

DOK Level: 3

37.

Based on the events in scene 4, what can most likely be concluded about Ivy's reaction to Kendall's note?

- A) Ivy is relieved to know how Kendall is feeling.
- B) Ivy is excited to tell Padma about Kendall's note.
- C) Ivy is hurt that Kendall does not speak to her in person.
- D) Ivy is glad that Kendall wants to be friends with Padma.

2009 English I SR (Released Form)

CLE: Use details from text(s) to: b. analyze character, plot, setting, point of view
DOK Level: 3

38.

The main role the characters of Keisha and Najib play in the passage is to

- A) find a way to help Ivy and Kendall reestablish their friendship
- B) encourage Padma to develop other friendships and leave Ivy alone
- C) agree with other students' views about the story the class is reading
- D) introduce the main characters and their relationships with each other

2009 English I SR (Released Form)

CLE: Use details from text(s) to: b. analyze character, plot, setting, point of view
DOK Level: 3

39.

How does the reader most likely know that Padma is unaware of the conflict she is causing between Ivy and Kendall?

- A) Padma thinks to include Kendall in the plans she has with Ivy.
- B) Padma discusses the situation with her friends Keisha and Najib.
- C) Padma explains everything to Ivy and Kendall in a note after class.
- D) Padma excitedly accepts Ivy's offer to drive her around after school.

2009 English I SR (Released Form)

CLE: Analyze and evaluate the text features in grade-level text
DOK Level: 2

40.

The author most likely includes a footnote for the word *stereotype* in order to

- A) ensure the reader understands its meaning
- B) provide more information about the issue
- C) emphasize its importance for the reader
- D) show it has several different definitions