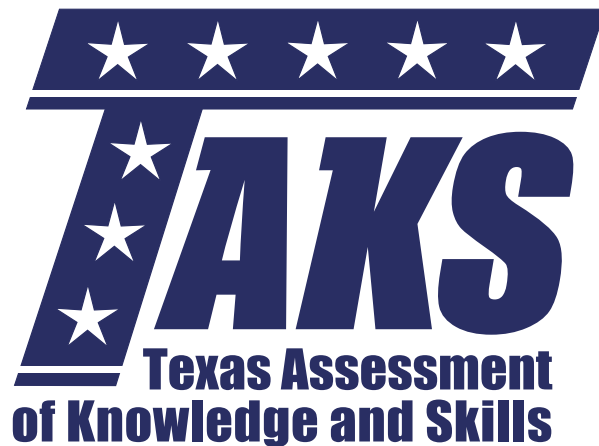


STUDENT NAME _____



**GRADE 10
ENGLISH LANGUAGE ARTS
MAKE-UP**

Administered Spring 2004

READING AND WRITTEN COMPOSITION

DIRECTIONS

Read the two selections and the viewing and representing piece. Then answer the questions that follow.

The Quality of Mercy

by *H. Barrett Pennell, Jr.*

- 1 The sky began to brighten in the north on that early-March day, as the roiled, greasy-gray clouds of the all-night storm began their retreat to the south and west.
- 2 We sloshed our way along the bank of the creek, “our creek” to us, a pair of ten-year-old males. We had decided on a tour of inspection of our holdings to see what damage the storm had wrought. And the creek was still there, still wandering its earnest, four-foot-wide way through the meadow, which was spongy underfoot with the gray-green, dead-alive promise of what would soon be grass. The rocks had not been harmed, we noted with satisfaction, and the pool beside the willow was still a pool, despite what must have been a temptation to go and join the sea. But the grass along the edges, and along the upper bank—the tough, fibrous evergreen grass that seemed to defy everything in its turn—was lying flat in its place, all tips pointed regimentally after the departing waters. So we were somewhat angry with the water, as a bully who destroys a myth.
- 3 But the overall loss was slight. Our creek was still alive and our plaything, and there were no other little boys to take it, and claim it, and mother it, and dam it with clods of tough, worm-filled sod and its own rocks. And there was none to pelt its muskrats and scare its minnows and trap its crawdads and capture its tadpoles. So we inspected—hermetically sealed in parkas and overshoes—sloshing through the drowned grass and rat-furred moss with the utter confidence of proprietorship.
- 4 We worked our way slowly, examining every inch, the way one does for hurt to valued property, while the excited air buffeted us with the first live messages of coming spring.
- 5 George found two marbles just below the gravelly spot beyond the willow pool, one chipped a little and the other polished by the sand and water to a better-than-new luster. I found a small earthenware jar with a clear, glazed finish and a kiln burn on the bottom side. I told George the jar was a remnant of the days when Indians used to camp along the banks of the creek. (I almost believed this to be true, and I wanted to.) George wondered who had lost the marbles. And great was our excitement and wonder that the creek was still as it had been, yet giving us new treasures, saved for years for some such special day as this.

My notes about what I am
reading

6 And in the spot where the stream curved, and ate its way into the bank, where the red slash of clay towered upward for six feet above the trotting water and looked like red Swiss cheese—there were the muskrats, hiding in their daytime holes. With joyous whoops we attacked their sanctuary, hurling small rocks and stones toward the holes, around which the missiles of our last attack stuck in the mud like stone pickets. The savage satisfaction of the attack and the power, welling in our blood like a rare narcotic, to do destruction to these small creatures always sank a little in our hearts when a stone would dart into the depths of one of the holes. Then there was no satisfying smack of rock on mud, but only an echo, which could have been the sound of murder, and bright-gem eyes in the dark narrowing in pain and going out without the sight of another dawn. So, saddened by the ultimate outcome, we broke off the attack until the next time, not knowing if we were murderers or not, but hoping not, with all the desire serious doubt can bring.

7 Then we were explorers along our new-old creek—La Salle, De Soto, Lewis and Clark, voyageurs with muskrat hides stalking the banks of the Mississippi and other, lesser streams, seeking cautious trade with Indians.

8 Until George discovered the fish, swimming weakly in the stream.

9 We squatted on our heels in the creek-bed gravel, watching the fish struggle in our mighty, six-inch-deep Mississippi as it tried to make its way upstream. It floundered on the shoals of flattened boulders, its back appearing above the water in its struggle. It was a carp, about ten inches long, and far too large for our stream. Evidently it had been washed down in the torrential night from a safe pool somewhere far away, perhaps beyond where the stream goes under the railroad tracks and disappears into the earth. Now it was trying to get home, upstream, from where it had come so easily the night before.

10 The tail that beat feebly upon the shallow water was split and ragged; scales were missing from its battered side, and somewhere in the middle of the fish there was a wound, where pinkish flesh hung tattered out beyond the skin. It rested now, in sheer exhaustion, every slight movement crying out that it was one more movement too many beyond the range of life's endurance.

11 We watched without a word as the tired fish learned of our presence and tried instinctively to dart away, but only wrenched its way into the shallows, where it fell on its side and was carried back by the stream into the pool by which we knelt.

- 12 Great was our concern for the trapped fish fighting hard for present life, mindless of a further soul, with the instinctive courage that man admires in himself, but tends to call bestial in the beast, and we searched about for means of rescue.
- 13 George found the bottom of a milk bottle, but that was too small; I discovered a small coffee can near the willow pool, but the bottom had rusted out. So we used my waterproof parka hood instead, bulging it full of muddy water, carefully scooping out the failing fish, and dropping it into the sodden hood. We began our march of mercy down the length of the creek and across the road, headed for the big pool in the bird sanctuary, where the water was 5 feet deep and 20 across. And as we walked, fast but gingerly, holding the water-filled hood like a suspended binnacle and staggering somewhat with the weight, some of the water slopped out and dampened our clothes; it began to leak slowly through the waterproof hood, leaving a damp trail along the paving as we hurried along the road toward the deep hole. And every spilled drop was blood, and every step nearer, life.
- 14 At last we came to the sanctuary and slipped past the chain-link fence where the fence had to stop for the bridge of the creek, and we slid down the worn trail to the bank of the pool. The fish was almost dead, and its back was above water again in the hood.
- 15 I lowered the hood into the shallow water at the edge of the pool, and as the edge of the hood fell away, the fish drifted out into the water, its fins moving feebly, but fast, lying on its side on the surface. We stood mutely in the mud and watched the fish fight for life again.
- 16 Its tail moved convulsively, and it moved forward several inches, turning almost upright with the motion. Several more times it did this, nearly turning upright every time until, at length, it was successful. Then, with its mouth taking great gulps of air from the surface and its gills moving in convulsions, the fish slowly swam around the pool, merely moving, for there was still no strength or purpose in it. And still we didn't speak, as the fish seemed to grow new strength before our eyes. It gulped and it thrashed its gills for five full minutes, as if cleansing out the putrefaction of near-death with the new oxygen-full water.
- 17 George flipped a small stone into the water, a few feet from where the fish rested. With a small swirl, the fish disappeared, and the eddies made by the stone and the fish rocked one another into submission in the small wooded pool.

18 As we stared after our success, glowing inwardly in our Samaritanism, George knew why I had snapped at him when he had asked, back when we first put the fish in the hood, if I were going to feed the fish to my cat.

19 At home, the soggy parka hood was hung up to dry by my mother, who thanked me with her voice for the gift of the earthenware jar and wondered in her mind just what it was that made boys do senseless things like throwing the tops of their parkas into the stream.

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My notes about what I am
reading

A “Real School” Is Born

by Collin Perry

1 LORRAINE MONROE sat dumbfounded, watching the spectacle before her. She had pulled into the faculty parking lot of Harlem’s Frederick Douglass Intermediate School just as the next-to-last-period bell sounded. Dozens of students streamed from exits, running and screaming wildly.

2 “This is nothing,” an administrator told her. “I’ve seen textbooks sail out windows. Even classroom chairs.”

3 It was May 1991, and Lorraine Monroe had arrived for a tour of the junior high school where she had just become principal. As kids exchanged whoops and high-fives, she was told that a few days earlier, some students had climbed a 14-foot-high chain-link fence and broken their falls by jumping onto the teachers’ cars below.

4 Monroe knew that Frederick Douglass—once considered among the top schools in New York City—had lost its academic luster. But nothing in her experience as a teacher or as deputy chancellor of New York City public schools had prepared her for this.

5 As she headed for the office of school administrator Howard Lew, Monroe picked her way through the filthy, graffitied hallways, stepping over students sitting on the floor and past others roaming in groups—even though classes were in session.

6 Touring with Lew, Monroe took in the broken windows, and graffiti-coated blackboards. Ceilings in many rooms looked as though they had been systematically punched out by students. Fires had left other classrooms gutted and boarded up.

7 In class after class, students lounged on windowsills, laughing and gossiping while the teacher tried valiantly to teach. The few kids who wanted to learn were either unable to because of the chaos or afraid to try.

8 “Seen enough?” Lew asked.

9 Monroe just shook her head. *This isn’t a school*, she thought. *It’s a holding pen. What am I going to do?*

10 Dream Maker.

11 Monroe had grown up not far from Frederick Douglass. Back then the neighborhoods were not as devastated by drugs

and gangs, but life had been hard. In many ways, it was Lorraine’s tough-minded mother who had maintained the family. She had sweated the details, organizing, cleaning, shopping and hustling about on Sundays getting everyone together for church. She made it into a ritual, a real tradition.

That’s what’s missing from the lives of kids here—order and tradition, Monroe thought. Children need a place they can go to escape the chaos.

■ see School, page 2



Photograph courtesy of © 2002 Robin Bowman.

12 But ritual and tradition alone weren't
the answer. Lorraine's father, a
metalworker, was an example of someone
always doing the unexpected, always doing
the bold thing.

13 As a child, Lorraine used to pore over
newspaper ads for houses in the country.
"Look at this one, Dad," she'd call out. "It's
got a fireplace! Sure wish we had one. Can
you imagine?"

14 "Yes, baby, that sure would be
something."

15 "Look, here's another one: 'Split-level
ranch priced to sell'—and, see, a fireplace!"

16 Then one Saturday he showed up with
wood to build a fireplace in the living room
of their walk-up apartment. No flue? Not a
problem. In no time the family was
enjoying the best electric-flame fireplace in
all of West Harlem. Sometimes, you just
had to start from nothing—and be bold.

17 Then it hit her: did she dare envision
starting from scratch with Frederick
Douglass?

18 **Real School.** A few weeks later, she
made her announcement: "The school is
being closed, Mr. Lew, and we're starting
all over."

19 Monroe explained that she had already
talked to the school board about a new
approach. With Frederick Douglass such
an embarrassment, they were willing to
try anything.

20 "We'll reopen in September and start
with the seventh grade; the following year,
seventh and eighth, and so on until we
have a completely new combined junior
and senior high school. We'll no longer be
just another school: we'll be Frederick
Douglass Academy for college and
professional careers."

"Where will everyone go," Lew asked,
"while we're getting this under way?"

"They'll be absorbed into other
community schools."

She noticed his look of concern.
"Howard, we have a unique opportunity
here—not just for tinkering, but for
creating a model for all inner-city schools.
I'm talking about real academics, real
achievement, real discipline. You know,
real school."

Lew slapped his hand on his desk.
"Real school! I love it!"

Monroe composed a list of "Twelve
Non-negotiables"—rules that all students
must follow or face real consequences,
ranging from in-school suspension to
expulsion. The rules included: No gum,
candy, hats or radios. No physical or verbal
violence. No defacing of school property.
Uniforms worn daily. Students must show
respect for staff and one another at all
times.

The staff devised a college-preparatory
curriculum. "Math, science, social science,
English and a foreign language will be the
basics," Monroe declared.

A few teachers left the school by
mutual agreement, feeling the highly
disciplined environment was not for them.
That allowed Monroe to handpick new
teachers—people with enthusiasm and a
sense of purpose.

High Expectations. Next, she had to
sell the academy to the community. As
expected, objections to uniforms—"freedom
of expression will be denied"—came from
community leaders. But not from parents.

■ see School, page 3

Monroe pointed out that uniforms were already prevalent: those of violent gangs and designer-clothing retailers.

29 “And if they can afford \$100 sneakers,”
Monroe said, “they can afford a traditional
outfit or two.”

30 When asked what she expected of
parents, she replied, “That you support the
concept of high expectations.”

31 On opening day in September 1991,
150 wide-eyed seventh-graders in navy-
and-white uniforms trooped into a new
school. The interior shimmered in bright
yellow and blue. Clean white tiles hung
from the ceilings. Classrooms were
completely refitted and open for business.

32 There was one exception to the
“starting over” premise: Robinson Cuevas,
a boy from the Dominican Republic who
had failed miserably in the old school yet
slipped through the review process. His
papers wound up on Monroe’s desk,
flagged with a bright red question mark. *I
may be making a mistake, she thought, but
why not give the kid a chance?* She
stamped the application “APPROVED.”

33 **Rules Are Rules.** From that first day
Monroe was everywhere, getting to know
the kids, encouraging the staff and
unexpectedly popping in on teachers—a
practice they don’t traditionally welcome.
“A principal who stays in her office might
as well stay home” was Monroe’s position.

34 What she ended up with was a fine
academic school running smoothly. Real
school. She had innovative, dedicated
teachers, and kids who were doing so
remarkably well that even she was
surprised.

35 After just one year, Frederick Douglass
students scored at the top of their district

in city-sponsored tests for reading and
math. Monroe’s critics now paid her the
ultimate “compliment,” claiming that if
her kids were performing above average,
she must be “creaming” Harlem—taking
only the best students. Monroe pointed out
school policy: 75 percent of the students
had to come from Central Harlem. “No
cherry-picking here. Just the hard work of
education.”

There was no more poignant proof of
this than Monroe’s ongoing struggle to
educate Robinson Cuevas. He was
chronically in trouble for talking back to
teachers and refusing to work. 36

One afternoon Monroe sat down to
meet with him. “Robinson,” she began,
“we’ve tried our best, but things aren’t
working out. Maybe you’ll settle down to
work in another environment.” 37

Like so many kids, Cuevas had been
conditioned by bluff. Goof off, and you
meet with threats and calls home, but
never expulsion. Suddenly the young man
was near tears. 38

“Robinson, you’ve had every chance to
make it here.” 39

“I know, Dr. Monroe, I know.” Then he
looked her square in the eye. “I guess I’m
asking you to give me one more chance.” 40

“Okay,” she said, standing. “But just
one complaint from *anybody* and that’s it!
Understood?” 41

“Yes, ma’am,” the boy replied,
trembling visibly. 42

“Now, stand up,” Monroe said, “and
let’s shake on it.” 43

■ see School, page 4

44 **Feeling Proud.** One day in 1994, Lorraine Monroe headed toward a ninth-grade class. Long accustomed to his boss’s “radical” ideas, Lew had feigned shock when Monroe suggested they offer Japanese at Frederick Douglass. “Look around you,” she’d said. “It’s Japanese cars and CD players we’re buying. We have to look ahead.”

45 Entering the classroom, she smiled at the young instructor, Chie Mochizuki-Helenski, and took a seat.

46 “*Basuketto boora no geemu-ni iki-mashita,*” Mochizuki-Helenski intoned. “Translate, please.”

47 Hands strained toward the ceiling. “I went to a basketball game!” one of the boys shouted. “I taught that one to my mother last night,” he said, beaming.

48 Monroe resisted the urge to pinch herself. Yes, this was Central Harlem, one of the innermost of inner cities. Yes, this was a public school. But this child of the ghetto was not only learning a difficult foreign language; he was passing some of it on to a parent.

By spring of 1996 Lorraine Monroe had many reasons to feel proud. She had brought order and boldness to her school, and it now housed more than 700 students. Nearly all were on course for college. Walking back to her office, she passed a boy who called out, “Hello, Dr. Monroe!”

“Hey there, Robinson. All’s well?”

The stocky, well-turned-out boy gave her the thumbs-up sign and smiled brilliantly. Three years after being given one more chance, Cuevas was one of her “aces,” a top student who had just been accepted at Canisius College in Buffalo, N.Y.

Reaching her office, Monroe walked by a school banner that read “The tradition of excellence continues.” Lorraine Monroe couldn’t resist giving the thumbs-up sign before returning to her desk—and to the hard work of education.

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**America
will need
1,000,000
new nurses by
the year 2010.**



**It's time to start thinking
about a career in nursing.**

NURSING
PUT YOUR LIFE INTO OUR HANDS.



*Paid for by the
American Association of Professional Nurses*

Clockwise from bottom left, photographs courtesy of © Reed Kaestner/CORBIS, Tim O'Hara/CORBIS, and CORBIS.

Use “The Quality of Mercy” (pp. 4–7) to answer questions 1–12.

- 1 Paragraphs 2 and 3 of the story are mostly about —
- A the beauty and toughness of nature after it has been damaged
 - B the pranks the boys like to play on animals in the creek
 - C the boys’ happiness that the creek hasn’t been taken over by others
 - D the boys’ inspection of the creek after the violent storm
- 2 Why are the boys walking along the creek?
- F They are searching for muskrat holes.
 - G They are checking for flood damage.
 - H They are going to fish for carp.
 - J They are hunting for treasures.
- 3 An antonym for the word *sodden* as it is used in paragraph 13 is —
- A ugly
 - B torn
 - C enormous
 - D dry
- 4 What is the most significant thing the boys find on their walk?
- F Two marbles
 - G An earthenware jar
 - H An injured fish
 - J Several muskrat holes
- 5 Which of these sentences best characterizes the boys’ attitude toward the creek?
- A They feel they are the sole owners of the creek.
 - B They think people should take better care of the creek.
 - C They believe the creek is the most beautiful spot on Earth.
 - D They wish the creek were like the Mississippi River.
- 6 In paragraph 2, the word *spongy* describes how it feels to —
- F touch the fibrous grass
 - G see the storm’s destruction
 - H walk in the meadow
 - J wade through the creek
- 7 In paragraph 6, why is attacking the muskrat holes compared to “a rare narcotic”?
- A The boys feel driven to throw the rocks.
 - B The boys whoop when they attack the muskrat holes.
 - C The motion of throwing the rocks hypnotizes the boys.
 - D Hitting a muskrat makes the boys feel sick.

8 In paragraph 13, what does the water dripping from the hood symbolize to the narrator?

- F Growing up
- G A sense of urgency
- H The importance of friendship
- J Being unprepared

9 Which detail does the author include to portray the narrator's sense of wonder about the creek?

- A He views the earthenware jar as a treasure the creek has saved for him.
- B He worries when a stone flies inside one of the muskrat holes.
- C He discovers a small rusty coffee can near the willow pool.
- D He and George remain silent while the fish gains more strength.

10 The tone of paragraph 6 changes from —

- F mischievousness to anger
- G playfulness to discovery
- H boredom to wildness
- J excitement to regret

11 Which of these lines from the story best summarizes the relationship between the boys and the creek?

- A *We sloshed our way along the bank of the creek, "our creek" to us, a pair of ten-year-old males.*
- B *Our creek was still alive and our plaything, and there were no other little boys to take it, and claim it, and mother it. . . .*
- C *I told George the jar was a remnant of the days when Indians used to camp along the banks of the creek.*
- D *We had decided on a tour of inspection of our holdings to see what damage the storm had wrought.*

12 What is the function of paragraph 19?

- F To indicate that the narrator hasn't told his mother about the fish
- G To show that the narrator's mother liked the gift of the earthenware jar
- H To explain why the hood of the narrator's parka is wet
- J To describe the reaction of the narrator's mother to the story of the fish

Use “A ‘Real School’ Is Born” (pp. 8–11) to answer questions 13–22.

13 What is this selection mainly about?

- A Lorraine Monroe’s changes at Frederick Douglass helped Robinson Cuevas discover his strengths.
- B Lorraine Monroe’s bold changes brought order and achievement to the students at Frederick Douglass.
- C Lorraine Monroe had to close Frederick Douglass before she could begin to make improvements.
- D Lorraine Monroe, who grew up not far from Frederick Douglass, had parents who helped her become successful.

14 Read the following dictionary entry.

board \ 'bɔrd \ *v* **1.** to cover or close up with planks **2.** to furnish with meals in return for pay **3.** to enter or go aboard a ship or vehicle **4.** to come alongside a ship

Which definition best matches the meaning of the word *boarded* as it is used in paragraph 6 of the selection?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

15 Monroe’s first official action after being hired at Frederick Douglass was to —

- A devise a new school curriculum
- B close the school for repairs
- C make a list of rules for the students
- D talk to parents

16 Which of these offers the best summary of the selection?

- F Frederick Douglass was once considered one of the top schools in New York City. Yet when Lorraine Monroe visited it for the first time, she found students who were out of control and a school building that was in terrible condition.
- G After Lorraine Monroe took over Frederick Douglass, the staff devised a college-preparatory curriculum. Although a few teachers left the school, most were enthusiastic about the new program.
- H New principal Lorraine Monroe decided the only way to improve Frederick Douglass was to close it and start over. By creating new rules, developing a college-preparatory curriculum, and establishing high standards, she achieved dramatic results.
- J As principal of Frederick Douglass, Lorraine Monroe applied what she learned from her parents. Her mother was tough-minded and taught Lorraine the importance of order and tradition. Her father taught Lorraine the importance of boldness.

- 17 In paragraph 9, the image of a holding pen is used to show that —
- A students were not learning at the school
 - B the school building was in bad shape
 - C Monroe felt discouraged about her new job
 - D the school needed to be shut down
- 18 Which one of these sentences expresses a major theme of the selection?
- F *Reaching her office, Monroe walked by a school banner that read “The tradition of excellence continues.”*
 - G *Sometimes, you just had to start from nothing—and be bold.*
 - H *Like so many kids, Cuevas had been conditioned by bluff.*
 - J *In many ways, it was Lorraine’s tough-minded mother who had maintained the family.*
- 19 The author probably chose the third-person point of view in order to —
- A present an objective view of Monroe’s changes to the school
 - B share Robinson’s thoughts and feelings about attending the school
 - C describe how the students felt about attending the school
 - D explain why some parents opposed the changes to the school
- 20 Monroe probably feels that the example set by her parents —
- F changed her views about education
 - G encouraged her to move to the country
 - H was difficult for others to understand
 - J affected her own leadership style
- 21 The author demonstrates the positive nature of Monroe’s changes at Frederick Douglass primarily by referring to —
- A student achievements
 - B the teachers’ feelings of fulfillment
 - C the students’ career choices
 - D democracy in the classroom
- 22 In paragraphs 9 and 32, why does the author italicize certain words?
- F To demonstrate that Monroe sometimes makes mistakes
 - G To help the reader visualize Monroe at her desk
 - H To indicate Monroe’s internal thoughts
 - J To emphasize the importance of the words

**Use “The Quality of Mercy” and “A ‘Real School’ Is Born”
(pp. 4–11) to answer questions 23–25.**

- 23** The tone of the endings of “The Quality of Mercy” and “A ‘Real School’ Is Born” is one of —
- A** optimism
 - B** suspense
 - C** mourning
 - D** humor
- 24** The narrator in “The Quality of Mercy” is similar to Lorraine Monroe in “A ‘Real School’ Is Born” in that he —
- F** feels that chaos has an impact on him
 - G** makes bold changes in his life
 - H** puts himself at risk to correct a situation
 - J** is resourceful in solving a problem
- 25** The authors of both selections would probably agree that —
- A** it is crucial to teach people about the environment
 - B** education is the basis of a successful society
 - C** helping others is rewarding to everyone involved
 - D** children learn best by freely exploring their environment

**Use the visual representation on page 12
to answer questions 26–28.**

26 An underlying message of the ad is that —

- F** most countries are facing a shortage of nurses
- G** people should think about becoming nurses
- H** nurses in the future will care mostly for elderly people
- J** most nurses today work in hospital settings

27 The designer of the ad uses photographs to —

- A** demonstrate that nurses are well paid
- B** stir the reader's emotions
- C** emphasize the education required to be a nurse
- D** appeal to the reader's logic

28 What can the reader conclude about the group that sponsored this ad?

- F** The group wants to prevent a serious problem.
- G** The group is concerned with the quality of training for nurses.
- H** The group believes that nurses are underpaid.
- J** The group hopes to improve the quality of nursing homes.

DIRECTIONS

Answer the following questions in the space provided on the answer document.

29 In “The Quality of Mercy,” what do the boys learn from their experiences at the creek? Support your answer with evidence from the selection.

30 Based on your reading of “A ‘Real School’ Is Born,” do you think Monroe made the right decision for the school? Explain your answer and support it with evidence from the selection.

31 How is the fish in “The Quality of Mercy” similar to Robinson Cuevas in “A ‘Real School’ Is Born”? Support your answer with evidence from **both** selections.

BE SURE YOU HAVE WRITTEN YOUR ANSWERS
ON THE ANSWER DOCUMENT.

WRITTEN COMPOSITION

Write an essay explaining the importance of accepting responsibility.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.

The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1** What is the most effective way to combine sentences 2 and 3?
- A** It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
 - B** It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
 - C** It started as a result of the efforts of a dedicated woman named Clara Barton.
 - D** It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2** What change, if any, should be made in sentence 4?

- F** Change *was* to **is**
- G** Insert a comma after *Civil War*
- H** Change *lead* to **led**
- J** Make no change

- S-3** What change, if any, should be made in sentence 6?

- A** Change *Government* to **government**
- B** Change *selected* to **selectted**
- C** Change *her* to **herself**
- D** Make no change



REVISING AND EDITING

DO NOT GO ON TO THE REVISING AND EDITING SECTION.
WHEN YOU FINISH THE READING AND WRITTEN
COMPOSITION SECTION, RAISE YOUR HAND AND WAIT
FOR A TEST ADMINISTRATOR TO ASSIST YOU.



DIRECTIONS

Read the following passages and mark your answers on page 2 of your answer document. Remember that you are NOT permitted to use dictionaries or other reference materials on this section of the test.

Ramón is writing a paper about his recent visit to a special museum. He has asked you to review his rough draft. As you read the draft, think about the corrections and improvements Ramón should make. When you are finished reading, answer the questions that follow.

The Rock and Roll Hall of Fame and Museum

(1) I love rock music. (2) Therefore, when my father planned a business trip to Cleveland, Ohio I asked to tag along. (3) I had always wanted to visit the Rock and Roll Hall of Fame and Museum there.

(4) From the Cleveland train station, heading straight to the museum, which houses treasures from the world of rock music. (5) I was amazed by the walls of geometric glass that rose high beside Lake Erie. (6) I later learned that the building covers an awesome 150,000 square feet. (7) The building's architect, I. M. Pei, has said that he designed the facility to “echo the energy of rock and roll.”

(8) I came to the museum knowing a little about the Rock and Roll Hall of Fame. (9) For example, I knew that the music industry had started honoring musicians with Hall of Fame awards in 1986. (10) I also knew that some past inductees were rock legends. (11) These included Chuck Berry, James Brown, Elvis Presley, Aretha Franklin, Bob Dylan, and the Supremes.

(12) A museum guide explained that after their first record is released, it is 25 years later when artists are eligible for the Hall of Fame. (13) I had thought that all Hall of Fame inductees were big stars, but I learned that this isn't true. (14) Honored musicians include some nonperformers, such as songwriters and producers. (15) And a newer award goes to sidemen, artists who have backed

up famous musicians. (16) One example is guitarist James Burton. (17) Burton, who played guitar for Elvis Presley, he was inducted into the Hall of Fame in 2001.

(18) The exhibits in the Hall of Fame were quite impressive! (19) During my visit the museum featured a display about the famous Beatle John Lennon, entitled *Lennon: His Life and Work*. (20) The permanent displays included other historical artifacts, costumes, and stage props. (21) These were some of my favorites: Michael Jackson's sequined glove, song lyrics handwritten by Chuck Berry, and Jim Morrison's Cub Scout uniform. (22) Many exhibits used high-tech lighting, film, and video to bring music history to life.

(23) Visiting this museum was an incredibly memorable experience for me. (24) I had such a good time that I even stopped by the information booth to pick up an application for a summer job at the museum. (25) Last year I worked at our neighborhood swimming pool. (26) I don't know whether my parents will let me move to Cleveland for the summer, but it's sure worth a try!

32 What change, if any, should be made in sentence 2?

F Change *business* to **business**

G Insert a comma after *Ohio*

H Insert **him** after *asked*

J Make no change

33 What is the most effective way to rewrite the ideas in sentence 4?

A From the Cleveland train station, I headed straight to the museum, it houses treasures from the world of rock music.

B I headed straight to the museum, which houses treasures from the world of rock music, from the Cleveland train station.

C From the Cleveland train station, I headed straight to the museum, which houses treasures from the world of rock music.

D It was from the Cleveland train station that I headed straight to the museum, which houses treasures from the world of rock music.

34 What change, if any, should be made in sentence 7?

F Change *buildings* to **building's**

G Change *designed* to **designs**

H Change *facility* to **fasility**

J Make no change

35 What is the most effective way to combine sentences 10 and 11?

A I also knew that some past inductees were rock legends, Chuck Berry, James Brown, Elvis Presley, Aretha Franklin, Bob Dylan, and the Supremes.

B I also knew that some past inductees were rock legends, these included Chuck Berry, James Brown, Elvis Presley, Aretha Franklin, Bob Dylan, and the Supremes.

C I also knew that some past inductees were rock legends if these included Chuck Berry, James Brown, Elvis Presley, Aretha Franklin, Bob Dylan, and the Supremes.

D I also knew that some past inductees were rock legends, including Chuck Berry, James Brown, Elvis Presley, Aretha Franklin, Bob Dylan, and the Supremes.

36 What is the most effective way to rewrite the ideas in sentence 12?

F A museum guide explained that artists are eligible for the Hall of Fame 25 years after their first record is released.

G A museum guide explained that after their first record is released, it is 25 years later. When artists are eligible for the Hall of Fame.

H A museum guide explained that 25 years after their first record is released is when artists are eligible for the Hall of Fame.

J A museum guide explained that 25 years after their first record is released. Artists are eligible for the Hall of Fame.

37 What change, if any, should be made in sentence 17?

A Delete the comma after *Presley*

B Delete *he*

C Change *inducted* to **inducting**

D Make no change

38 Which of these ideas could most logically be added after sentence 19?

F Fats Domino and the Everly Brothers have also been inducted into the Rock and Roll Hall of Fame.

G The museum showcases films and videos and produces concerts, lectures, and panel discussions.

H Ringo Starr was the second drummer for the Beatles.

J Since I'm a huge Beatles fan, I loved seeing Lennon's guitars and his Sergeant Pepper uniform.

39 What change, if any, should be made in sentence 20?

A Change *permenent* to **permanent**

B Change *included* to **including**

C Delete the comma after *artifacts*

D Make no change

40 What is the most effective way to improve the organization of the last paragraph (sentences 23–26)?

F Delete sentence 24

G Switch sentences 24 and 25

H Delete sentence 25

J Move sentence 24 to the end of the paragraph

41 What change, if any, should be made in sentence 26?

A Change *will let* to **had let**

B Delete the comma after *summer*

C Change *its* to **it's**

D Make no change

Bailey was asked to write a paper about a person who has influenced teenagers. Bailey plays tennis, so she wrote about the tennis player Venus Williams. Read Bailey's rough draft and think about the corrections and improvements she should make. When you finish reading, answer the questions that follow.



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A Tennis Star

(1) She has competed in—and won—some of the most important tennis tournaments in the world. (2) At six feet two inches tall, this world-renowned athlete dominates the court and continues to achieve victory after victory.

(3) Her name is Venus Williams, and her start in tennis, along with that of her fellow competitor and sister Serena, is the kind of story of which legends are made.

(4) Williams's father introduced her to the game of tennis. (5) When she was 14, her father allowed her to begin playing professionally. (6) Richard

Williams enjoyed watching tennis on television, the owner of a security services business. (7) When his daughters were old enough, he began teaching them how to play the game on the public courts of Compton, California. (8) Both girls learned quickly, and by the time Venus was just 10 years old, she was one of the best young tennis players in southern California. (9) A year later her father surprised many people by taking her off the junior tennis circuit and sending her to a tennis academy in Florida.

(10) Because of the untraditional way in which Williams had learned to play the game, some tennis experts wondered whether she would be capable of competing at the professional level. (11) No one wonders anymore. (12) In 1999 Williams was 21. (13) She ranked third in the world in women's tennis. (14) At the 2000 Sydney olympics, she became the first woman in more than 75 years to win gold medals in both singles and doubles tennis. (15) In November of that same year, *Sports Illustrated Women* named Williams Sportswoman of the Year. (16) In the summer that followed, she won their second consecutive Wimbledon championship. (17) But Venus Williams's most celebrated match was yet to come.

(18) In September 2001 the young tennis star played in the final round of the U.S. Open, defeating one of her toughest opponents, her sister Serena. (19) Public interest were so great that the match became the first women's tennis final ever televised during prime-time hours. (20) There is no doubt among experts in the world of tennis today, that Venus Williams is one of the greatest players ever!

- 42 Which of the following could most effectively support the ideas in sentence 1?
- F She has triumphed at Wimbledon, the French Open, and the U.S. Open.
 - G In 2000 she was sidelined with tendinitis in both wrists.
 - H When she was in elementary school, she wanted to be an astronaut.
 - J At 11 years of age, she practiced six hours a day, six days a week.

- 43 What change, if any, should be made in sentence 3?
- A Delete the comma after *tennis*
 - B Change *competitor* to **competitor**
 - C Change *legends* to **legend's**
 - D Make no change

- 44 What is the most effective way to rewrite the ideas in sentence 6?
- F Richard Williams enjoyed watching tennis on television, who was the owner of a security services business.
 - G Richard Williams enjoyed watching tennis on television he was the owner of a security services business.
 - H Richard Williams enjoyed watching tennis on television as he was the owner of a security services business.
 - J Richard Williams, the owner of a security services business, enjoyed watching tennis on television.

- 45 What change, if any, should be made in sentence 8?
- A Change *learned* to **learn**
 - B Delete the comma after *old*
 - C Change *best* to **more better**
 - D Make no change

- 46 What is the most effective way to improve the organization of the second paragraph (sentences 4–9)?
- F Delete sentence 4
 - G Switch sentences 4 and 5
 - H Move sentence 5 so that it follows sentence 9
 - J Delete sentence 9

- 47 What is the most effective way to combine sentences 12 and 13?
- A In 1999 Williams was 21, she ranked third in the world in women's tennis.
 - B In 1999, at the age of 21, Williams ranked third in the world in women's tennis.
 - C In 1999 Williams ranked third in the world in women's tennis and at 21.
 - D In 1999, ranking third in the world at 21 in women's tennis, it was Williams.

- 48 What change, if any, should be made in sentence 14?
- F Change *olympics* to **Olympics**
 - G Insert a comma after *years*
 - H Change *medals* to **metals**
 - J Make no change

- 49 What change, if any, should be made in sentence 16?
- A Change *summer* to **Summer**
 - B Change *their* to **her**
 - C Change *consecutive* to **consicutive**
 - D Make no change

- 50 What change, if any, should be made in sentence 19?
- F Change *interest* to **intrest**
 - G Change *were* to **was**
 - H Insert a comma after *great*
 - J Make no change

- 51 What change should be made in sentence 20?
- A Insert **hardly** after the first *is*
 - B Change *among* to **through**
 - C Delete the comma after *today*
 - D Change the second *is* to **was**

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.









TAKS GRADE 10
ELA MAKE-UP
SPRING 2004