

ADAW, ARMT, AND SAT-10 PREPARATION AND PRACTICE WORKBOOK



Aligned with the Alabama English Language Arts
Course of Study Content Standards

GLENCOE LANGUAGE ARTS GRADE 7

This helpful workbook provides

- Test-taking strategies for
Alabama Direct Assessment of Writing
Alabama Reading and Mathematics Test Reading Test
Stanford Achievement Test, 10th Edition
- ADAW practice writing prompts
- A full-length ARMT reading practice test
- A SAT-10 practice test covering Reading Vocabulary, Reading Comprehension, Spelling, Language, and Listening

TEACHER'S ANNOTATED EDITION

**ADAW, ARMT, AND SAT-10
PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS
GRADE 7**



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Acknowledgments

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Introduction

The *ADAW, ARMT, and SAT-10 Preparation and Practice Workbook* was developed to help students prepare for

- the Alabama Direct Assessment of Writing (ADAW)
- the reading portion of the Alabama Reading and Mathematics Test (ARMT) and
- the language arts subtests of the Stanford Achievement Test, 10th Edition (also known as SAT-10, Stan-10, and Stanford 10)

By helping students become familiar with these tests, this workbook can boost their confidence, put them at ease on testing days, and—ultimately—enhance their performance.

The student workbook offers test-taking strategies, practice writing prompts, an ARMT practice test correlated to the Alabama Course of Study for Grade 7, and a SAT-10 practice test correlated to the “national” standards used by SAT. This Teacher’s Annotated Edition provides diagnostic charts to help you identify students’ strengths and weaknesses in reading.

Test-Taking Strategies

The strategies and tips in the workbook provide practical ways students can prepare to succeed on the tests. We teach three main strategies and ask students to apply them in example test items. We also offer general tips on preparing for the test and specific tips for dealing with test-taking anxiety.

Practice Tests

Encourage students to take the practice tests seriously, explaining that they will provide valuable experience for the real tests. After students complete each practice test, gather feedback. Ask which parts they found challenging and discuss which test-taking strategies and tips they used.

Ideally, students would take the practice test about two weeks before the actual test; however, since both ARMT and SAT-10 are administered in early April, you will probably have to stretch that time frame. To help students acclimate to the testing environment, simulate that environment to the degree that schedules and other circumstances allow.

Specific guidelines for each practice test appear in the following pages, along with standards and correlations, answer keys, student and class diagnostic charts, and answer documents.

The ADAW

ADAW is given in grades 5, 7, and 10. Fifth graders do not do persuasive writing, however, and tenth graders are not given descriptive writing prompts. Only seventh grade students receive prompts from all four writing modes.

Student responses are scored by readers who have had intensive training in the use of the Alabama Focused Holistic Rubric and the Alabama Analytic Rubric. Once certified by the Alabama Department of Education and the contracting company that oversees testing, readers participate in daily activities throughout the scoring process to ensure that they remain consistent in applying the rubrics.

Writing Practice

The student workbook includes a number of writing prompts students can practice with. On page T3 of this book are additional prompts that can be assigned as in-class work, homework, or both. You can have students respond to all four prompts (which represent all four writing modes) or to as many as you think appropriate. Tell students to limit their practice writing to a certain length (perhaps 300 words). Review their work and follow up with specific suggestions. Then assign the same or similar prompts again, and check for improvement. As the ADAW answer document is basically a sheet of lined paper, no facsimile of it is included in this book. Instead, have students do their practice writing on any available stock.

Be sure students understand that when they take ADAW, they will be assigned only one prompt, there will be no explanations of the writing modes to help them out, and there is no maximum or minimum word length.

Administering a Practice Test

If you wish to give an ADAW practice test, use the four prompts on page T4. (These prompts are labeled J through M merely to distinguish them from other practice prompts.) Copy the page and cut each copy on the dotted lines so that you have one prompt for each student. Randomly assign prompts and allow sixty minutes to write, just as students will have for ADAW.

You obviously can't devote the sort of time, energy, and rigor to a mountain of practice writing that an ADAW scorer applies to actual test responses. You are, however, probably acquainted with the two rubrics and will know how best to deal with your students' practice work. For convenience, edited versions of the two rubrics are printed on pages T5–T6.

ADAW Practice Writing Prompts

Descriptive writing describes someone or something, using clear sensory details.

Narrative writing presents a clear sequence of events, explaining what happened, when they happened, and the time frame in which they happened.

Expository writing presents reasons, explanations, or steps in a process. This writing uses a logical order to show the appropriate sequence of ideas or steps. It contains a main idea and supporting details and may include a conclusion.

Persuasive writing contains a clearly stated opinion and provides persuasive details, reasons, and/or examples to support that opinion.

Prompt A

Developers in your area plan to build a shopping mall and parking lot on what is now forested land. Write a letter to your city council expressing your opinion about the developers' plan. Supply convincing reasons and/or specific examples to support your opinion.

Prompt B

The seasons of the year are quite different from one another. Which of the four seasons is your favorite? Describe your favorite season. Describe how it looks, sounds, and smells. You may want to describe how it makes you feel.

Prompt C

Many people have a favorite place to shop. It might be a shoe store, a giant grocery store, a tiny pet shop, or any other store. What is your favorite store? Write to someone in your family, telling what your favorite store is. Explain why this store is your favorite. Be sure to supply reasons and/or specific examples.

Prompt D

Near where you live is a house that always seems to be dark. Its shades are always drawn, and its lights are never on. One night, as you pass the house, you notice that one of its windows is open. A light is on, and you hear faint music from inside. You decide to take a closer look. Write a story about what you see.

Prompt J

Describe your favorite family pet or another animal you know well. What does it look like? How does it feel to the touch? What does it smell like? Would you say that this animal has its own personality? If so, what kind of personality does it have?

Prompt K

Imagine you and a friend win a contest to travel to outer space. Write a story about what happens on your trip.

Prompt L

What do you think is the world's greatest invention ever? State your answer to that question in a letter to the editor of Inventors and Inventions magazine. Be sure to include specific reasons and/or examples to explain your choice.

Prompt M

Imagine that your school board is considering a proposal to ban cell phones from the school grounds. Would you be for or against this proposal? Write a persuasive letter to the school board stating your opinion and explaining why you feel this way. Give convincing reasons and/or specific examples.

ALABAMA FOCUSED HOLISTIC RUBRIC

LEVEL I Not rated	<i>Does Not Meet Standard</i> Responses are NR1 = Blank NR2 = Insufficient NR3 = Off Topic/Off Mode NR4 = Refusal, Illegible, Incomprehensible, or Foreign Language NR5 = Invalidated
LEVEL I	<i>Does Not Meet Standard</i> A response at Level I indicates little understanding of the writing task. There is little or no sense of audience or purpose. The writer exhibits little or no organizational plan and gives little or no attention to topic development.
LEVEL II	<i>Partially Meets Standard</i> A response at Level II indicates some understanding of the writing task. The writer may drift off mode and/or off topic. The writer displays some sense of audience and purpose but more author involvement than author control. Some success is evident with an organizational plan, but ideas are loosely organized. The writer introduces the topic but may wander from it or may develop it minimally with basic/functional vocabulary.
LEVEL III	<i>Meets Standard</i> A response at Level III indicates a good understanding of the writing task. A sense of audience and purpose is evident. The writer displays a sense of author control, using one controlling idea with only minimal wandering from it. The organization of this sufficiently developed response and the use of meaningful, precise vocabulary set this Level III response apart from the Level II responses.
LEVEL IV	<i>Exceeds Standard</i> A response at Level IV indicates a thorough understanding of the writing task. The writer successfully addresses and controls the writing task with a strong sense of audience and purpose. This thoroughly developed response is precise, consistent, and elaborated. The response displays clear and coherent ideas that flow smoothly. The use of vivid and precise vocabulary sets this Level IV response apart from the Level III responses.

ALABAMA ANALYTIC RUBRIC

	WRITING MECHANICS	SENTENCE FORMATION	GRAMMAR AND USAGE
Level I	Frequent, serious errors in mechanics <i>and</i> No use of advanced techniques	Frequent, serious errors in sentence formation <i>and</i> No variety in sentence structure or formation	Frequent and/or serious errors in grammar and usage <i>and</i> Inappropriate, repetitive, vague word choice
Level II	Some or no errors in mechanics <i>and</i> No use of advanced techniques	Some or no errors in sentence formation <i>and</i> No variety in sentence structure or formation	Some or no errors in grammar and usage <i>and</i> Appropriate, basic/functional word choice
Level III	Few errors in mechanics <i>and</i> Some use of advanced techniques	Few errors in sentence formation <i>and</i> Some use of varied and/or advanced sentence structure or formation	Few errors in grammar and usage <i>and</i> Meaningful, precise word choice
Level IV	Few if any errors in mechanics <i>and</i> Success with use of advanced techniques	Few if any errors in sentence formation <i>and</i> Success in the use of varied and advanced sentence structure or formation	Few if any errors in grammar and usage <i>and</i> Expressive, powerful, creative word choice

Alabama Course of Study

Writing Standards, Grade 7

For your convenience, the writing and language standards from the Alabama English Language Arts Course of Study, adopted in February 2007, are printed here.

Note: Bullet points have been assigned numbers. The numbers are used for easy reference and not intended to indicate any order of importance.

9	<p>Students will: Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.</p>
9.1	<ul style="list-style-type: none"> Using transitional words and phrases for coherence
9.2	<ul style="list-style-type: none"> Composing various genres of literature by imitating an author's style, form, and purpose <i>Examples:</i> poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth
9.3	<ul style="list-style-type: none"> Using figurative language when writing in various genres
10	<p>Students will: Apply mechanics in writing, including using commas to set off nouns of address and following introductory phrases and clauses.</p>
10.1	<ul style="list-style-type: none"> Punctuating titles correctly using quotation marks, underlining, or italics <i>Examples:</i> quotation marks—short stories; underlining or italics—books, magazines, newspapers
10.2	<ul style="list-style-type: none"> Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences
10.3	<ul style="list-style-type: none"> Demonstrating correct sentence structure by avoiding comma splices
10.4	<ul style="list-style-type: none"> Using commas to set off nonessential clauses and appositives
11	<p>Students will: Apply grammar conventions in writing to pronoun-antecedent agreement and to subject-verb agreement with inverted word order and with indefinite pronouns as subjects.</p>
11.1	<ul style="list-style-type: none"> Identifying gerunds, infinitives, and participles in writing
11.2	<ul style="list-style-type: none"> Using degrees of comparison in writing <i>Examples:</i> good, better, best; beautiful, more beautiful, most beautiful
11.3	<ul style="list-style-type: none"> Identifying sentence patterns in writing <i>Examples:</i> subject → verb (S→V) subject → action verb → direct object (S→AV→DO) subject → action verb → indirect object → direct object (S→AV→IO→DO) subject → linking verb → predicate nominative (S→LV→PN) subject → linking verb → predicate adjective (S→LV→PA)
11.4	<ul style="list-style-type: none"> Using compound and complex sentences in writing

The ARMT Practice Test

Administering the Practice Test

Answer documents for the ARMT practice test appear on pages T16–T17. Each student will need four copies of Document B for open-ended items, and you will probably want extra copies available of both sheets.

On Answer Document A, a row of blank boxes is provided if you wish to have students record some identifier (such as your name, a class name, or the date) in addition to their last and first names.

Give students the following specific instructions:

- Use a No. 2 pencil.
- In the upper right corner of each page are boxes labeled “Last Name” and “First Name.” Fill in these boxes, putting just one letter in each box. If your name does not fit, write as many letters of it as there are boxes.
- Use Document A for multiple-choice items. Mark each answer by filling in the circle.
- Use a separate Document B for each open-ended item. Write the item number on the blank in the sentence that says, “Answer question ___ in this box.”

Scoring the Practice Test

The practice test should be scored in the same way that the ARMT Reading Test is scored. A correct multiple-choice answer is worth 1 point; a missing or incorrect answer is worth 0. An open-ended item is worth up to 3 points.

Multiple-choice answers are keyed in three places:

- page T10 in the Student Diagnostic Chart
- page T12 in a separate Answer Key
- pages 32–44 in the annotated student pages

Rubrics for open-ended items appear on pages T13–T14 in the key.

Using the Diagnostic Charts

Student and class diagnostic charts are included to help you monitor students' progress in preparation for the ARMT Reading Test.

The **Student Diagnostic Chart** can give you an accurate account of each student's strengths and weaknesses based on the ARMT practice test. After grading the tests, photocopy the chart for each student and mark it as follows:

- For multiple-choice items: In the first blank (unshaded) box to the right of each answer, enter 1 for a correct answer or 0 for an incorrect answer. (Answers appear both in the chart's "Answer" column and on page T12 in the key.)
- For open-ended items: In the first blank box to the right of "*pts.*," enter the number of points earned. (Rubrics for open-ended items appear on page T13–T14 in the key.)
- Tally the scores in the "Totals" column and row. Translate the totals into percent scores by dividing each total by the highest score possible (labeled "High Score") and multiply by 100. Record the percent scores in the bottom row.

Photocopy and distribute completed charts to students.

Use the **Class Diagnostic Chart** to help you determine how your class performed as a whole. Copy each student's name and percent scores from his or her Student Diagnostic Chart. At the bottom of the class chart, you can calculate and record class averages. Skimming the chart will give you an excellent overview of which areas require additional preparation for the ARMT Reading Test.

Student Diagnostic Chart for ARMT Practice Test

Item	Answer	COS/ARMT Standards					Totals
		1	2	3	4	5	

“Alligators”

1.	C						
2.	D						
3.	B						
4.	C						
5.	D						
6.	B						
7.	A						
8.	B						
9.	A						
10.	C						
11.	D						
12.	pts.						

“The Gorilla and the Bear”

13.	B						
14.	C						
15.	B						
16.	A						
17.	B						
18.	A						
19.	A						
20.	D						
21.	D						
22.	A						
23.	D						
24.	B						
25.	D						
26.	A						
27.	D						
28.	A						
29.	pts.						

Item	Answer	COS/ARMT Standards					Totals
		1	2	3	4	5	

“Ice Cream in a Can”

30.	B						
31.	C						
32.	A						
33.	B						
34.	C						
35.	C						
36.	pts.						

“Jim Thorpe”

37.	C						
38.	A						
39.	D						
40.	D						
41.	A						
42.	A						
43.	A						
44.	B						
45.	D						
46.	B						
47.	pts.						

Items Not Associated with a Passage

48.	C						
49.	B						
50.	A						
51.	C						
52.	A						
53.	A						
54.	D						
55.	C						

Totals						
High Score	/11	/13	/8	/15	/16	/63
% Score						

Class _____

Date _____

Class Diagnostic Chart for ARMT Practice Test

Student Name	COS/ARMT Standards					Practice Test
	1	2	3	4	5	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
Total						
Class Average						

ARMT Practice Test Answer Key

Answers for Multiple Choice Items

Note: For full standards text, see page T15.

<i>Answer</i>	<i>COS/ARMT Standard</i>	<i>Answer</i>	<i>COS/ARMT Standard</i>	<i>Answer</i>	<i>COS/ARMT Standard</i>
“Alligators”		“Ice Cream in a Can”		Items with No Passage	
1. C	1.1	30. B	3	48. C	3
2. D	5	31. C	5	49. B	2
3. B	4.2	32. A	5	50. A	3
4. C	4.3	33. B	5	51. C	2.1
5. D	5	34. C	5	52. A	2.2
6. B	5	35. C	4.2	53. A	2
7. A	4.4	36. [T14]	5	54. D	3
8. B	4.1	“Jim Thorpe”		55. C	2
9. A	3	37. C	3		
10. C	4.4	38. A	4.2		
11. D	3	39. D	5		
12. [T13]	5	40. D	4.4		
“The Gorilla and the Bear”		41. A	4.1		
13. B	3	42. A	4.2		
14. C	2	43. A	5		
15. B	1.3	44. B	4.4		
16. A	1.3	45. D	5		
17. B	1.5	46. B	4.1		
18. A	1.5	47. [T14]	4		
19. A	1.2				
20. D	1.2				
21. D	1.5				
22. A	1.6				
23. D	1.6				
24. B	1.4				
25. D	2.1				
26. A	2.1				
27. D	2				
28. A	2				
29. [T13]	2				

Rubrics for Open-Ended Items

“Alligators”

12. How has the alligator adapted to its surroundings?

Pts	<i>The response demonstrates</i>
3	thorough understanding of how the alligator has adapted to its surroundings. The response is supported with specific details, which could include, but are not limited to, the following: <ul style="list-style-type: none"> • More than 200 million years old, the alligator is an advanced reptile. • Alligators have scales that act as armor. • Alligators’ strong tails are used for defense and movement. • Alligators protect their eggs.
2	some understanding of how the alligator has adapted to its surroundings, but the response does not reflect the depth and completeness of a 3-point response.
1	limited understanding and contains little or no explanation of the alligator’s adaptations, or it inaccurately explains the alligator’s adaptations.
0	no attempt to address the prompt.

“The Gorilla and the Bear”

29. How do the main characters change as a result of their competition?

Pts	<i>The response demonstrates</i>
3	thorough understanding of how the gorilla and bear changed over the course of the story. The response is backed up with supporting details from the story, including, but not limited to, the following: <ul style="list-style-type: none"> • The gorilla and bear learn not to brag. • They are humbled by the elephant’s size and strength. • They start out competing and end up being united. • They grow less sure of themselves.
2	some understanding of how the characters changed. However, it does not reflect the depth and completeness of a 3-point response.
1	limited understanding by containing little or no explanation of character change, or it inaccurately explains the characters’ changes.
0	no attempt to address the prompt.

“Ice Cream in a Can”

36. How long should you roll the can? Why would you continue to roll it after checking the ice cream?

Pts	<i>The response demonstrates</i>
3	thorough understanding of the reasoning behind continuing to roll the can. The response provides specific supporting details, which could include, but are not limited to, the following: <ul style="list-style-type: none"> • Fifteen minutes is the minimum amount of time. • If the ice cream is too runny, the can should be rolled more. • The consistency should be that of soft-serve ice cream. • Periodic checks can help determine how long to roll the can.
2	general understanding of how to determine when the can has been rolled long enough, but it does not reflect the depth and completeness of a 3-point response.
1	limited understanding and contains little or no explanation of how to determine when the can has been rolled long enough, or the response is inaccurate.
0	no attempt to address the prompt.

“Jim Thorpe”

47. Do you think Thorpe’s medals and records should have been restored?

Pts	<i>The response demonstrates</i>
3	thorough understanding of why Thorpe’s medals were taken away and provides specific support to back up the student’s opinion. Reasons why the medals should or should not be reinstated could include, but are not limited to, the following: <ul style="list-style-type: none"> • The medals should not be restored because Thorpe disobeyed Olympic rules in accepting pay for playing baseball. By definition, he was a professional athlete. • The medals should be restored because Thorpe was not competing at the Olympics in baseball, the sport for which he accepted a (very small) amount of money. Also, his status as a “professional athlete” lasted only one summer and occurred three years before the Olympics.
2	general understanding of reasons for Thorpe’s medals to be restored or not restored. Support is less complete or in-depth than a 3-point response.
1	limited understanding of reasons for Thorpe’s medals to be restored or not restored, and support is lacking.
0	no attempt to address the prompt.

Correlation of ARMT Practice Test to Alabama Course of Study Reading Standards, Grade 7

Like the current ARMT Reading Test, the workbook practice test assesses the reading standards from Alabama's English Language Arts Course of Study. Those standards, adopted in February 2007, are printed here.

Note: For correlation purposes, bullet points have been assigned numbers. The numbers are used for easy reference and not intended to indicate any order of importance.

Practice Test Items

1	Students will: Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.	
1.1	• Distinguishing factual from fictional materials	1
1.2	• Determining sequence of events	19, 20
1.3	• Using specific context clues to determine meaning of unfamiliar words	15, 16
1.4	• Applying self-monitoring strategies for text understanding	24
1.5	• Drawing conclusions to interpret unstated intent	17, 18, 21
1.6	• Analyzing predictions, including confirming and refuting	22, 23
2	Students will: Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.	14, 27, 28, 29, 49, 53, 55
2.1	• Determining mood	25, 26, 51
2.2	• Recognizing use of flashback	52
3	Students will: Distinguish among the major genres, including poetry, short stories, novels, plays, biographies, and autobiographies, and subgenres, such as folktales, myths, parables, fables, and science fiction, based on their characteristics.	9, 11, 13, 30, 37, 48, 50, 54
4	Students will: Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend informational and functional reading materials.	47
4.1	• Determining sequence of events to enhance text understanding	8, 41, 46
4.2	• Using specific context clues to determine meaning of unfamiliar words	3, 35, 38, 42
4.3	• Applying self-monitoring strategies for text understanding	4
4.4	• Drawing conclusions to determine unstated intent	7, 10, 40, 44
5	Students will: Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.	2, 5, 6, 12, 31, 32, 33, 34, 36, 39, 43, 45

ARMT Practice Test

Answer Document A: Multiple-Choice

“Alligators”

Page 33

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

Page 34

7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D

“The Gorilla and the Bear”

Page 35

13	A	B	C	D
14	A	B	C	D

Page 36

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D

Page 37

22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D

“Ice Cream in a Can”

Page 39

30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D

“Jim Thorpe”

Page 41

37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D

Page 42

43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D

Items Not Associated with a Passage

Page 43

48	A	B	C	D
49	A	B	C	D
50	A	B	C	D
51	A	B	C	D
52	A	B	C	D

Page 44

53	A	B	C	D
54	A	B	C	D
55	A	B	C	D

LAST NAME									
.
FIRST NAME									
.
.

ARMT Practice Test

Answer Document B: Open-Ended

LAST NAME									
.
FIRST NAME									
.

DO NOT WRITE OUTSIDE THE BOX.

<i>Answer question _____ in this box.</i>									

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

The SAT-10 Practice Test

Administering the Practice Test

Answer documents for the SAT-10 practice test appear on pages T35–T36. Each student will need only one copy, but you might want extras available. Students will also need scratch paper for the Listening subtest.

SAT-10 is an untimed test, but Stanford provides suggested times for planning purposes only. The directions for administering SAT-10 say to “allow any student to have as much time as he or she needs to complete the test while working productively.” At 100 items, the practice test is approximately half the length of SAT-10’s combined Language Arts tests. The table below shows the number of items and suggested times for each section of the practice test and of SAT-10.

<i>Test Section</i>	Practice Test		SAT-10	
	<i>Items</i>	<i>Min.</i>	<i>Items</i>	<i>Min.</i>
Reading Vocabulary	15	10	30	20
Reading Comprehension	24	24	54	50
Spelling	20	17	40	35
Language	23	22	48	45
Listening	18	15	40	30
<i>Totals</i>	100	88	212	180

These suggested times do *not* include time required for preparation (such as distribution and collection of answer documents and other materials) or working through the sample questions at the beginning of each subtest.

Materials Needed

- a supply of No. 2 pencils
- student test preparation workbooks
- a supply of SAT-10 answer documents (pages T35–T36)
- scratch paper for the Listening subtest

Special Note: As you are probably aware, the SAT-10 answer document includes a complex information section that students must fill in. The practice test answer document requires only last and first names. A third row of blank boxes is provided if you wish to have students record some additional identifier, such as your name, a class name, or the date.

SAT-10 Practice Test Script

This script for the practice test is adapted from the directions for administering SAT-10. All directions that you are to read to students are printed in a serif (Times Roman) typeface. Text inside a box is material that appears in the student booklet.

Answer Document

I will give you an answer document. Do not write on it until I tell you what to do. Do not open your test booklet until I tell you.

Distribute Answer Document, Part 1, and see that each student has a No. 2 pencil and an eraser.

In the upper right corner of the page are boxes labeled “Last Name” and “First Name.” Fill in these boxes, putting just one letter in each box. If your name does not fit, write as many letters of it as there are boxes.

If you are using the third row of boxes for an identifier, instruct students what to put in the boxes.

Reading Vocabulary

Open your test booklet to page 48. Fold the booklet back so that only page 48 shows. Look at the directions at the top. Read them to yourself while I read them out loud.

Directions: Choose the word or words that mean the same, or about the same, as the underlined word. Mark the space for the answer you choose.

Look at Sample A. Read it to yourself as I read it out loud.

Sample A. Suitable means — ... **A** sorrowful ... **B** fitting ... **C** past ... **D** planned.

Which word correctly completes the sentence? (Pause for responses.)

Fitting is the correct answer. Suitable means “fitting.”

Now find the Reading Vocabulary section on your answer document. Look at the box marked Sample A. The space for the letter “B” has been marked because “B” is the letter of the correct answer, *fitting*.

You will do all five questions on this page in the same way we did Sample A. Does everyone understand? (Answer any questions.)

After you finish Question 5, you will find different kinds of questions. On page 49 you will see directions, followed by Sample B. On page 51 you will see another set of directions, followed by Sample C.

As you come to each section, read the directions, study the sample, and then answer each question by marking the space on your answer document. Do not mark your answers in your booklet.

Keep working on pages 49 through 51 until you come to where it says “Stop” at the bottom of page 51. If you finish early, you may check your work on pages 48 through 51. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 10 minutes to work on this Reading Vocabulary subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now. (Allow at least 10 minutes.)

Stop.

If you *are* continuing directly to Reading Comprehension, skip below.

If you are *not* continuing directly to the next section, say

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has his or her own booklet and answer document,
a No. 2 pencil, and an eraser.

Reading Comprehension

Open your booklet to the Reading Comprehension subtest on page 52. Do not fold your booklet back for this subtest. Read the directions at the top of the page to yourself while I read them out loud.

Directions: Read each passage and each question about the passage. Choose the best answer for each question. Mark the space for the answer you choose.

Now read the sample passage to yourself.

Pause about 3 minutes while students read the sample story.

Now read the first sample question, Sample A, to yourself as I read it out loud.

Sample A. You would most likely find this passage in a — **A** book of short stories ...
B popular culture magazine ... **C** brochure for Radcliffe College ... **D** biography.

What is the correct answer? (Pause for responses.)

Yes, that’s right. The best answer is “D” because the passage is biographical. It’s about the life of a real person. Find the Reading Comprehension section on your answer document. The space for “D” has been filled in to show that it is the correct answer. Are there any questions? (Answer any questions.)

Now look at Sample B. Read the question to yourself. Mark the space for your answer. (Pause while students mark their answers.)

You should have marked the answer space for “A.” The passage is mainly about “Keller’s overcoming her disabilities.” Does anyone have a question? (Answer any questions.)

Turn to page 53. After you finish Question 4, keep working until you come to the word “Stop” at the bottom of page 60. If you finish early, you may check your work on pages 53 through 60. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 24 minutes to read the passages and answer the questions on this Reading Comprehension subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. Start now. (Allow at least 24 minutes.)

Stop.

If you *are* continuing directly to Spelling, skip below.

If you are *not* continuing directly to the next section, say

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has the necessary materials.

Spelling

Open your booklet to the Spelling subtest on page 61. Read the directions at the top of the page to yourself while I read them out loud.

Directions: Read each sentence carefully. If an underlined word in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, mark the space for No mistake.

Now look at Sample A. This sentence has three underlined words and a fourth choice for *No mistake*. Read the sample to yourself as I read it out loud.

I had four nickles, three dimes, and two quarters in my pocket. No mistake.

Is any underlined word misspelled or is there no mistake? (Pause for responses.)

Yes, good. *Nickles* should be spelled *n-i-c-k-e-l-s*. Now find the section for Spelling on your answer document. Under the box marked “Sample,” the space for letter “A” has been marked because “A” is the letter of the word that is *not* spelled correctly. Does anyone have a question? (Answer any questions.)

You are to do all the questions on pages 61 through 63. Remember, if one of the underlined words is spelled incorrectly, mark the space for that word. If all the underlined words are spelled correctly, mark the space for *No mistake*.

Stop working when you come to the word “Stop” at the bottom of page 63. If you finish early, you may check your work on pages 61 through 63. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 17 minutes to work on this Spelling subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now. (Allow at least 17 minutes.)

Stop.

If you *are* continuing directly to Language, skip below.

If you are *not* continuing directly to the next section, say

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has the necessary materials.

Answer Document

Distribute Answer Document, Part 2.

Print your last and first names in the boxes in the upper right corner of the page. Put one letter in each box, just as you did before.

Language

Open your booklet to the Language subtest on page 64. Fold your booklet back so that only page 64 shows. Read the directions to yourself as I read them out loud.

Directions: Read each sentence carefully. The underlined words in each one may include a mistake in punctuation, capitalization, or word usage. If there is a mistake, choose the best way to rewrite the underlined words. If there is no mistake, choose *Correct as is*.

Now look at Sample A. Read it to yourself as I read it out loud.

Sample A. My brother is lazy; he never does nothing.

Now read the answer choices. Should the underlined part of the sentence be written like Choice A, Choice B, or Choice C, or is it *Correct as is*? (Pause for responses.)

Yes, “C” is correct. In the Language section of your answer document, the space for the letter “C” has been filled in for Sample A to show that it is the correct answer. Does everyone understand what to do? (Answer any questions.)

You are to do Questions 1 through 5 the same way as the sample. When you finish Question 5, you will see directions, followed by Sample B and more questions. After Question 11, there are more samples and more questions.

Read what to do for each section as you come to it. Study the samples. Answer each question in your answer document. Keep working until you come to the bottom of page 68, where it says “Stop.” If you finish early, you may check your work on pages 64 through 68. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 15 minutes to work on this part of the Language subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now.

Allow at least 15 minutes for students to finish.

Stop. Find the directions at the top of page 69. Read the directions to yourself as I read them out loud.

Directions: Read each paragraph and the questions that follow it. Choose the best answer for each question. Mark the space for the answer you choose.

Now read the sample paragraph to yourself.

After the students have finished reading:

Look at Sample D and read it to yourself as I read it out loud.

What does the pronoun *one* in the last sentence refer to?

What is the answer? (Pause for responses.)

Yes, the second answer is the best choice. The pronoun *one* refers to the noun *rodeo* in the first part of the same sentence. On your answer document, the space for the letter “B” has been filled in for Sample D. (Answer any questions.)

Now look at Sample E. Read the question to yourself. Mark the space for your answer. (Pause while students mark their answers.)

You should have marked the answer space for “C” because that choice combines the two sentences most clearly and simply. Does anyone have a question? (Answer any questions.)

Do Questions 18 through 23 the same way as the sample. Stop when you come to the word “Stop” at the bottom of page 71. If you finish early, you may check your work on pages 70 and 71. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 7 minutes to work on this part of the Language subtest. If you're not sure about the answer to a question, do your best. Don't spend too much time on one question. You may start now. (Allow at least 7 minutes.)

Stop.

If you *are* continuing directly to Listening, skip below.

If you are *not* continuing directly to the next section, say

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has the necessary materials.

Listening

Distribute the scratch paper.

Turn to page 72, the first page of the Listening subtest. Read the directions to yourself while I read them out loud.

Directions: Listen carefully to each question as it is read to you. Then listen and read along in your booklet as the answer choices are read. Choose the best answer. Mark the space for the answer you choose.

Now look at Sample A. Listen to the sentence that I read to you, and then listen to the four answer choices.

The dancer's body was *flexible*. *Flexible* means — **A** brittle ... **B** bendable ... **C** rough ... **D** in pain.

Which word means the same as *flexible*? (Pause for responses.)

Yes, *bendable* is the right answer. Now find the section for Listening on your answer document. In the Sample A box, the space for letter "B" has been marked because "B," *bendable*, is the letter of the correct answer.

Notice that the answer choices are written in your test booklet. I will read the sentence once, so you must listen carefully. Then I will read the choices while you read them in your booklet. Choose the best answer and mark the space for that answer on your answer document. Does everyone understand?

Answer any questions. Read each question number.

Now we will begin.

1	They asked him to <i>verify</i> the facts. To <i>verify</i> is to — A understand ... B describe ... C prove ... D gather.
2	The new girl was <i>distant</i> and quiet. <i>Distant</i> means — A fearful ... B graceful ... C lonely ... D unfriendly.
3	There is a <i>clamor</i> for change. <i>Clamor</i> means — A time ... B suggestion ... C noisy shouting ... D secret hope.
4	The <i>exterior</i> of the house was painted yellow. <i>Exterior</i> means — A outside ... B inside ... C ceiling ... D basement.
5	I knew the <i>consequence</i> of breaking the rule. <i>Consequence</i> means — A reward ... B result ... C temptation ... D purpose.
6	Jamie thought the coach’s decision was <i>harsh</i> . <i>Harsh</i> means — A severe ... B encouraging ... C vague ... D funny.
7	The floodwaters will <i>recede</i> after the rain stops. To <i>recede</i> is to — A advance ... B remain ... C retreat ... D increase.
8	Those mushrooms might be <i>edible</i> . <i>Edible</i> means — A fully grown ... B fit to eat ... C delicious ... D poisonous.

Now you will listen to a few stories and paragraphs and answer questions about them. Read the directions to yourself while I read them out loud.

Directions: Listen carefully to each paragraph as it is read to you. Then listen to each question. Listen and read along in your booklet as the answer choices are read. If you wish, you may take notes on your scratch paper. You may use your notes to help you choose the best answer. Mark the space for the answer you choose.

Now look at Sample B, and listen to this paragraph.

Diamonds, the hardest mineral known to humankind, are made of pure carbon. A diamond is formed when the carbon, buried deep underground, is pressed by the weight of the earth above it. The black carbon turns into a clear crystal. The word *diamond* comes from a Greek word that means “unbeatable.”

Look at the answer choices.

A diamond forms when the earth —

Which is correct? (Pause for responses.)

Right, “A” is the correct answer. Now find the second part of the Listening section on your answer document. Under “Sample B,” the space for letter “A” has been marked because “A” is the correct answer. Are there any questions? (Answer any questions.)

Now move down to Number 9 below Sample B. Listen carefully to this story. There will be five questions about it.

The after-school center will be open from three to five o'clock on Tuesdays, Wednesdays, and Thursdays, starting next Tuesday. Activities will take place in the gym, the cafeteria, the library, and the computer center.

Activities in the school gym will include basketball, volleyball, and dance lessons. There will be chess and other board games in the cafeteria. Teachers will be available in the library to help with homework and to provide tutoring. On Wednesdays only, computer lessons will be given in the computer center.

Dr. Quigley is in charge of the after-school center. If you have any questions, she will be happy to answer them.

9 The main purpose of this announcement is to — **A** describe the school gym ... **B** persuade students to seek tutoring ... **C** describe after-school activities ... **D** warn about a new school policy.

10 On which one of the following days will the after-school center be open? ... **A** Monday ... **B** Tuesday ... **C** Friday ... **D** Saturday.

11 Where can students play chess? ... **A** the gym ... **B** the cafeteria ... **C** the library ... **D** the computer center.

12 Which of these statements is an opinion? ... **A** The after-school center is a great place to spend an afternoon. ... **B** Certain activities will take place in the cafeteria. ... **C** Teachers will be available for tutoring. ... **D** Dr. Quigley will answer questions about the after-school center.

13 You can tell Dr. Quigley believes that — **A** students need more exercise ... **B** the after-school center will be good for students ... **C** board games are a waste of time ... **D** all students should learn to use computers.

After students have marked their answers:

Listen carefully to this selection. There will be five questions about it.

Since Ben was three years old, he and his family have been moving around the country. Ben's dad is a computer consultant. Until last summer, his work had always been in the South. Then, last summer, job offers began to come from other parts of the United States.

The family's first move away from the South was difficult for Ben. Now—well into a Wisconsin winter—he is used to the voices and activities of his northern classmates. Just last month his aunt from Mobile teased him about the amount of time he plays ice hockey on the lake near the house. She told him he even sounded like a northerner. "Y'all never say 'y'all' any more," she laughed.

Dad's Wisconsin job ends in June, and the family's next move will come then. Will it be back to the South? Or maybe to southern California? Ben is not sure how he feels about moving again, but he figures he won't be playing ice hockey outdoors much longer!

14 The next place Ben and his family live will be — **A** in the South ... **B** in southern California ... **C** warmer than Wisconsin ... **D** where people say "y'all."

15 This selection is mainly about how Ben — **A** enjoys playing hockey ... **B** adjusts to new places ... **C** gets along with his family ... **D** decides where to live next.

16 What will Ben probably do after the family's next move? **A** Learn to snow ski ... **B** Spend time alone ... **C** Play the local sports ... **D** Be glad they moved.

17 This selection is mostly like — **A** a folktale ... **B** a newspaper article ... **C** a true-life story ... **D** a mystery story.

18 Which would best help a listener understand this selection? ... **A** Imagining life in various parts of the country ... **B** Moving to various parts of the country ... **C** Visiting various parts of the country ... **D** Writing to people in various parts of the country.

About 10 seconds after reading the last answer choices:

Stop. Put your pencil down and close your booklet so that the front cover is on top. I will collect your answer documents.

Collect the answer documents. This is the end of the practice test.

Scoring the Practice Test

A correct multiple-choice answer is worth 1 point; a missing or incorrect answer is worth 0.

Using the Diagnostic Charts

Student and class diagnostic charts are included to help you monitor students' progress in preparation for SAT-10.

The **Student Diagnostic Chart** can give you an accurate account of each student's strengths and weaknesses based on the SAT-10 practice test. After grading the tests, photocopy a chart for each student and mark it as follows:

- In the first unshaded box to the right of each answer, enter 1 for a correct answer or 0 for an incorrect answer. (Answers appear both in the chart's "Answer" column and on page T31 in the key.)
- For each standards area, tally scores in the "Subtotals" row. Translate the subtotals into percent scores by dividing each subtotal by the highest score possible (labeled "High") and multiply by 100. Record the percent scores in the "Percent" row.
- To calculate the overall score, add the individual subtotals and record the sums in the "Total" row at the bottom right. Then translate the sums by dividing each total by the figure in the "High" row and multiply by 100. Record the percent scores in the final "Percent" row.

Photocopy and distribute completed charts to students.

Use the **Class Diagnostic Chart** to help you determine how your class performed as a whole. Photocopy the chart enough times to accommodate the names of all students who took the practice test. Then copy students' names and overall percent scores from their Student Diagnostic Charts. At the bottom of the class chart, you can calculate and record class averages. Skimming the chart will give you an excellent overview of which areas require additional preparation for SAT-10.

Student Diagnostic Chart
for SAT-10 Practice Test

Student _____

Date _____

Vocabulary	Synonyms	Multiple Meanings	Words in Context
1. A			
2. C			
3. A			
4. B			
5. D			
6. D			
7. D			
8. A			
9. C			
10. D			
11. A			
12. C			
13. B			
14. A			
15. D			

Subtotal		
High	/ 5	/ 5
Percent		

Comprehension	Initial Understanding	Interpretation	Critical Analysis	Strategies
1. D				
2. A				
3. B				
4. C				
5. D				
6. D				
7. C				
8. B				
9. A				
10. A				
11. C				
12. C				
13. D				
14. A				
15. B				
16. B				
17. D				
18. A				
19. D				
20. C				
21. C				
22. C				
23. D				
24. A				

Subtotal		
High	/ 7	/ 10
Percent		/ 6
		/ 1

Spelling	Homophones	Phonetic Principles	Structural Principles	No Mistake
1. B				
2. B				
3. C				
4. B				
5. C				
6. B				
7. A				
8. B				
9. A				
10. D				
11. A				
12. B				
13. C				
14. B				
15. B				
16. C				
17. D				
18. A				
19. B				
20. B				

Subtotal		
High	/ 5	/ 7
Percent		/ 6
		/ 2

Language	Mechanics	Sentence Structure	Prewriting	Content/Organization
1. B				
2. B				
3. C				
4. D				
5. A				
6. A				
7. C				
8. D				
9. C				
10. B				
11. D				
12. B				
13. C				
14. D				
15. A				
16. A				
17. C				
18. C				
19. A				
20. D				
21. B				
22. A				
23. D				

Subtotal		
High	/ 5	/ 6
Percent		/ 2
		/ 10

Listening	Vocabulary	Initial Understanding	Interpretation	Critical Analysis	Strategies
1. C					
2. D					
3. C					
4. A					
5. B					
6. A					
7. C					
8. B					
9. C					
10. B					
11. B					
12. A					
13. B					
14. C					
15. B					
16. C					
17. C					
18. A					

Subtotal		
High	/ 8	/ 2
Percent		/ 4
		/ 3
		/ 1

Total	
High	/ 100
Percent	

**Class Diagnostic
Chart for SAT-10
Practice Test**

Class _____ Date _____

Chart for SAT-10 Practice Test	Vocabulary			Comprehension			Spelling			Language				Listening						
	Synonyms	Multiple Meaning	Words in Context	Initial Understanding	Interpretation	Critical Analysis	Strategies	Homophones	Phonetic Principles	Structural Principles	No Mistake	Mechanics	Sentence Structure	Prewriting	Content/Organization	Vocabulary	Initial Understanding	Interpretation	Critical Analysis	Strategies
Student Name																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
Total																				

SAT-10 Practice Test Answer Key

Note: Due to space limitations, only standard numbers are listed here; for the standards text, see pages T32–T34.

Answer SAT Standard Reading Vocabulary

1. A RV01
2. C RV01
3. A RV01
4. B RV01
5. D RV01
6. D RV02
7. D RV02
8. A RV02
9. C RV02
10. D RV02
11. A RV03
12. C RV03
13. B RV03
14. A RV03
15. D RV03

Reading Comprehension

1. D RC63
2. A RC63
3. B RC66
4. C RC75
5. D RC31
6. D RC34
7. C RC33
8. B RC31
9. A RC31
10. A RC06
11. C RC06
12. C RC05
13. D RC11
14. A RC21
15. B RC11
16. B RC47
17. D RC34
18. A RC40

Answer SAT Standard

19. D RC46
20. C RC48
21. C RC03
22. C RC14
23. D RC05
24. A RC18

Spelling

1. B SP03
2. B SP03
3. C SP01
4. B SP02
5. C SP03
6. B SP01
7. A SP02
8. B SP03
9. A SP02
10. D SP04
11. A SP01
12. B SP03
13. C SP02
14. B SP02
15. B SP01
16. C SP03
17. D SP04
18. A SP02
19. B SP01
20. B SP02

Language

1. B LA02
2. B LA01
3. C LA02
4. D LA01
5. A LA03
6. A LA04
7. C LA04

Answer SAT Standard

8. D LA04
9. C LA04
10. B LA04
11. D LA05
12. B LA06
13. C LA12
14. D LA07
15. A LA12
16. A LA14
17. C LA10
18. C LA15
19. A LA14
20. D LA11
21. B LA12
22. A LA13
23. D LA14

Listening

1. C LV
2. D LV
3. C LV
4. A LV
5. B LV
6. A LV
7. C LV
8. B LV
9. C LC35
10. B LC32
11. B LC32
12. A LC45
13. B LC43
14. C LC03
15. B LC08
16. C LC04
17. C LC10
18. A LC11

Correlation of SAT Standards, Intermediate 3, to SAT-10 Practice Test

For correlation purposes, Glencoe/McGraw-Hill has assigned numbers to the SAT standards. The numbers are for easy reference and are not intended to indicate any order of importance or other significance.

<i>Content and Process Clusters</i>	<i>Standards</i>	<i>Practice Test Items</i>
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Reading Vocabulary

Synonyms	RV01	A, 1, 2, 3, 4, 5
Multiple-Meaning Words	RV02	B, 6, 7, 8, 9, 10
Context Clues	RV03	C, 11, 12, 13, 14, 15

Reading Comprehension

Literary			
Initial Understanding	RC01	Determine explicit detail	
	RC03	Determine explicit sequence or action	21
Interpretation	RC05	Draw conclusions from details	12, 23
	RC06	Interpret character traits, behavior, or motivation	10, 11
	RC10	Compare details from text	
	RC11	Determine implicit main idea or theme	13, 15
	RC12	Make prediction based on text	
Critical Analysis	RC14	Discern literary devices	22
	RC18	Interpret figurative language	24
Strategies	RC21	Determine unknown words from context	14
	RC22	Apply text structure to reading task	
	RC23	Select an appropriate strategy in a given situation	
	RC24	Set purpose for reading	
Informational			
Initial understanding	RC31	Determine explicit causes or effects of events	5, 8, 9
	RC33	Determine explicit supporting detail	7
Interpretation	RC34	Form hypotheses from ideas in text	6, 17
	RC38	Categorize, classify, compare, contrast text elements	
	RC39	Determine implicit main idea or theme	B
	RC40	Determine important and less important information	18
Critical Analysis	RC46	Analyze author's tone	19
	RC47	Determine likely source of text	A, 16
	RC48	Distinguish fact from opinion	20
	RC49	Analyze text elements and structure	
Strategies	RC53	Select an appropriate strategy in a given situation	
	RC55	Determine unknown words from context	

Functional			
Initial Understanding	RC63	Determine explicit detail	1, 2
Interpretation	RC66	Draw conclusion based on text	3
	RC67	Generalize beyond text	
	RC69	Determine implicit main idea or theme	
	RC70	Categorize, classify, compare, or contrast details	
Critical Analysis	RC74	Distinguish fact from opinion	
	RC75	Analyze author's purpose, assumptions, or viewpoint	4
	RC78	Analyze author's tone	
	RC79	Determine sufficiency of information in text	
Strategies	RC82	Determine if needed information is within text	
	RC83	Select an appropriate strategy in a given situation	
	RC85	Determine unknown words from context	

Spelling

Homophones	SP01	Identify incorrect spelling of common homophones in context	3, 6, 11, 15, 19
Phonetic Principles	SP02	Apply phonetic principles to recognize incorrect spelling of phonemes within words	A, 4, 7, 9, 13, 14, 18, 20
Structural Principles	SP03	Identify misspelled words in which the incorrect spelling reflects errors in applying structural principles	1, 2, 5, 8, 12, 16
No Mistake	SP04	Recognize correctly spelled words	10, 17

Language

Mechanics			
Capitalization	LA01	Distinguish correct capitalization	2, 4
Usage	LA02	Identify correctly applied grammar	A, D, 1, 3
Punctuation	LA03	Distinguish correct punctuation	5
Expression			
Sentence Structure	LA04	Distinguish between clearly written sentences and sentences that contain errors in expression or construction	B, 6, 7, 8, 9, 10
	LA05	Identify correctly and effectively written sentences	11
Prewriting	LA06	Determine topic relevance	12
	LA07	Organize information	14
	LA08	Determine appropriate order of supporting details	
	LA09	Discern purpose for writing	

Content and Organization	LA10	Determine appropriate supporting sentence	17
	LA11	Determine appropriate topic sentence	20
	LA12	Determine extraneous information	C, 13, 15, 21
	LA13	Identify precise language	22
	LA14	Determine correct order of sentences	16, 19, 23
	LA15	Combine sentences correctly	E, 18

Listening

Vocabulary	LV	Identify meanings of spoken words from a variety of subject areas and other sources	A, 1, 2, 3, 4, 5, 6, 7, 8
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Comprehension**Literary**

Initial Understanding	LC01	Determine explicit explanation or cause	
Interpretation	LC03	Make predictions	14
	LC04	Draw conclusions from details	16
	LC08	Extend meaning beyond text	15
Critical Analysis	LC09	Evaluate sufficiency or consistency of information	
	LC10	Identify, differentiate or analyze characteristics of genre	17
Strategies	LC11	Select an appropriate strategy for a given situation	18

Informational

Initial Understanding	LC32	Determine explicit supporting details	B, 10, 11
	LC33	Determine implicit details, plot, sequence, or action	
Interpretation	LC35	Extract implicit main idea or theme	9
Critical Analysis	LC43	Analyze author's purpose or viewpoint	13
	LC44	Determine likely source of information	
	LC45	Recognize fact and opinion	12
Strategies	LC46	Determine unknown words from context	

Functional

Initial Understanding	LC61	Determine explicit supporting details	
	LC62	Determine explicit explanation or cause	
	LC63	Determine explicit sequence or action	
Interpretation	LC67	Determine implicit details, plot, sequence, or action	
	LC68	Extract implicit main idea or theme	
	LC69	Make generalizations beyond text	
Strategies	LC76	Determine if needed information is in text	

SAT-10 Practice Test

Answer Document, Part 1

Reading Vocabulary

Page 48

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

Page 49

SAMPLE B				
	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

Page 50

	A	B	C	D
9	A	B	C	D
10	A	B	C	D

Page 51

SAMPLE C				
	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

Reading Comprehension

Page 52

SAMPLES				
	A	B	C	D
A	A	B	C	D
B	A	B	C	D

Page 53

	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D

Page 55

	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D

Page 57

	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

Page 59

	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Page 60

	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D

LAST NAME

.....

FIRST NAME

.....

.....

Spelling

Page 61

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

Page 62

	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D

Page 63

	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SAT-10 Practice Test

Answer Document, Part 2

Language

Page 64

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

Page 65

SAMPLE B				
	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

Page 66

9	A	B	C	D
10	A	B	C	D
11	A	B	C	D

Language

Page 67

SAMPLE C				
	A	B	C	D
12	A	B	C	D
13	A	B	C	D

Page 68

14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D

Page 69

SAMPLES				
	A	B	C	D
D	A	B	C	D
E	A	B	C	D

Page 70

18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Page 71

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D

LAST NAME

FIRST NAME

Listening

Page 72

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

Page 73

SAMPLE B				
	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D

Page 74

14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D

ADAW, ARMT, and SAT-10 Preparation and Practice Workbook

Student Edition

Grade 7

ADAW: The Writing Test

You might remember the *Alabama Direct Assessment of Writing* from fifth grade. Only students in grades 5, 7, and 10 take ADAW, so it's your year again—or your first year if you're new to Alabama public schools.

ADAW is very different from ARMT. There are no multiple-choice questions. There is just one “writing prompt,” giving you a topic to write about. Here are four prompts that were used on ADAW tests in past years.

Think about being outside on a cold winter day. Describe this winter day. You may want to describe how it looks, sounds, and smells, as well as how you feel on this winter day.

Think about a day in your life when everything went wrong. Using specific details, write a story about what happened.

There are good and bad things about living in Alabama. Write an essay for your teacher explaining both the good and the bad things about living in Alabama. Be sure to supply reasons and/or specific examples.

Many school lunchrooms are considering a proposal that bans fried food and other fatty food items from school menus. Do you think this is a good or bad idea? Write a persuasive letter to your school's lunchroom manager supporting your position and giving convincing reasons and/or specific examples to support your opinion.

How you respond to the writing prompt you're given is entirely up to you. You may write as much or as little as you like during the hour. You can use your imagination and be creative, or you can be totally realistic and practical. You're free to write in any style and use any words that seem appropriate.

However, before you get carried away with all this freedom, remember that this is a writing *test* and that what you write will be assessed.

How the Writing Test Is Scored

Your writing is judged in four main areas, but the scoring system is fairly complicated. The next page shows a very simple version of the ADAW rubric that leaves out most of the details the scorers use.

Not rated	<i>Does not meet the standard.</i> The response receives no rating because it makes no attempt to answer the prompt or is illegible, not understandable, or off the topic.
Level I	<i>Does not meet the standard.</i> The response shows little understanding of the writing task.
Level II	<i>Partially meets the standard.</i> The response shows some understanding of the task and interest in the topic, but there is a lack of author control.
Level III	<i>Meets the standard.</i> The response shows a good understanding of the task and is developed with a sense of audience, purpose, and author control.
Level IV	<i>Exceeds the standard.</i> The response shows a thorough understanding of the task, has a strong sense of audience, and is precise, consistent, and supported with details that are clear and logical.

To help you meet or exceed the standard in the four areas, review these concepts.

Purpose refers to the understanding that you have of the “writing task.” You’ll read more about this later.

Content is judged according to the type of writing—descriptive, narrative, expository, or persuasive. The type of writing you do depends on the prompt you are given.

Audience is whoever is meant to read a piece of writing. A good writer uses words that appeal to and can be understood by the intended audience.

Organization/clarity represents a variety of things, including:

- a well-planned presentation of ideas
- a sense of author control
- a good introduction and development of the topic
- a smooth flow from one idea to the next
- a conclusion (if appropriate)
- a variety of sentence structures
- interesting, meaningful vocabulary
- grammar and mechanics

“Mechanics” refers to punctuation, capitalization, underlining, and spelling. Bad grammar and mechanics will count against you if they are so bad that the scorers can’t figure out what you’re trying to say.

You’ve probably noticed the phrase “author control.” Although it’s listed above with organization/clarity, it touches other areas too. Author control involves being aware of and writing for the audience, showing interest in the topic, and staying focused on the topic. On the next few pages, you’ll learn three basic strategies to help you with author control and the four areas described above.

Test-Taking Strategies

Writing Strategy 1: Understand the Task

Each writing prompt represents a different task and a different purpose. Prompts are assigned at random—by chance. You do not get to choose your topic. You are, however, expected to understand what your prompt asks for. These are the four kinds of writing you might be asked to do:

- **Descriptive writing** describes someone or something, using clear sensory details and figurative language. The first sample prompt says, “Describe this winter day,” and then suggests the sort of details you might include. Most prompts for descriptive writing are similar to this one.
- **Narrative writing** presents a clear sequence of events, explaining what happened, when they happened, and the time frame in which they happened. A story is a narrative, and most prompts for narrative writing include the phrase “write a story.”
- **Expository writing** presents reasons, explanations, or steps in a process. This writing uses a logical order to show the appropriate sequence of ideas or steps. It contains a main idea and supporting details and can include a conclusion. The sample prompt about living in Alabama is expository, asking for an essay explaining your ideas. Some expository prompts ask for a letter.
- **Persuasive writing** contains a clearly stated opinion and provides persuasive details, logical reasons, and/or examples to support that opinion. The last sample prompt asks for a persuasive letter. Persuasive writing prompts often ask for an essay.

Do not confuse expository writing with persuasive writing. If you’re asked to explain something, it’s the facts that matter. If the task is to persuade, the important things are your opinion and how convincing you are in supporting it with logical reasons.

Writing Strategy 2: Know Your Audience

Look again at the sample prompts on page 2. Two prompts identify specific audiences: “your teacher” and “your school’s lunchroom manager.” You’d express ideas differently to those people than you would to, say, a cousin. You’d speak more casually with your cousin and use less formal words.

It’s easier to write when you know who you’re writing for. When a prompt doesn’t have a “built-in” audience, you have to imagine the readers. Could they be your classmates? People who enjoy short stories? Golfers? All citizens of Alabama?

Whether the readers are identified for you or you invent them, you must figure out at least three important things: (1) How much does this audience know about the topic? (2) What vocabulary is appropriate for these readers? (3) What style will do the best job of getting your ideas across to them?

Practice

Part of ADAW's challenge is that you won't know exactly what you will write until you receive your prompt. Then you must decide quickly what kind of writing you have to do. You also have to decide who your audience is—that is, who you're writing for.

Use the following sample prompts to practice the first two writing strategies. First circle the name of the kind of writing that each prompt asks for. Then, below the prompt, note who you think the intended reader or readers are—besides the people who will score your writing. If an audience is not directly identified in the prompt, note who you think they would be or who you would like them to be. (Don't use real names.)

	<i>Descriptive</i>	<i><u>Narrative</u></i>	<i>Expository</i>	<i>Persuasive</i>
Prompt 1	<div style="border: 1px solid black; padding: 5px;"> Pretend that you find a time machine. You have one chance to travel to one time and place. When and where would you go? What would you do? Write a story about your time-travel adventure. </div>			
	<i>Audience:</i> science fiction readers, short story readers			
<hr/>				
	<i>Descriptive</i>	<i>Narrative</i>	<i><u>Expository</u></i>	<i>Persuasive</i>
Prompt 2	<div style="border: 1px solid black; padding: 5px;"> There are good and bad things about being a teenager. Write an essay for one of your teachers explaining both the good and bad things about teenage life. Be sure to include details and examples that clearly explain what you mean. </div>			
	<i>Audience:</i> a teacher			
<hr/>				
	<i><u>Descriptive</u></i>	<i>Narrative</i>	<i>Expository</i>	<i>Persuasive</i>
Prompt 3	<div style="border: 1px solid black; padding: 5px;"> Think of your favorite food. Think about how it smells, looks, and tastes. Does your favorite food make a noise when you eat it? Is it best when you eat it hot, cold, or at room temperature? Describe your favorite food. </div>			
	<i>Audience:</i> a pen pal in India			

Descriptive *Narrative* *Expository* *Persuasive*

Prompt 4

A movie actor plans to donate a large amount of money to benefit the young people of Alabama. The actor wants students to suggest how to spend the money. Write a letter persuading the actor to donate to the **one** project that you think will help young Alabamans the most. Supply convincing reasons and/or specific examples to support your choice.

Audience: **the movie actor who plans to donate the money**

Descriptive *Narrative* *Expository* *Persuasive*

Prompt 5

Alabama rarely gets snow, but imagine that it snows in your area one cold winter night. Tell about the next morning as people begin to go to school and work. How does the snow look and feel? Does it have a taste or smell? How does it make you feel? What effects does the snow have on the people you see?

Audience: **a cousin in Mexico who has never seen snow**

Descriptive *Narrative* *Expository* *Persuasive*

Prompt 6

Adults are always trying to find ways to make schools better. What is **one** change you would suggest to improve schools? Write an essay explaining the **one** change you would make. Give specific reasons and/or examples to explain your choice.

Audience: **the school newspaper's readers**

Descriptive *Narrative* *Expository* *Persuasive*

Prompt 7

As a volunteer at a senior citizens' home, you are supposed to show residents how to send and receive e-mail. Some of them, however, do not see why they should bother. Write an essay to persuade the senior citizens of the benefits of using e-mail to communicate with family and friends. Be sure to give convincing reasons and/or specific examples.

Audience: **seniors who don't see why they should learn to use e-mail**

Descriptive *Narrative* *Expository* *Persuasive*

Prompt 8

Imagine that you are a giraffe living in a city zoo. Write a story about what happened at the zoo one night after all the human visitors had gone home.

Audience: **short story readers, younger siblings**

Writing Strategy 3: Get Organized

Identify your main ideas. (You may have only one main idea or several.) Each main idea needs details to support it—examples, reasons, facts, sensory details. The best way to organize your ideas and details will depend on your task and purpose.

- In a description, you might list details in the order in which an observer would notice them, or you might begin with the most important details.
- In a narrative, the order in which events happen is the simplest way to tell a story. When you don't have much time to plan a story, it is probably the best choice.
- In an exposition, it is often clearest to work from the first step to the last.
- To persuade, you might list details by order of importance. List the most important detail either first or last, depending on which way you think will be more effective.

Practice

Focus on identifying main ideas and organizing details. On your own paper, note ideas you would write about for the following prompts. Here's one good way (but not the only way) to go about it:

- Note the kind of writing the prompt asks for.
- In a few words, note your main idea and draw a box around those words.
- Under the box, list details that support your main idea.
- Number those details to show the organization that makes the most sense.

Prompt 9

Some people want NASA to send a manned mission to Mars. Other people say the money should be spent solving problems here on Earth. Write a persuasive letter to the President of the United States expressing your opinion. Supply convincing reasons and/or specific examples to support your ideas.

Prompt 10

You are on vacation on the Gulf coast. When you go swimming, you discover that you are able to breathe underwater. Write a story about how you use this new ability.

Prompt 11

Think of a movie that you liked or that influenced you. Write an essay explaining how you feel about this movie and why. Be sure to give specific reasons and/or examples to explain your choice.

Prompt 12

Think of your favorite food. Think about how it smells, looks, and tastes. Does your favorite food make a noise when you eat it? Is it best when you eat it hot, cold, or at room temperature? Describe your favorite food.

Pull It All Together

ADAW does not allow you to edit, revise, and reprint your writing. You have to do the whole writing process in your head before and while you write. Before you write anything in the answer document, you must do the following three important things:

1. **Understand the task.**
2. **Know your audience.**
3. **Get organized.**

Remember that you have good things to say, and you want to say them in ways that are as clear and interesting as possible. So when you start to put your great ideas on paper, pay attention to these things:

- **Sentence structure and variety.** Write complete sentences. Avoid fragments and run-ons. To make your text more interesting, mix simple sentences with compound and complex sentences.
- **Strong word choices.** Choose expressive words that add interest and energy to your writing. Where appropriate, use sensory details and figurative language to bring descriptions to life.
- **Grammar.** Use your best skills. Be careful with subject-verb agreement and pronoun-antecedent agreement.
- **Mechanics.** Capitalize proper names correctly. Capitalize and punctuate sentences correctly. If you include dialogue, be sure to use quotation marks properly. Spelling is important too.

The ADAW scorers are good, smart people, but they are just *people*. If they can't figure out what you're trying to say, your score will go down.

Above all, don't panic. Read page 29 for more ways to prepare for any test.

Writing Samples

The next few pages show two writing prompts and responses that were written for them.

Note: The samples that follow have *not* been scored and are *not* considered level IV writing. For scored student writing samples from recent years, visit the Web site of the Alabama Department of Education. You can download packets that include several students' responses to one writing prompt, along with scorers' comments; the responses range from level I to level IV.

Prompt and Sample Response 1

What job would you love to do? What would you do at this job? Where would it be located? Would you work alone or with other people? Tell about your dream job.

Nothing makes me feel better than helping other people solve their problems. Therefore, I plan to become a psychologist.

I would like to marry a fellow psychologist and set up an office with him. Then one of us could always be with our children while the other one is seeing patients. Our office would be in the basement of our home, and we'd have some evening and weekend hours so that our patients wouldn't have to miss work to be able to see us.

I would always greet a new patient with a warm smile and a handshake. After making a little small talk, I'd ask the patient how I could help. If the patient had trouble getting started, I'd wait patiently for a few minutes and then say that I know it's hard to talk about a problem, but that's the only way to start solving the problem.

While a patient told me about a problem, I'd rephrase his words to make sure I understood what he was saying. I'd also make comments that show I care. If he was very upset, I'd tell him that it's okay to cry and offer him a tissue. When the patient finished talking, I'd ask him what he thinks he should do and offer my own suggestions. Between the two of us, we'd figure out a solution.

If I become a psychologist, I'll have to deal with people who find it hard to talk about their problems and with people who are very upset. However, I'll have the joy of knowing that I'm helping other people solve their problems and still taking care of my own family's needs.

(End of Response 1)

Prompt and Sample Response 2

Imagine that you are a giraffe living in a city zoo. Write a story about what happened at the zoo one night after all the human visitors had gone home.

Hi there! I'm Greg the Giraffe, and I live at the Birmingham Zoo. The zookeepers think we animals can't talk, and they think they lock our cages tight, so we can't get out. Are they ever wrong! Every night after all the humans go home, we get out of our cages, roam around, and, boy, do we gab!

Last night I got out of my cage, and there was little Elmo Elephant. He was lying on the ground with his head down.

"What's wrong, Elmo?" I asked.

Elmo didn't answer.

I said, "Come on, Elmo. You can tell your Uncle Greg."

"Promise you won't laugh?"

"May my neck shrink if I do."

Elmo took a deep breath. Then he said in a small voice, "Nobody wants me for Christmas."

"What do you mean, nobody wants you for Christmas?"

Elmo explained, "A little girl on a human's radio was singing about how she wants a hippopotamus for Christmas. But nobody wants an elephant for Christmas. Nobody wants me."

I had to press my teeth together to keep from laughing. But I'd promised. When I could control myself, I said, "Elmo, that was only a song. Nobody really wants a hippopotamus for Christmas."

"They do too!" yelled Harry Hippopotamus as he came charging up to us. "That little girl does so want me for Christmas! And on Christmas Eve I'll break out of the zoo, go to her house, and live with her forever!"

"See what I mean?" Elmo asked me.

Ronny the Rhinoceros came up to Elmo and said, "You can't let that song get you down. That little girl sang straight out that she didn't want any crocodiles or rhinoceroses. But I just let it roll off me like mud rolls off Harry Hippo's back."

Elmo nodded, but he still looked sad.

Just then Elmo's mother, Elnora Elephant, showed up. She said, "Elmo, someone does want you for Christmas."

"Who?" asked Elmo. He lifted up his big ears.

"I do," she said. "And I want you every other day of the year, too."

Elmo raised his head, stood up, and went over to his mother. He snuggled up to her and said, "I'd rather have you want me for Christmas than all the humans in the world." (End of Response 2)

Writing Wrap Up

1. Understand the Task (See page 4.)
2. Know Your Audience (See page 4.)
3. Get Organized (See page 7.)

Write! Write! Write!

ARMT: The Reading Test

The Alabama Reading and Mathematics Test is based on standards developed by the Alabama State Department of Education. ARMT lets educators see how well you and other students have mastered the state's standards. This workbook covers the reading part of ARMT.

What ARMT Assesses

As its name suggests, the Reading Test measures reading comprehension. In other words, it measures how well you understand, interpret, and analyze what you read, as well as how you apply various reading strategies.

You are given several short passages to read. Then you are asked to respond to multiple-choice and open-ended questions that follow each passage. (An “open-ended” question is an essay or discussion question.) There are three kinds of passages:

- **Literary**—Material that is usually read for enjoyment
- **Informational**—Material that is typically found in textbooks, magazines, posters, and other sources of information
- **Functional**—Material that is ordinarily seen and read in everyday life, such as schedules and instructions

There is also a section of multiple-choice items that are not related to any passage.

How the ARMT Reading Test Is Scored

Each correct answer to a multiple-choice question is worth 1 point. An incorrect or missing answer gets 0 points.

Each open-ended item is worth up to 3 points. Most open-ended questions ask you to write a few sentences, supporting your response with details from the passage. Officially, your responses will not be judged on handwriting, grammar, and mechanics (punctuation, capitalization, and spelling). However, if the scorer can't read your handwriting, you risk getting 0 points. If the scorer can't make sense of your answer because of mistakes in grammar and mechanics, you risk getting 0 points. So what good are your brilliant ideas if no one can read them? Write or print neatly and use good English.

Responses are scored according to a rubric similar to this:

If your response ...	Points
is illegible or does not answer the question that was asked, or if you do not respond at all, you earn	0
shows a limited understanding of the question or provides little or no support, you earn	1
shows only a general understanding of the question or does not include enough supporting information, you earn	2
shows a complete understanding of the question and includes the supporting information that was asked for, you earn	3

It is important to respond to every open-ended item. Even if you are unsure of the answer, you should write what you can. You might know more than you think and get 2 or even 3 points. Answering just part of the question correctly will earn you at least 1 point. But if you don't try, you get nothing.

This workbook will teach you strategies to help you answer open-ended items as well as multiple-choice questions.

SAT-10: The Language Arts Test

While ADAW focuses on writing and ARMT focuses on reading and math, SAT-10 assesses a wider range of subjects. The subtests included on SAT-10 are

- Reading
- Mathematics
- Language
- Spelling
- Listening
- Science
- Environment
- Social Science

This workbook deals with Reading, Language, Spelling, and Listening.

What SAT-10 Assesses

Reading The Reading test is divided into two parts, and the first part, **Reading Vocabulary**, includes three sections:

- **Synonyms:** You show your ability to recognize a synonym for a word used in context.
- **Multiple-Meaning Words:** You show your ability to determine the meaning of a given word that has multiple meanings.
- **Context Clues:** You show your ability to use context clues to assign meaning to an unknown word.

In the **Reading Comprehension** part of the Reading subtest, you show your reading and thinking skills. This subtest is very similar to the ARMT Reading Test. You read passages and answer questions about them.

Spelling The Spelling subtest will challenge you with four basic kinds of items:

- **Homophones:** Words that sound the same but are spelled differently and mean different things
- **Word Endings:** Endings that change spelling when words are made plural or change from present to past tense
- **Common Spelling Errors**
- **No Mistake:** The ability to recognize words that are spelled correctly

Language The Language subtest tests your knowledge of grammar and mechanics, but it also assesses your study skills and writing.

- **Language Mechanics** includes capitalization, punctuation, and grammar.
- **Language Expression** includes

Sentence Structure. These items ask you to choose between sentences that are clearly written and sentences that contain errors in expression or construction.

Prewriting. These items ask you to plan, organize, and improve writing samples.

Content and Organization. In these items, you decide on appropriate ways to edit short paragraphs.

Listening The Listening subtest is very much like the Reading subtest except that you listen to the questions and passages instead of reading them yourself.

How SAT-10 Is Scored

Basically, you shouldn't worry about how SAT-10 is scored. Most students will take a test that is entirely multiple-choice questions. In some schools, students will take a version of the Language subtest that includes open-ended questions and writing tasks.

SAT-10 has more sections than ARMT does, it's longer, and it takes more time. However, that's no reason to be afraid of it.

Glossary

achievement: something done or earned, especially by one's own efforts

ADAW: Alabama Direct Assessment of Writing

ARMT: Alabama Reading and Mathematics Test

functional: referring to reading material that is ordinarily seen and read in everyday life, such as schedules and instructions

informational: referring to reading material that is typically found in textbooks, magazines, posters, and other sources of information

item: another name for a test question. It's called this because many test "questions" are actually sentences that you complete by choosing A, B, C, or D.

literary: referring to reading material that is usually read for enjoyment

main idea: what a passage or paragraph is about; the most important idea that the author is trying to make the reader understand

mechanics: capitalization and punctuation (and, sometimes, grammar)

open-ended question: another name for an essay or discussion question

passage: a brief written work or part of one

selection: another word for a passage

SAT-10: Stanford Achievement Test, 10th Edition; also called "Stan 10" and "Stanford 10"

setting: the time and place in which an event or events take place

strategy: a clever plan or method

theme: a lesson that can be learned or that the author is trying to teach

topic sentence: the sentence that tells what the paragraph is about; usually the first sentence in a paragraph

ARMT & SAT Test Items

On the next few pages you can look at examples of the kinds of passages and items you'll see on ARMT and SAT-10.

Sample Reading Vocabulary Items

Vocabulary items come in several forms, but every item will ask about the meaning of a word. You must decide which of four answer choices has the same, or nearly the same, meaning as the original word.

Sample 1, on the right, is an ARMT-style question. ARMT sometimes asks about the meaning of an individual word in a reading passage.

Samples 2–4 are vocabulary items you would see on SAT-10.

Below, Sample 2 is a **synonyms** question. It offers no clues to help you figure out the underlined word. In Sample 3, however, **context clues** in the sentence are provided.

1 In the last paragraph, what does the word *untimely* mean?

- A mysterious
- B painless
- C sudden
- D unexpected

2 Something that is vacant is —

- A empty
- B limited
- C stable
- D rare

3 Stars, such as our sun, emit different kinds of radio waves into space. Emit means —

- A absorb
- B burn
- C release
- D consume

Sample 4, below, asks about a **multiple-meaning word**. In this kind of item, you match the way a word is used in one sentence with the way it is used in each answer choice.

4 Your rank in life is less important than your happiness.

In which sentence does the word rank mean the same as in the sentence above?

- A The judges were asked to rank the pies in the contest.
- B What is that rank smell?
- C The captain held the highest rank.
- D We will rank you according to height.

Sample Reading Comprehension Items

Reading Comprehension items always follow a reading passage, which could be a single paragraph, like this sample, or a full page. This sample passage is an informational piece that you might see on ARMT.

What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet most caves are vast networks of interconnected passages that sometimes stretch for miles. Some of the most extensive and fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

5 Why are caves *more* likely to form where softer rock sits below hard rock?

Use information from the passage to explain your answer.

Write your response in the answer document.

Sample Spelling Item

Spelling items appear only on SAT-10, and there is only one type: a sentence with three underlined words. If a word is misspelled, you mark it as the answer. If there is no spelling error, you mark D for “No mistake.”

6 The sickly man was dizziest when he tried to stand. No mistake

A

B

C

D

Sample Language Items

Language items appear only on SAT-10. Because the Language subtest covers several kinds of knowledge, there are several kinds of items.

In the first Language section, the questions cover punctuation, capitalization, and word usage. A group of words is underlined in a sentence. If there is a mistake, you choose one of three ways to correct the error. If there is no mistake, you choose D.

- 7** Although we have to wait until Sunday, I'm planning to spend all day with my grandmother.

A sunday, I'm planning
B Sunday, I planning
C Sunday I'm planning
D *Correct as is*

- 8** Peter and me spend twenty minutes walking to school.

A Peter and I
B me and Peter
C Peter and I,
D *Correct as is*

The second Language section deals with sentence structure. The items might have mistakes involving run-on sentences, sentence fragments, misplaced modifiers, or other problems. Again, if there is no mistake, you choose D.

- 9** To attend this summer camp, you must be at least 12 years old or older.

A To attend this summer camp, you must be at least 12 years old.
B To attend this summer camp, you must be 12 years old or older than that.
C To attend this summer camp, you must be older than at least 12 years old.
D *Correct as is*

- 10** While eating my breakfast, I watched the morning news on television.

A While eating my breakfast, the morning news was on television I watched.
B While I watched the morning news, I was eating my breakfast on television.
C During the morning news, I was watching television and eating my breakfast.
D *Correct as is*

The third Language section assesses study skills. You read about a situation and answer questions about it.

▼ **A new student who is deaf and uses sign language is coming to Ann's school. Ann wants to write a report on sign language to help students welcome him.**

11 To get ideas for her report, Ann should talk to —

- A** her principal
- B** her school counselor
- C** a teacher of sign language
- D** someone who knows other languages

12 Which of these sentences is the *best* ending for Ann's report?

- A** American Sign Language was invented in the early 1800s.
- B** Today American Sign Language is the fourth largest language in the U.S.
- C** When you see how much fun signing can be, you'll want to learn more.
- D** Sign language is too difficult for most of us to learn.

The final Language section involves the content and organization of paragraphs. The questions for this sample paragraph are on the next page.

Dragonflies

There are dragonflies just about any place there is water. Since they live in North America, in the rain forests of South America, or at the North Pole, they always reside somewhere near water. A dragonfly is so quick that in thirty minutes it can eat its own body weight in other bugs. Dragonflies are very skillful fliers. They spend most of their time hunting for insects.

13 Which is the *best* way to combine the last two sentences?

- A** Dragonflies are very skillful fliers, they spend most of their time hunting for insects.
- B** Despite being very skillful fliers, dragonflies spend most of their time hunting for insects.
- C** Dragonflies are very skillful fliers and spend most of their time hunting for insects.
- D** Dragonflies spend most of their time hunting for insects while they fly skillfully.

14 What is the *main* reason this paragraph was written?

- A** To tell about places where there is water
- B** To give information about the eating habits of insects
- C** To tell about how dragonflies spend their time
- D** To give general information about dragonflies

Sample Listening Items

For the SAT-10 Listening subtest, *you will not see the questions in your test booklet. Only the answers will appear in your test booklet.* You will be given scratch paper to make notes if you wish. Your teacher will read each item and pause for a certain amount of time to allow everyone to mark an answer.

The first part of Listening is vocabulary. Below, the questions are shown so that you can see their similarity to Reading Vocabulary items.

Your teacher would read:

15 Karen's painting depicts a dog. What does depicts mean?

Your test booklet would show only:

- 15 A** walks
- B** helps
- C** shows
- D** wants

Your teacher would read:

16 The bank occupied a prominent location on Main Street. What does prominent mean?

Your test booklet would show only:

- 16 A** noticeable
- B** famous
- C** small
- D** hidden

The second part of Listening is comprehension. Your teacher will read a short passage and then ask questions, one at a time. You may take notes on your scratch paper as you listen to the passage and the questions. *Again, only the answers will appear in your test booklet.* Your teacher will pause after each question to allow everyone to mark an answer.

Below, the passage and questions are shown so that you can see the similarity between this subtest and the Reading Comprehension subtest.

When Carol and her father arrived at the cabin, she decided she had never seen such a beautiful place. The dense woods that surrounded the cabin shrouded it in a canopy of green, feathery branches. It was so quiet that Carol felt like an intruder as she treaded lightly on the soft path.

Carol's father had built the cabin many years ago, when he moved north of San Francisco to work in the timber industry. After he married and started a family, he returned to the city. The cabin had been vacant for many years, but he wanted Carol to see it now that she was old enough to appreciate it.

1 Which of these is an opinion?

Your test booklet would show only:

- 1 A** Carol's father built the cabin.
- B** The cabin is in the woods.
- C** The cabin is beautiful.
- D** The cabin was empty for years.

2 Why did Carol's father move north?

Your test booklet would show only:

- 2 A** to be close to his family
- B** to work in the timber industry
- C** to build the cabin
- D** to get out of the city

Test-Taking Strategies

Here are three basic strategies you should practice before taking ARMT or SAT-10. Strategies that apply to multiple-choice questions are indicated by the <MC> icon. Strategies that apply to open-ended items are indicated by the <OE> icon.

Reading Strategy 1: Preview the Questions <MC><OE>

You might think that there's only one way to take a test that includes reading passages: read the passage and answer the questions. That is *one* way, but it is not the *only* way.

Another *good* way is to read the questions *before* you read the passage. If you do this, you will know the important things to look for in the passage. On multiple-choice items, scan the answer choices too. When you know what the questions ask and how the answers are worded, you can make better use of your time as you read the passage.

Reading Strategy 2: Read for the Main Ideas <MC><OE>

Finding the main ideas will help you understand the passages. Read carefully to find and understand the ideas that the questions ask about.

The most important idea in a passage or paragraph is the main idea. The examples or details that further explain the main idea are called supporting details.

A passage can have several main ideas. Each paragraph could contain a main idea, as happens in most nonfiction selections. On the other hand, an entire passage could have only one main idea, as happens in both fiction and nonfiction. It is safe to assume that each ARMT reading passage will have one main idea.

Sometimes, without directly stating the main idea, the writer will suggest it by providing a variety of clues. Other times, the main idea is clearly stated in a sentence within the passage. If directly stated, the main idea is often the first sentence of a paragraph—but not always. A main idea might be anywhere, even in the last paragraph of the passage.

To find the main idea, ask yourself these questions:

- What is each sentence about?
- Is there one sentence that tells about the whole passage or that is more important than the other sentences?
- If the main idea is not directly stated, what main idea do the supporting details suggest?

There is likely to be at least one question about the main idea of each passage on the ARMT Reading Test. There might also be questions about the main ideas of individual paragraphs in passages.

Reading Strategy 3: Use the Process of Elimination <MC>

Most multiple-choice questions on standardized tests give four answer choices. When you know the answer to a question, all you have to do is select the answer choice that states it. Sometimes, however, you don't know the answer, or you're not sure of it. This is where the process of elimination can help.

When you don't know the answer, get rid of the answer choices that you *know* are wrong and then choose from the remaining answers. The fewer choices you have, the better your chance of picking the correct one, even if you have to guess. Following is an example.

What is the capital of the nation Nepal? Is it Beijing, Kathmandu, London, or Tashkent?

Chances You have a 1-in-4 chance of choosing the right answer. Even if you have to guess, you can improve your chances by eliminating choices that you know are wrong.

Let's suppose you know that Beijing is in China and London is in the United Kingdom. Eliminating those choices leaves Kathmandu and Tashkent. You might never have heard of either place before. Or perhaps *both* names are vaguely familiar. But which one is Nepal's capital?

Well, you have improved your chance of guessing correctly to 1 in 2. (The correct answer is printed at the bottom of page 28.)

Use the process of elimination on every multiple-choice question that you can't answer right away. Even if you eliminate only one choice, you increase your chances of choosing the correct answer.

Distracters In multiple-choice questions, the incorrect answer choices are called "distracters." They are meant to tempt you into choosing them. They *distract* you from the correct answer.

Always check the passage to avoid being fooled by distracters. If the information in an answer choice is not in the passage or is not supported by the passage, it is a distracter. Eliminate it.

Also, read all of the answer choices before choosing one. A distracter might be very appealing, but it's possible you'll find the "best" answer when you read on.

Read Actively

Apply the test-taking strategies to the following passages and test items.

Example 1

- Step 1** It's hard not to notice the title of the passage, so read it. Then apply Strategy 1, previewing the questions before you read the passage. It's natural to want to read the passage first because it's printed first. However, by previewing the questions, you can learn what you should look for in the passage to help you answer the questions. This example has two questions. Read them and their answer choices. Then come back to Step 2.
- Step 2** The title indicates that the passage will be about *sisters*. Question 1 suggests that *children* and *wrote* could be key words. Question 2 asks about the word *untimely*. As you read the passage, watch for forms of these three words.

The Brontë Sisters

The Brontë sisters—Charlotte, Emily, and Anne—were born in Yorkshire, England, in the early nineteenth century. As children, all three sisters spent much of their free time writing stories and poems for fun. They had no idea that they would one day write some of the greatest novels of all time.

The Brontë family was very poor. The girls' father was an Episcopal priest, and their mother died when they were young. The sisters were determined to make money to help the family. By 1847, each sister had written a novel. They decided that they would attempt to have their books published. After much searching, Emily found a publisher for her novel, *Wuthering Heights*. Anne, too, was able to sell her book, *Agnes Grey*. Charlotte's novel, *Jane Eyre*, was published within months of her sisters' novels.

Although *Wuthering Heights* is considered a classic today, it received poor reviews from critics. The public responded favorably however. Anne's book was less successful, and Charlotte's novel was loved by the public and critics alike.

Unfortunately, Anne and Emily died of tuberculosis soon after their books were published. Anne was only 29; Emily was 30. Charlotte went on to publish two more novels. Then in 1855 Charlotte died of tuberculosis at the age of 39. Despite the untimely deaths of the Brontë sisters, their work lives on. Their novels provide the world with an example of what can be achieved in the face of hardship.

1 As children, the Brontë sisters wrote stories —

- A** because it was fun
- B** because they wanted to be famous
- C** to earn money for their family
- D** because their father considered writing part of their religious training

2 In the last paragraph, the word *untimely* means —

- A** mysterious
- B** quick and painless
- C** sooner than expected
- D** completely unexpected

Step 3 Since you previewed the question, the word *children* in the first paragraph should have caught your attention. Carefully read the sentence that contains the word *children*. Use the information in this sentence to answer the question. Do not be distracted by Choice C. It would be an excellent answer to a different question—one about the grown-up sisters' eagerness to sell their novels.

Step 4 Choice A is the best answer for Question 1. If you were actually taking the test, you would fill in circle A on your answer sheet.

Step 5 Question 2 asks about a word in the last paragraph. (If you know this word, pretend that you don't.) Use clues in the word itself and in the passage to figure out the word's meaning. Although *untimely* looks like an adverb, it acts like an adjective, describing *deaths*. The word *time* is there in the middle. The prefix *un-* usually means "not," as it does in *unfortunately*. Maybe something that is *untimely* is "not on time." If these clues are enough, you could choose an answer.

Step 6 If you still aren't sure of the answer, you could eliminate choices. All three sisters died from the same disease, so it doesn't make sense that their deaths would have been "mysterious" (A) or "completely unexpected" (D). Deaths caused by disease are not likely to be "quick and painless" (B). That leaves C, and it fits best with the word clues from Step 5. It is also the correct choice. In this passage, *untimely* means "too soon or too early; before the proper or expected time."

Example 2

This example shows how to deal with an open-ended question. You will definitely have to answer open-ended questions on ARMT. You will answer these questions on SAT-10 only if your school is giving a special version of the Language subtest.

Step 1 Apply Strategy 1. Quickly preview the question following the passage so that you know what to look for in the passage. Then come back to Step 2.

Step 2 You have the key words and phrases. Now read the passage.

What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet most caves are vast networks of interconnected passages that sometimes stretch for miles. Some of the most extensive and fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

Why are caves *more* likely to form where softer rock sits below hard rock?

Use information from the passage to explain your answer.

Write your response in the answer document.

Step 3 The fourth sentence includes key terms from the question, though the wording is slightly different. “Hard rock above softer rock” is the same as “softer rock below hard rock,” isn’t it? The sixth sentence has the needed information. If you were actually taking the test, you would think about how to express your answer before you started to write. Then you would respond in complete sentences inside the appropriate box in the answer document.

Here are two sample responses:

Sample Response 1

Caves don't form where hard rock is below softer rock. When water makes holes, the soil will probably fall down.

This response would probably earn 1 or 2 points. Perhaps the basic idea is there, but it is badly expressed. The second sentence, for example, does not indicate whether the “holes” are in hard rock, softer rock, or soil.

Sample Response 2

In this formation, the hard rock prevents soil from filling in places that water has hollowed out in the softer rock. The hollows can grow to become caves.

This response states the answer clearly and would probably earn 3 points.

In most cases, your response should be two or three complete sentences. Occasionally, however, a question will require you to write only a few words or phrases—to fill in a graphic organizer, for example.

Some open-ended items ask for more specific details than Example 2 does. Make sure you answer only what the question asks for. Here are some more examples of open-ended questions you might see on ARMT:

- “Give three details or examples ...” Do not give one or two. Why risk losing points for not following instructions? And do not give four or more! Why waste time?
- “Write about *either* dogs *or* cats ...” Write about only *one* of the topics named in the question. This kind of item is not asking you to compare and contrast.

ARMT Note <mc>

Most ARMT items are based on reading passages, but a few are *not*. These multiple-choice questions are in a separate section with separate instructions. Most of these items will be about literary elements or genres. Although they are not based on information in a passage, they might include a few lines of poetry or text for you to read.

Here are a few examples of questions that could appear on ARMT without a passage:

The *rhythm* of a poem is its —

A folktale is similar to a myth in that they both include —

Read the example. *[Example paragraph]* Which of these does the example represent?

Additional Tips

- A teacher will read each set of directions. Listen carefully. If you don't understand something, this is the time to ask questions. Read the printed directions carefully. Mark your answers exactly as instructed.
- Questions are *not* in order of difficulty. Also, questions about a passage are *not* necessarily in the order that their answers appear in the passage. <MC><OE>
- Try to restate a confusing question in your own words. <MC><OE>
- Pay special attention to a question that uses the word *except* or *not*. For example:
Which is *not* an option in the passage?
All of these events occur in the story *except* —
With this kind of question, three of the answer choices *are* in the passage, and one is not. You mark the answer choice that is not in the passage. <MC>
- Sometimes you must combine pieces of information from different places in a passage to come up with the correct answer. <MC><OE>
- When a question includes a quotation from the passage, you usually can answer from the quotation alone. Don't spend time looking for it in the passage. <MC><OE>
- Don't get frustrated by a difficult question. If you can't decide on an answer fairly quickly, move on. You can come back to it later. <MC><OE>
- A question might ask you to draw a conclusion from the passage. The answer to such a question is not directly stated in the passage but is always supported by details in the passage. <MC><OE>
- A question might ask about the difference between fact and opinion. Remember that an opinion is based on someone's thoughts or feelings. A fact is information that is true no matter what anyone thinks or feels about it. The correct answer to a fact/opinion question is *always* in the passage. Don't be fooled by a fact and/or an opinion that you recognize but that is not in the passage. <MC><OE>
- Don't rush to finish early. Completing *most* of the questions and getting them right is always better than finishing *all* of the questions and getting many of them wrong. <MC><OE>
- When all else fails, guess. <MC><OE>

The capital of Nepal is Kathmandu.

More Ways to Prepare

Here are things you can do on your own to prepare for the tests.

1. **Read, read, read.** Read as much as you can.
2. **Put extra effort into understanding what you read.** While you're reading, stop now and then to summarize what you've read. Figure out the main ideas. Does the writer express ideas in clear, interesting ways? Think about why the writing is effective—or why it isn't.
3. **Increase your vocabulary.** When you see a new word, try to learn its meaning from its context on the page before you look it up. Then write the word on one side of an index card and its definition on the other side. Study these cards every day. The more words you know, the easier it will be both to understand what you read and to express your own ideas.
4. **Write, write, write.** Anything that allows you to write clear, interesting sentences is good practice. Reports, letters, essays, poems, and stories provide good practice for the kinds of writing you might do for ADAW.

Tips for Testing Time

Here are things you can do before and during each test to help you succeed.

Before the Test

- **Know.** If you're not sure why you're taking the test, ask your teacher to explain it. Ask when the test will be given, and write the date on your personal calendar.
- **Rest.** Get a good night's sleep the night before the test. You'll be able to concentrate better if you're well rested.
- **Eat.** You'll need energy. Have a good breakfast on the morning of the test. Skipping breakfast could make you feel anxious and unable to concentrate.

During Each Test

- **Focus.** You'll take the test in a room with other students. Don't let yourself be distracted by noise and activity.
- **Listen.** Listen carefully to directions and follow them exactly. Be sure you know the proper way to mark answers. If you don't understand something, ask the teacher to repeat or explain.
- **Try.** You are not expected to know everything. You are asked only to do your best.

After the Test

When the test is over, there's nothing you can do to improve your score, so relax! Do something completely different!

ARMT Practice Test Grade 7

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.

Alligators

- 1 The grass in the marsh flows in the breeze. A log floats down the river as the summer sun warms the day. A fish swims past the log. Suddenly, the front of the log opens, revealing razor-sharp teeth. It's not a log after all. It's an alligator, and the fish is about to become the alligator's lunch.
- 2 Alligators are crocodilians. Along with their cousins, crocodiles and caimans, they belong to a group of animals that is more than 200 million years old. This group included dinosaurs and other reptiles that once were the major life form throughout the world. The alligator is among the most advanced reptiles. Many of its organs, such as its four-chambered heart, resemble those of mammals.
- 3 Alligators usually live in and around swamps and marshes, but they spend much of their time on dry land. Males grow to about 12 feet, and females grow to 9 feet. Alligators use their strong tails for defense and swimming, and their bodies are covered with thick scales, which act as armor. On a young alligator, these scales are dark with yellow bands, but most of the yellow fades with age.
- 4 The color of the alligator isn't the only thing that changes as it grows. Young alligators eat insects and small fish, while older alligators may eat turtles, snakes, mammals, or birds. Alligators can propel themselves up out of the water with their tails to catch flying prey. Each alligator has about 80 teeth, which are used to grab the alligator's prey and hold it until the alligator swallows the prey whole. The alligator's loosely attached teeth can fall out and grow back numerous times. An average alligator may go through 2,000 to 3,000 teeth in its life.
- 5 When an alligator grows to about 6 feet, it is ready to reproduce. When the female is almost ready to lay her eggs, she builds a large mound out of mud and rotting plants. She lays 20 to 50 eggs on the mound and covers them with more vegetation until they are ready to hatch. The sex of the baby alligators is set by the temperature of the nest. Eggs that mature in low temperatures become female offspring, while higher temperatures yield males.
- 6 Alligators are quite different from crocodiles. While alligators can harm human beings, they attack only when provoked. Alligators look different from crocodiles. The mature alligator's snout is wider, and its body color is black, while crocodiles are brown. Most obviously, the crocodile has teeth that stick out of its mouth when its jaws are closed. All the alligator's teeth remain hidden inside its closed mouth.
- 7 Alligators provide some ecological benefits. "Gator holes," holes dug by alligators, collect rainwater, which supplies other animals with water through long droughts. Many animals lay their eggs in these holes. Additionally, alligators keep the population levels of their prey stable.
- 8 Alligators inhabit the southeastern United States between South Carolina and Texas. The majority of them live in Louisiana and Florida. The American alligator was on the endangered species list in the 1960s. Once alligators were made a protected species, hunting them became illegal. As a result, the alligator population boomed, and in 1987, alligators were removed from the list.

1. How does paragraph 1 differ from the rest of the selection?

- A It is entirely factual.
- B It could never happen.
- ☒ C It is an imagined scene.
- D It introduces the story's characters.

COS/ARMT 1.1

2. The main idea of paragraph 2 is that alligators —

- A have four-chambered hearts
- B are reptiles
- C are related to dinosaurs
- ☒ D are ancient but advanced creatures

COS/ARMT 5

3. Read this sentence from paragraph 4.

Alligators can propel themselves up out of the water with their tails to catch flying prey.

What does the word *propel* mean?

- A prowl
- ☒ B push
- C attach
- D crawl

COS/ARMT 4.2

4. In which paragraph would you find information about alligators' mating habits?

- A paragraph 3
- B paragraph 4
- ☒ C paragraph 5
- D paragraph 6

COS/ARMT 4.3

5. The main idea of paragraph 6 has to do with —

- A using gator holes to irrigate crops
- B predicting alligator attacks on humans
- C determining when an alligator last ate
- ☒ D differentiating between alligators and crocodiles

COS/ARMT 5

6. The main idea of paragraph 7 is that alligators —

- A dig water holes
- ☒ B help the environment
- C have a changing appearance
- D have interesting eating habits

COS/ARMT 5

7. This selection suggests that crocodiles —

- ☒ A attack humans
- ☐ B have hidden teeth
- ☐ C are quite harmless
- ☐ D are very similar to alligators

COS/ARMT 4.4

8. Which of the following happened *first*?

- ☐ A Hunting alligators became illegal.
- ☒ B Alligators were endangered.
- ☐ C Alligators became overpopulated.
- ☐ D Alligators were removed from the endangered species list.

COS/ARMT 4.1

9. You would be *most* likely to find this passage —

- ☒ A on a science Web site
- ☐ B in a collection of stories
- ☐ C as an encyclopedia article
- ☐ D on a Web site about hunting

COS/ARMT 3

10. How do alligators change as they age?

- ☐ A They have fewer teeth.
- ☐ B They become endangered.
- ☒ C Their color and eating habits change.
- ☐ D They choose different locations for their dens.

COS/ARMT 4.4

11. What attitude does the author take in presenting the information in this passage?

- ☐ A legal
- ☐ B personal
- ☐ C fantastic
- ☒ D objective

COS/ARMT 3

12. How has the alligator adapted to its surroundings?

Support your main ideas with facts and details from the selection.

Write your response in the answer document.

COS/ARMT 5

The Gorilla and the Bear

The gorilla stood at the entrance to the bear's cave. "Come out, bear. Come out, bear," the gorilla shouted. "I am the strongest beast in the jungle."

The bear lumbered out of his cave and stared at the gorilla. "Why did you disturb me from my nap?" the bear asked.

"Because I am the strongest beast in the jungle," the gorilla repeated boastfully as he beat upon his chest with his fist. "See that rock over there?" the gorilla asked. "I bet that I can lift it over my head."

The gorilla marched over to a large boulder and raised it high above his head. Then he tossed the stone at the bear's feet. "Now you try it," the gorilla commanded.

The bear yawned and scratched his hip with one of his large, sharp claws. Then he reached down and lifted the boulder over his head with equal ease.

"Are you satisfied now?" the bear asked.

"No," the gorilla howled. "See that large tree over there?" The gorilla pointed to a large tree. "I bet that I can pull that tree from the ground."

The bear watched the gorilla strut over to the tree and wrap his muscular arms around its trunk. Then the gorilla took a deep breath and attempted to lift the tree. It would not budge.

"Let me try again," the gorilla said.

"Step aside," the bear casually said as he wrapped his own mighty arms around the tree.

It was then that the gorilla and the bear heard a bellowing laugh coming from behind them. They turned around to see a huge elephant standing in the clearing.

"Neither of you foolish creatures is the strongest beast in the jungle," the elephant said. "I am."

As the elephant approached the tree, the gorilla and the bear quietly stepped aside.

13. This selection would *most likely* be found in a book of —

- A dramas
- ☒ B folktales
- C biographies
- D science fiction stories

COS/ARMT 3

14. The *most likely* purpose of the first paragraph is to —

- A tie up loose ends
- B establish the author's main point
- ☒ C introduce the characters and setting
- D tell details about a character's motives

COS/ARMT 2

15. In the second paragraph, the word *lumbered* means —

- A descended
- ☒ B walked heavily
- C motioned in anger
- D scampered to and fro

COS/ARMT 1.3

16. In the third paragraph, the word *boastfully* means —

- ☒ A in a bragging way
- B in a forceful manner
- C with a happy tone
- D with a formal attitude

COS/ARMT 1.3

17. At the end of the passage, the gorilla and bear step aside because they are —

- A acting courteously
- ☒ B acknowledging defeat
- C confident of themselves
- D curious about what will happen

COS/ARMT 1.5

18. The theme of this passage is that —

- ☒ A too much pride is foolish
- B self-confidence leads to success
- C elephants are stronger than bears
- D all creatures have different talents

COS/ARMT 1.5

19. The plot of this passage moves —

- ☒ A in chronological order
- B with a series of flashbacks
- C by supporting main ideas with details
- D because of a conflict between a bear and an elephant

COS/ARMT 1.2

20. What happens just before the characters hear a “bellowing laugh”?

- A The bear awakens the gorilla.
- B The gorilla and bear step aside.
- C The elephant approaches the tree.
- ☒ D The elephant sees the animals competing.

COS/ARMT 1.2

21. Why does the bear lift the boulder?

- A to test the elephant
- B to prove his courage
- C to get it out of his way
- ☒ D to compete with the gorilla

COS/ARMT 1.5

22. What is the gorilla unable to do as well as he predicted?

- ☒ A raise the tree
- ☐ B enter the cave
- ☐ C lift the boulder
- ☐ D beat the elephant

COS/ARMT 1.6

23. If the author were to add a paragraph after the gorilla says, “Let me try again,” the new paragraph would probably tell —

- ☐ A how heavy the tree is
- ☐ B how the bear was able to lift the stone over his head
- ☐ C why the bear and gorilla were in such fierce competition
- ☒ D how the gorilla tried a second time to pull the tree out of the ground

COS/ARMT 1.6

24. What will the elephant probably do next?

- ☐ A go home
- ☒ B try to lift the tree
- ☐ C take a nap in the bear’s cave
- ☐ D hold the boulder over his head

COS/ARMT 1.4

25. At the beginning of the passage, the mood could best be described as —

- ☐ A sad
- ☐ B silly
- ☐ C bitter
- ☒ D spirited

COS/ARMT 2.1

26. In the last three paragraphs, the mood becomes more —

- ☒ A serious
- ☐ B hopeful
- ☐ C cheerful
- ☐ D terrifying

COS/ARMT 2.1

27. This story is told from the point of view of —

- ☐ A the bear
- ☐ B the gorilla
- ☐ C the elephant
- ☒ D an outside observer

COS/ARMT 2

28. The climax of the selection comes with —

- ☒ A the elephant’s appearance
- ☐ B the bear’s inability to move the tree
- ☐ C the gorilla’s inability to move the tree
- ☐ D the elephant’s lifting the tree

COS/ARMT 2

29. How do the main characters change as a result of their competition?

Use details from the selection to support your ideas.

Write your response in the answer document.

COS/ARMT 2

Ice Cream in a Can

Supplies:

One empty 3 lb. coffee can with a plastic lid
One empty 1 lb. coffee can with a lid
Rock salt
Crushed ice

Basic ingredients:

2 cups half-and-half
1/2 cup sugar
1 tsp. vanilla

Extra ingredients:

You may choose any of the following to make the ice cream even more delectable.

1/2 cup crushed candy bars
1/2 cup crushed candy cane, 1/2 tsp. peppermint extract (reduce vanilla to 1/2 tsp.), and a few drops red food coloring
1/2 cup grated milk chocolate or semisweet chocolate
3/4 cup crushed chocolate sandwich cookies

To make the ice cream:

Put the smaller can inside the larger one and fill the small can with the basic ingredients. Add any of the extra ingredients (without extra ingredients the ice cream will be a plain but yummy vanilla). Cover the small can with its lid. Fill the remaining space in the large can with crushed ice and sprinklings of rock salt (a layer of ice, some rock salt, another layer of ice, more rock salt, etc.). Let the ice settle for a few minutes and then add more ice if there's room. Cover the large can with its lid. Sit on the floor or sidewalk, facing a friend (the sidewalk is better in case the lid comes off), and roll the can back and forth between you for about fifteen minutes. Peek at the ice cream in the small can to see if it's ready. (It should be about as firm as soft-serve ice cream.) If necessary, roll the can a little longer.

30. You would be *most* likely to find this selection —

- A on a Web site for chefs
- ☒ B in a recipe book for kids
- C on the label of a coffee can
- D in a collection of science essays

COS/ARMT 3

31. Candy bars, candy canes, chocolate, and cookies are examples of —

- A ice cream flavors
- B basic ingredients for ice cream
- ☒ C extra ingredients for ice cream
- D supplies needed for making ice cream

COS/ARMT 5

32. Which of the following steps *must* you follow to make ice cream in a can?

- ☒ A surround the small can with ice
- B choose which extra ingredients to add
- C use a sidewalk as your rolling surface
- D fill the small can after putting it inside the large one

COS/ARMT 5

33. How much vanilla should you use if you want to make peppermint-flavored ice cream?

- A 1/4 tsp.
- ☒ B 1/2 tsp.
- C 1 tsp.
- D none

COS/ARMT 5

34. What does rolling do to the basic ingredients?

- A Flavors them
- B Darkens them
- ☒ C Thickens them
- D Makes them easier to pour

COS/ARMT 5

35. In the sentence below the heading *Extra ingredients*, you can tell that the word *delectable* means —

- A sweet
- B frozen
- ☒ C delicious
- D inexpensive

COS/ARMT 4.2

36. How long should you roll the can? Why would you continue to roll it after checking the ice cream?

Support your ideas with facts and details from the selection.

Write your response in the answer document.

COS/ARMT 5

Jim Thorpe

One of the greatest athletes of all time is remembered today by only a few people. His name was Jim Thorpe; he was a star in the early 1900s. Serious fans of sports history recognize Jim Thorpe's amazing talent, and many consider him a greater athlete than Babe Ruth, Michael Jordan, Muhammad Ali, and others far more famous than Thorpe. If his achievements had been televised, sports fans would still watch old films of his amazing ability. However, in his day there was no television to turn sports stars into household names and preserve their feats on film or tape. The people who watched him perform or who read newspaper accounts of his achievements are no longer alive, and his fame died with them.

In 1912 nearly everyone knew who Jim Thorpe was. That was the year he dominated the Olympics in Sweden by winning both the pentathlon and the decathlon. These are both multi-event competitions that require strength, agility, and speed. The pentathlon consists of five events, the decathlon of ten. Both require an athlete to run, jump, and throw. Many people consider these events to be the truest tests of all-around athletic ability. Thorpe was the first athlete ever to win the gold in both.

Unfortunately for Thorpe, the Olympic rules of the time prohibited professional athletes from participating. During the summers of 1909 and 1910, Thorpe had made a very small amount of money playing baseball for a team in North Carolina. When this became known to the International Olympic Committee, his medals were taken from him, and his records were erased from the record books.

Jim Thorpe was a star not only at the Olympics. He was an All-American football star who led his small college to victory against the nation's largest schools. He was a college track star who once won more points at a meet than the entire opposing team. In college, he also excelled in hockey, boxing, lacrosse, swimming, and tennis. After college, Thorpe played both major league baseball and professional football. He was the first president of what is now the National Football League. He was a hero to many Americans and, being a Native American, particularly to minority athletes.

In 1950 nearly four hundred sportswriters and broadcasters named Jim Thorpe the greatest athlete of the first half of the twentieth century. In 1951 his life was the subject of a major motion picture. He continued to receive recognition even after his death in 1953. Ten years later the Professional Football Hall of Fame named him as one of its first members. In 1982 the International Olympic Committee restored Thorpe's medals and records. Seventy years after he had stunned the world with his abilities, Jim Thorpe was once again an Olympic champion.

37. You would be *most* likely to find this selection in —

- A a diary
- B a volume of heroic myths
- ☒ C a collection of biographies
- D an autobiography

COS/ARMT 3

40. Thorpe was a hero during his time because of his —

- A fame
- B minority background
- C talent and good deeds
- ☒ D athletic accomplishments

COS/ARMT 4.4

38. As used in the second paragraph, the word *dominated* means —

- ☒ A led
- B left
- C battled
- D excited

COS/ARMT 4.2

41. After winning two Olympic gold medals, Thorpe —

- ☒ A played professional football
- B starred on several college teams
- C won the pentathlon and decathlon
- D played for a North Carolina baseball team

COS/ARMT 4.1

39. The main idea of the first paragraph is that Thorpe would be better known today if he had —

- A been a basketball star
- B concentrated on only one sport
- C won more medals at the Olympics
- ☒ D played at a time when sports were televised

COS/ARMT 5

42. In this selection, the phrase “professional athletes” is used to mean —

- ☒ A paid athletes
- B serious athletes
- C famous athletes
- D excellent athletes

COS/ARMT 4.2

43. The main contrast made in the first paragraph is between —

- ☒ **A** Thorpe's greatness and lack of fame
- B** Thorpe's former fans and current fans
- C** Thorpe's abilities and the abilities of more recent athletes
- D** how Thorpe looked on TV and how he looked in person

COS/ARMT 5

44. What conclusion can you draw from the third paragraph?

- A** The Olympics rules were unfair.
- ☒ **B** The Olympic rules have changed.
- C** Thorpe was not a professional athlete.
- D** The Olympics were for professional athletes.

COS/ARMT 4.4

45. The fourth paragraph focuses on Thorpe's —

- A** skill in running track
- B** popularity with admiring fans
- C** Olympic records in several events
- ☒ **D** accomplishments outside the Olympics

COS/ARMT 5

46. Which of these events occurred last?

- A** Thorpe dies in 1953.
- ☒ **B** Thorpe's medals are restored.
- C** Thorpe is voted the greatest athlete.
- D** Thorpe is named to the Hall of Fame.

COS/ARMT 4.1

47. Do you think Thorpe's medals and records should have been restored?

Support your opinion with details from the selection.

Write your response in the answer document.

COS/ARMT 4

DIRECTIONS:

Read each question. Decide which is the best answer to the question. Then mark the space for the answer you have chosen.

48. The genre of literature that develops a plot almost entirely through characters' dialogue is —

- A fiction
- B poetry
- ☒ C drama
- D nonfiction

COS/ARMT 3

51. The literary device in which objects or animals are given human characteristics is called —

- A description
- B onomatopoeia
- ☒ C personification
- D characterization

COS/ARMT 2.1

49. The turning point of a story's plot is called the —

- A mood
- ☒ B climax
- C conflict
- D resolution

COS/ARMT 2

52. A flashback is a device that a writer uses to —

- ☒ A present scenes that occurred before the start of the story
- B place the characters in an earlier historical period
- C retell parts of the story with more detail than before
- D summarize everything that has gone on in the story

COS/ARMT 2.2

50. The type of story that explains how something came to be and that contains supernatural elements is the —

- ☒ A myth
- B parable
- C short story
- D science fiction tale

COS/ARMT 3

53. The overall tone or emotional feeling in a work of literature is the —

- ☒ **A** mood
- ☐ **B** setting
- ☐ **C** climax
- ☐ **D** point of view

COS/ARMT 2

54. The true story of a person's life told by that person is called —

- ☐ **A** fiction
- ☐ **B** a legend
- ☐ **C** a biography
- ☒ **D** an autobiography

COS/ARMT 3

55. Opposing characters or forces in a story create the —

- ☐ **A** plot
- ☐ **B** climax
- ☒ **C** conflict
- ☐ **D** resolution

COS/ARMT 2

STOP

SAT-10 Practice Test Grade 7

Reading Vocabulary

DIRECTIONS Choose the word or words that mean the same, or about the same, as the underlined word. Mark the space for the answer you choose.

SAMPLE A

Suitable means —

- A sorrowful
- ☒ B fitting
- C past
- D planned

SAT RV01

1 A person who is influential is —

- ☒ A powerful
- B fragile
- C humble
- D heavy

SAT RV01

2 If something is perilous, it is —

- A delicious
- B comfortable
- ☒ C dangerous
- D ancient

SAT RV01

3 Someone who is revered is —

- ☒ A respected
- B attacked
- C reinforced
- D angered

SAT RV01

4 To be bewildered is to be

- A ruined
- ☒ B confused
- C neglected
- D displayed

SAT RV01

5 A culprit is almost the same as a

- A letter
- B mood
- C speech
- ☒ D criminal

SAT RV01

Reading Vocabulary

DIRECTIONS Read the sentence in the box. Choose the answer that uses the underlined word in the same way. Mark the space for the answer you choose.

SAMPLE B

It is a rule in softball that you have to touch each base.

In which of the following does rule mean the same thing as in the sentence above?

- A** They say he tried to rule with a strict presence.
- B** We can rule out a bargain in this store.
- C** Tom's parents made a new rule about when he could stay up late.
- D** The judge will probably rule in our favor.

SAT RV02

6

May I store my winter clothes in your attic?

In which of the following does store mean the same thing as in the sentence above?

- A** Please purchase milk and eggs when you are at the store.
- B** There is a great deal in store for you!
- C** I prefer to buy the store brand.
- D** Is it safe to store cash under the mattress?

SAT RV02

7

The teacher led a train of children through the museum.

In which of the following does train mean the same thing as in the sentence above?

- A** Commuters watched as the train pulled up to the station.
- B** The bride was followed down the aisle by a long white train.
- C** The supervisor must train each new employee.
- D** A train of tiny ducklings trailed their mother to the water.

SAT RV02

8

The airport provides check-in service at the curb.

In which of the following does curb mean the same thing as in the sentence above?

- A** We parked next to a high curb.
- B** He intends to curb his spending habits.
- C** The police officer gave me a ticket for failing to curb my dog.
- D** I should curb my desire for sugary foods.

SAT RV02

Reading Vocabulary

- 9 When I stroke my cat's fur, she calms down.

In which of the following does stroke mean the same thing as in the sentence above?

- A His recent stroke left the man unable to speak.
- B The golfer spent hours working on his stroke.
- C** The girl asked if she could stroke her mother's hair.
- D The carriage turned back into a pumpkin at the stroke of midnight.

SAT RV02

- 10 The wet floor near the swimming pool caused Carl to slip.

In which of the following does slip mean the same thing as in the sentence above?

- A The dress has a built-in slip underneath.
- B Mary was embarrassed by her slip of the tongue.
- C Miles tried to slip quietly into the back of the classroom.
- D** Be careful not to slip on the icy sidewalk.

SAT RV02

Reading Vocabulary

DIRECTIONS As you read each sentence, use other words in the sentence to help you figure out the meaning of the underlined word. Mark the space for the answer you choose.

SAMPLE C

Painters are often more concerned with the aesthetic appeal of their work than with its practical value. Aesthetic means —

- ☒ A artistic
- ☐ B educational
- ☐ C financial
- ☐ D bold

SAT RV03

- 11 I can't wait to dine with my family tonight because we are having my favorite meal. Dine means —

- ☒ A eat
- ☐ B sleep
- ☐ C bicycle
- ☐ D drive

SAT RV03

- 12 The employee found his job tedious, so he moved on to a more interesting occupation. Tedious means —

- ☐ A safe
- ☐ B exciting
- ☒ C tiresome
- ☐ D unorganized

SAT RV03

- 13 The architect came up with detailed blueprints for the builders. Blueprints means —

- ☐ A scripts
- ☒ B drawings
- ☐ C tool
- ☐ D materials

SAT RV03

- 14 The reclusive man was rarely seen in public. Reclusive means —

- ☒ A solitary
- ☐ B weary
- ☐ C thoughtful
- ☐ D believable

SAT RV03

- 15 She was called a guitar virtuoso because she had played so well for so long. Virtuoso means —

- ☐ A beginner
- ☐ B teacher
- ☐ C soloist
- ☒ D expert

SAT RV03

STOP

Reading Comprehension

DIRECTIONS Read each passage and each question about the passage. Choose the best answer for each question. Mark the space for the answer you choose.

SAMPLES

Helen Keller

When Keller first applied to Radcliffe College, she was rejected. The dean of the school did not believe that she would be able to keep up with the other students. But Keller would not take “no” for an answer. She wrote the dean a letter. “Dear sir,” she wrote, “a true soldier does not acknowledge defeat before the battle.” When Keller was finally accepted at Radcliffe, she proved everyone wrong. She graduated *cum laude*, which is a high honor. She also mastered several languages, including Latin and Greek. She was an accomplished horse rider and enjoyed swimming, sailing, and flying. These would be great accomplishments for anyone; however, they were extraordinary for Keller. She had to conquer the challenges of blindness and deafness as well.

A You would most likely find this passage in a —

- A** book of short stories
- B** popular culture magazine
- C** brochure for Radcliffe College
- D** biography

B This passage is mainly about —

- A** Keller’s overcoming her disabilities
- B** Keller’s being admitted to college
- C** the support Keller received from the dean of Radcliffe College
- D** unfair treatment of people with disabilities

SAT RC47

SAT RC39

Arctic Peach Frosty

This is a scrumptious, refreshing yogurt beverage that you can make with your new BLEND-O-MATIC blender. It's especially delightful when served in frosted glasses on a balmy summer day.

Ingredients

6 ripe peaches
5 tablespoons lime juice
1 cup orange juice
½ cup sugar
1 cup plain yogurt

1. Peel the peaches and remove the pits. Mince the peaches into tiny pieces and mash them into a fine pulp.
2. In a large bowl, combine the peach paste with the lime juice, orange juice, and sugar.
3. Mix well and refrigerate for a minimum of 2 hours.
4. Pour the fruit mixture into the blender with one tray of ice and the yogurt. Blend thoroughly.

Use this recipe as a base to experiment according to your own flavor preferences. You can add strawberries, raspberries, or any other fruits you enjoy. Blend in your own creativity!

Remember to wash and dry your BLEND-O-MATIC blender thoroughly for long-lasting quality.

- 1 The *last* ingredients to add when making an Arctic Peach Frosty are —

- A sugar and yogurt
- B sugar and lime juice
- C ice and peaches
- D** ice and yogurt

SAT RC63

- 3 In which recipe book would this recipe most likely appear?

- A *Breads and Muffins*
- B** *Summer Desserts*
- C *One-Pan Breakfast Menus*
- D *It's Barbecue Time!*

SAT RC66

- 2 According to the recipe, a good reason to try the Arctic Peach Frosty is that it is —

- A** refreshing
- B rich in vitamin C
- C low in calories
- D easy to make

SAT RC63

- 4 This recipe was probably included with the Blend-o-matic blender to —

- A encourage people to drink healthful beverages
- B sell more fruit in the summertime
- C** make the blender more appealing
- D fill up the packing box

SAT RC75

The Brontë Sisters

The Brontë sisters—Charlotte, Emily, and Anne—were born in Yorkshire, England. Charlotte was born in 1816, Emily in 1818, and Anne in 1820. As children, all three sisters spent much of their free time writing stories and poems for fun. They had no idea that they would one day write some of the greatest novels of all time.

The Brontë family was very poor. The girls' father was an Episcopal priest, and their mother died when the girls were young. Charlotte and Emily attended a school in Brussels to learn foreign languages and school management. In 1844, the three sisters opened a school for girls in Yorkshire. Unfortunately, the school was forced to close after several months of unsuccessful advertising. Still, the sisters were determined to make money to help the family.

By 1847, each sister had written a novel. They decided that they would attempt to have their books published. After much searching, Emily found a publisher for her novel, *Wuthering Heights*. Anne, too, was able to sell her book, *Agnes Grey*. Charlotte's novel, *Jane Eyre*, was published within months of her sisters' novels.

Although *Wuthering Heights* is considered a classic today, it received poor reviews from critics. The public responded favorably, however, and it achieved some success. Anne's book was less successful, and Charlotte's novel was loved by the public and critics alike. In fact, *Jane Eyre* was considered a triumph.

Unfortunately, Anne and Emily died of tuberculosis soon after their books were published. Anne was only 29; Emily was 30. Charlotte went on to publish two more novels, *Shirley* and *Villette*. Then, in 1855, Charlotte died of tuberculosis at the age of 39. Despite the untimely deaths of the Brontë sisters, their work lives on. Their novels provide the world with an example of what can be achieved in the face of hardship.

Reading Comprehension

5 One reason that Charlotte and Emily went to Brussels was to —

- A visit Anne
- B find work as teachers
- C find publishers for their books
- D** learn how to run a school

SAT RC31

6 If the Brontë sisters had not died so young, we can reasonably assume that they would have —

- A grown resentful of supporting their father
- B become the wealthiest and most successful authors in England
- C been driven apart by their competitiveness
- D** continued to write, as they had all of their lives

SAT RC34

7 Which novel was *not* written by Charlotte?

- A *Jane Eyre*
- B *Shirley*
- C** *Agnes Grey*
- D *Villette*

SAT RC33

8 The sisters decided to try to find publishers for their books because they —

- A wanted to prove that women could write as well as men
- B** needed money to support the family
- C wanted to make their mother proud
- D wanted to see their work published before they died

SAT RC31

9 Which statement is true of all three Brontë sisters?

- A** They all died at a young age from tuberculosis.
- B They worked to prove their talent to their father.
- C They all wrote books that were critical and financial successes.
- D They earned enough money to care for their parents.

SAT RC31

A Change of Heart

My dad is a clown. I'm not kidding, he really is a clown. When he's not working at his real job, he dresses up in a clown costume. He wears big red shoes, baggy pants, white makeup, and all that other clown stuff. He travels to different hospitals around town and entertains little kids who are sick.

When I was younger, I was embarrassed to tell people about my dad's hobby because I thought people would make fun of me. I didn't know if they really would have. I don't care about that any more, though. I think my dad is the coolest guy in the world.

I guess I changed my mind about it when my dad took me with him to the hospital one day last year. "Come on, Jill," Dad said as he ruffled my hair. "It'll be fun!"

"Sure," I replied. I screwed up my face and rolled my eyes. I didn't like hospitals, I didn't like to have my hair ruffled, and I didn't exactly relish being seen in public with my dad, the clown. Unfortunately, the matter was out of my hands.

When we walked into the hospital, everyone seemed to know my dad. Desperate to conceal my identity, I pretended to concentrate very hard on the floor. When we finally reached the children's ward, Dad turned to me, winked, and said, "Okay, here we go!" Then he honked his big, red bicycle horn, opened the door, and skipped into the room.

"GIGGLES!" a roomful of enthusiastic voices shouted as Dad entered. "Giggles" was my dad's clown name. I glanced around the room. All of the kids were younger than I was, but they looked a lot older. Some of them didn't have any hair, and others looked very, very tired. All of them had enormous smiles on their faces.

"That's odd," I thought. "What do these kids have to be happy about?" I slumped down into a chair and watched my dad's antics for a moment. Then I knew. The kids were smiling because my dad was there.

"Hey, Dominic," I heard my dad say as he sauntered up to a small boy in a wheelchair. With a grin, Dad extracted a set of baseball cards out of Dominic's ear. "Here's a little something to put in your bicycle spokes." The boy laughed and beamed up at my dad.

For the next hour, my dad told jokes, made balloon animals, and did magic tricks. He managed to spend some time with every kid in the room. Soon it was time for us to go.

"BYE, GIGGLES!" the entire room shouted as we left.

As we walked back through the hospital, I stood tall, smiled, and looked everybody straight in the eye. My dad was a clown, all right, and I couldn't have been any prouder of him than I was at that very moment.

Reading Comprehension

10 “Giggles” went to the hospital to —

- ☒ A visit sick children
- ☐ B visit the doctor
- ☐ C drop off his daughter
- ☐ D earn extra money

SAT RC06

11 Jill’s father helped the children feel better by —

- ☐ A bringing them expensive stuffed toys
- ☐ B taking them on a trip away from the hospital
- ☒ C entertaining them
- ☐ D giving them a new medicine

SAT RC06

12 From the story, you can most reasonably assume that —

- ☐ A Jill is in elementary school
- ☐ B Jill’s father doesn’t enjoy his “real” job
- ☒ C Jill’s father has seen some of the children before
- ☐ D Jill’s father tricked her into going to the hospital with him

SAT RC05

13 This story was probably written as a reminder that —

- ☐ A there are many sick children in the world
- ☐ B clowns are funny and do magic tricks
- ☐ C children are often very selfish and self-centered
- ☒ D learning more about something can change how we feel about it

SAT RC11

14 You can tell that *antics*, in the seventh paragraph, means —

- ☒ A funny or playful actions
- ☐ B funny clothes or appearances
- ☐ C humorous jokes or stories
- ☐ D kind, gentle behavior

SAT RC21

15 Which is another good title for this story?

- ☐ A “Why I Don’t Like Hospitals”
- ☒ B “My Father, Giggles the Clown”
- ☐ C “A Circus Adventure”
- ☐ D “Magic Tricks for Kids”

SAT RC11

A Ship of Gold

The sinking of the United States ship *Central America* was among the worst sea disasters in U.S. shipping history. The *Central America* sailed from Panama in 1857 with 477 passengers, 101 crew members, and 21 tons of gold on board. The passengers were returning to the East Coast from the California Gold Rush. The ship's cargo—thousands of gold coins and hundreds of gold bars—was headed to the nation's banking capital, New York City.

Off the coast of South Carolina, the ship encountered a huge storm that approached quickly. The ship's sails were shredded. Gigantic waves washed aboard for two days. Water leaking into the boiler put out the boiler fire. The pumps failed, and although everyone helped bail water from the ship, the *Central America* began to sink.

A second ship, the *Marine*, spotted the distressed *Central America* and came to her aid. As the sea churned, the crew strapped passengers to ropes and lowered them into life boats. Many passengers reached the *Marine* safely. Then suddenly the storm pushed the two ships apart. Passengers left on the *Central America*, in an effort to lighten their load, began emptying their pockets of the gold they had tried to save. As the ship went down, they clung to doors, chairs, and other objects that would float.

Five hours later a third ship, the *Ellen*, arrived. The captain searched the sea, but only fifty-three survivors were found.

The loss of human life was by far the worst part of the tragedy, but the lost gold increased worries about having enough gold in the nation's banks. This caused a crisis in which many people lost money.

For more than a century, the lost gold lay nearly eight thousand feet deep in the ocean. In 1989 new technology made it possible to locate and retrieve the gold. Visitors today can view the precious cargo in an exhibit that includes a giant replica of the ship. People can look in through its portholes and glimpse the lost gold.

Reading Comprehension

16 You would most likely find this selection in —

- A a book about pirates
- ☒ B a magazine
- C an encyclopedia
- D a weather almanac

SAT RC47

19 Which best describes the author's tone?

- A critical
- B witty
- C angry
- ☒ D serious

SAT RC46

17 How did the sinking of the *Central America* become a banking crisis?

- A Many bankers died when the ship sank.
- B Passengers panicked when they lost their gold.
- C The storm prevented rescuers from saving passengers.
- ☒ D The ship's gold cargo was important to U.S. banks.

SAT RC34

20 Which of these is an *opinion* expressed in the selection?

- A The sinking of the United States ship *Central America* was among the worst sea disasters in U.S. shipping history.
- B Although everyone helped bail water from the ship, the *Central America* began to sink.
- ☒ C The loss of human life was by far the worst part of the tragedy.
- D Many passengers reached the *Marine* safely.

SAT RC48

18 What information should *not* be included in a summary of the selection?

- ☒ A Everyone helped bail water from the ship.
- B Two other ships came to the aid of the *Central America*.
- C The *Central America* was loaded with passengers and gold from California.
- D The gold was retrieved in 1989.

SAT RC40

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could

5 To where it bent in the undergrowth.

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there

10 Had worn them really about the same.
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,

15 I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
20 And that has made all the difference.

21 Which happens *first* in the poem?

- A The speaker looks down one road as far as possible.
- B The speaker goes down the road not much traveled.
- ☒ C The speaker regrets not being able to go down both roads.
- D The speaker thinks about telling this story in the future.

SAT RC03

22 Which line of the poem contains alliteration?

- A Line 1
- B Line 3
- ☒ C Line 8
- D Line 20

SAT RC14

23 Which of the following best paraphrases line 9 and 10?

- A Many people had passed by the roads.
- B One road was much more worn down than the other.
- C The roads were used frequently by many people.
- ☒ D Both roads were worn down by use.

SAT RC05

24 The image of a person standing where one road splits into two roads symbolizes —

- ☒ A choices that must be made
- B living through hard times
- C being lost
- D regretting the past

SAT RC18

STOP

Spelling

DIRECTIONS Read each sentence carefully. If an underlined word in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, mark the space for No mistake.

SAMPLE

I had four nickles, three dimes, and two quarters in my pocket. No mistake

A

B

C

D

SAT SP02

1 The genius recieved a degree before her fourteenth birthday. No mistake

A

B

C

D

SAT SP03

2 The physician recomended a simple remedy. No mistake

A

B

C

D

SAT SP03

3 I knew there was a hole in the rug next to the stares. No mistake

A

B

C

D

SAT SP01

4 The musician's sense of rythm was remarkable. No mistake

A

B

C

D

SAT SP02

5 Participants in the pageant wore modren dress. No mistake

A

B

C

D

SAT SP03

6 A thief tried to steel the piece of jewelry. No mistake

A

B

C

D

SAT SP01

Spelling

7 The labratory attendant believed that his work was important. No mistake

A

B

C

D

SAT SP02

8 The colonel was embarassed to be recommended for promotion. No mistake

A

B

C

D

SAT SP03

9 The condemmed buildings in the neighborhood are not very noticeable. No mistake

A

B

C

D

SAT SP02

10 Our refrigerator's maintenance agreement will expire Wednesday. No mistake

A

B

C

D

SAT SP04

11 Hannah could not bare to hear the words aloud. No mistake

A

B

C

D

SAT SP01

12 With the right medicine, Ava will probally recover quickly. No mistake

A

B

C

D

SAT SP03

13 The boy was frightened by the accident, but he wasn't physicaly hurt. No mistake

A

B

C

D

SAT SP02

14 Forty young athaletes entered the competition. No mistake

A

B

C

D

SAT SP02

Spelling

15 The patients became board after waiting an hour. No mistake

A

B

C

D

SAT SP01

16 The stadium was demolished in seconds through the use of explosives. No mistake

A

B

C

D

SAT SP03

17 The brilliant gold and red autumn leaves were an awesome sight. No mistake

A

B

C

D

SAT SP04

18 Their differences were not as obvious as their similarities. No mistake

A

B

C

D

SAT SP02

19 The coach didn't care weather the team won or not. No mistake

A

B

C

D

SAT SP01

20 A computer's speed gives it an advantage in solveing complicated problems. No mistake

A

B

C

D

SAT SP02

STOP

Language

DIRECTIONS Read each sentence carefully. The underlined words in each one may include a mistake in punctuation, capitalization, or word usage. If there is a mistake, choose the best way to rewrite the underlined words. If there is no mistake, choose *Correct as is*.

SAMPLE A

My brother is lazy; he never does nothing.

- A lazy and he never does nothing
- B lazy he never does anything
- C** lazy; he never does anything
- D *Correct as is*

SAT LA02

3 Her and Grace were best friends.

- A Her and Grace was
- B Grace and her were
- C** She and Grace were
- D *Correct as is*

SAT LA02

1 Last year we went skiing and were skating.

- A went skiing and went skating
- B** went skiing and skating
- C skied and skating
- D *Correct as is*

SAT LA02

4 My grandmother's dog is a German shepherd.

- A is a German Shepherd
- B is a german shepherd
- C is a German, shepherd
- D** *Correct as is*

SAT LA01

2 Paul clenched his teeth and said to the dentist, "okay, I'm ready."

- A Dentist, "okay,
- B** dentist, "Okay,
- C dentist "okay,
- D *Correct as is*

SAT LA01

5 We are having corned beef cabbage, and apple pie for dinner.

- A** corned beef, cabbage, and apple pie
- B Corned Beef, Cabbage, and Apple Pie
- C Corned beef cabbage, and apple pie
- D *Correct as is*

SAT LA03

DIRECTIONS Read the words in each box. There may be a mistake in sentence structure. If there is a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose *Correct as is*.

SAMPLE B

Before I go to sleep each night I brush my teeth.

- A** I go to sleep each night, I brush my teeth.
- B** Each night before I brush my teeth and go to sleep.
- C** Before I go to sleep each night, I brush my teeth.
- D** *Correct as is*

SAT LA04

7 I get ready for bed, my brother is hurrying to finish his homework.

- A** I get ready for bed, and brother hurry to finish his homework.
- B** I getting ready for bed, my brother hurries to finish his homework.
- C** I get ready for bed as my brother hurries to finish his homework.
- D** *Correct as is*

SAT LA04

6 Putting on his uniform, attempting to look good was the soldier.

- A** Attempting to look good, the soldier put on his uniform.
- B** The soldier was attempting to look good, putting on his uniform.
- C** Attempting to look good, putting on his uniform the soldier was.
- D** *Correct as is*

SAT LA04

8 In the elevator my friend went on and on about her wedding.

- A** My friend went on and on about her wedding in the elevator.
- B** My friend in the elevator went on and on about her wedding.
- C** About her wedding my friend went on and on in the elevator.
- D** *Correct as is*

SAT LA04

Language

9 The cat ran in. Leaped over the stool. Landed on the couch. And slept there all day.

- A** The cat leaped over the stool and she landed on the couch and she slept there all day.
- B** The cat leaped over the stool. She landed on the couch, and slept there all day.
- C** The cat leaped over the stool, landed on the couch, and slept there all day.
- D** *Correct as is*

SAT LA04

11 To attend the spring dance, you must be in middle school.

- A** To attend the spring dance, you must be in sixth grade or seventh or else in the eighth grade.
- B** To attend the spring dance, you must be in sixth grade or higher up to the eighth grade.
- C** To attend the spring dance, you must be older than at least sixth grade.
- D** *Correct as is*

SAT LA05

10 Professional ballet dancers practice all day being very dedicated.

- A** Professional ballet dancers being very dedicated practice all day.
- B** Professional ballet dancers are very dedicated. They have to practice all day.
- C** Professional ballet dancers are very dedicated, they have to practice. All day.
- D** *Correct as is*

SAT LA04

Language

DIRECTIONS Read each question, and choose the best answer. Mark the space for the answer you choose.

SAMPLE C

Kareem is writing a social studies report about Quebec, Canada.

Which sentence does *not* belong in his report?

- A** It costs \$415 to fly to Quebec from Chicago.
- B** The official language of Quebec is French.
- C** Quebec City celebrates Winter Carnival each year.
- D** Montreal and Quebec City are two major cities in Quebec.

SAT LA12

▼ Morgan did a survey about the types of books students like to read. She asked 54 students which genre they liked best. She will write a report based on her findings.

Genres Students Like to Read

Fiction	21
Biography	7
History	13
Humor	10
Self-Improvement	3

12 Who would probably be *most* interested in Morgan's report?

- A** Students choosing books to read
- B** Librarians ordering new books
- C** Teachers making lesson plans
- D** Publishers deciding which books to print

SAT LA06

13 Which would be *best* to include in the first paragraph of the report?

- A** The names of students interviewed for the survey
- B** Every question asked on the survey
- C** The purpose of the survey
- D** A definition and example of each genre

SAT LA12

▼ Angelo wants to write a report about alternative energy sources.

- 14 To get ideas for his report, Angelo should —
- A buy some solar-powered appliances
 - B record the mileage his family's car gets
 - C start doing serious research into developments in alternative energy programs
 - D explore articles about alternative energy in books, periodicals, and Web sources**

SAT LA07

- 15 Which of these should Angelo include in his report?
- A descriptions of various energy sources**
 - B a paragraph asking people to write to government officials
 - C a short story about a boy and a wind mill
 - D a political cartoon about fossil fuels

SAT LA12

- 16 Which would be the *best* ending for Angelo's report?

- A There are now many alternatives to fossil fuels that are less costly and better for the environment.**
- B Today car makers are motivated to develop engines that don't use gasoline.
- C When you see how much money you can save, you'll consider changing the way you run your house and car.
- D Solar panels are too expensive for most families to install.

SAT LA14

▼ While reading a book about lizards, Darla is listing ways that most lizards are similar to one another.

- 17 Which should Darla include in her list?
- A Chameleons grow to be much larger than geckos.
 - B Some lizards eat small rodents.
 - C Lizards have adapted to life in nearly all environments.**
 - D Skinks and geckos are both very good first pets.

SAT LA10

STOP

DIRECTIONS Read each paragraph and the questions that follow it. Choose the best answer for each question. Mark the space for the answer you choose.

SAMPLES**The Field Trip**

Truman came home from school. He rushed to the kitchen. He handed a bright orange paper to his mother. While she read the paper, he talked excitedly about cowboys, horses, and a carnival. The rodeo was coming to town, and his class was taking a field trip there next week. Truman had loved the rodeo for as long as he could remember, and he was finally going to see one in person.

D What does the pronoun *one* in the last sentence refer to?

- A** field trip
- B** rodeo
- C** carnival
- D** cowboy

E What is the *best* way to combine the first two sentences?

- A** Truman came home to the kitchen from school.
- B** Truman rushed to the kitchen, home from school.
- C** Truman came home from school and rushed to the kitchen.
- D** Truman came home and rushed from school to the kitchen.

SAT LA02**SAT LA15**

Western Bluebirds

Western bluebirds live in scrubby forested areas where they eat berries from juniper and mistletoe plants. They also spend a great deal of time in grassy areas. They look for insects there. The bluebirds make nests inside holes in trees, usually where woodpeckers have created holes looking for food. Western bluebirds do not live in hot, dry areas. The male western bluebird has a blue head and back with a rust-colored chest.

- 18** They also spend a great deal of time in grassy areas. They look for insects there.

How could these two sentences *best* be combined?

- A** They look for insects when they also spend a great deal of time in grassy areas.
- B** They also spend a great deal of time in grassy areas because they look for insects there.
- C** They also spend a great deal of time in grassy areas looking for insects.
- D** Spending a great deal of time in grassy areas, they look for insects.

SAT LA15

- 19** Which would go *best* after the last sentence in the paragraph?

- A** The female has the same colors, though they are less intense.
- B** Many plants are spread when the bluebirds eat the berries and seeds.
- C** The scientific name for the western bluebird is *sialia mexicana*.
- D** The western bluebird population is declining in California and Arizona.

SAT LA14

- 20** Which would be the *best* topic sentence for the paragraph?

- A** Western bluebirds have large, round heads.
- B** Swallows sometimes help bluebirds defend their nests.
- C** There are three species of bluebirds: the mountain bluebird, the eastern bluebird, and the western bluebird.
- D** Western bluebirds are common throughout the western United States.

SAT LA11

Prairie Middle School

Prairie Middle School is a good school. It is home to some of the best teachers in the area, and they show a strong interest in students' success. Students are even able to connect to other classrooms around the world over the Internet. Students can participate in a wide variety of activities, including sports, the arts, drama, language clubs, and community projects. The school is in a state-of-the-art building with a multi-purpose auditorium and classrooms loaded with computers and audio-visual equipment. The grounds are landscaped with plants native to the area, allowing science classes to learn about the region's ecosystems. Without a doubt, Prairie Middle School is an exciting and interesting school.

21 Which sentence would *not* belong in the paragraph?

- A** Faculty members come from twelve different countries.
- B** The principal and his wife just adopted a baby.
- C** Students can attend free tutoring sessions before or after school.
- D** Physical education classes and sports teams enjoy top-notch facilities.

SAT LA12

22 Prairie Middle School is a good school.

Good writers describe the subject using details. How can the underlined words be better written to include exact details?

- A** provides a great learning environment for students
- B** is an excellent school
- C** is a quality educational facility
- D** has nice teachers and equipment

SAT LA13

23 Students are even able to connect to other classrooms around the world over the Internet.

This sentence is in the wrong place. Which sentence should it follow?

- A** Students can participate in a wide variety of activities, including sports, the arts, drama, language clubs, and community projects.
- B** The grounds are landscaped with plants native to the area, allowing science classes to learn about the region's ecosystems.
- C** Prairie Middle School is a good school.
- D** The school is in a state-of-the-art building with a multi-purpose auditorium and classrooms loaded with computers and audio-visual equipment.

SAT LA14

STOP

Listening

DIRECTIONS Listen carefully to each question as it is read to you. Then listen and read along in your booklet as the answer choices are read. Choose the best answer. Mark the space for the answer you choose.

SAMPLE A

- A brittle
- ☒ B bendable
- C rough
- D in pain

SAT LV

- 1
- A understand
 - B describe
 - ☒ C prove
 - D gather

SAT LV

- 2
- A fearful
 - B graceful
 - C lonely
 - ☒ D unfriendly

SAT LV

- 3
- A time
 - B suggestion
 - ☒ C noisy shouting
 - D secret hope

SAT LV

- 4
- ☒ A outside
 - B inside
 - C ceiling
 - D basement

SAT LV

- 5
- A reward
 - ☒ B result
 - C temptation
 - D purpose

SAT LV

- 6
- ☒ A severe
 - B encouraging
 - C vague
 - D funny

SAT LV

- 7
- A advance
 - B remain
 - ☒ C retreat
 - D increase

SAT LV

- 8
- A fully grown
 - ☒ B fit to eat
 - C delicious
 - D poisonous

SAT LV

Listening

DIRECTIONS Listen carefully to each paragraph as it is read to you. Then listen to each question. Listen and read along in your booklet as the answer choices are read. If you wish, you may take notes on your scratch paper. You may use your notes to help you choose the best answer. Mark the space for the answer you choose.

SAMPLE B

- ☒ **A** puts weight on carbon
- B** opens during an earthquake
- C** covers the minerals with water
- D** heats up during summer

SAT LC32

- 9 **A** describe the school gym
- B** persuade students to seek tutoring
- ☒ **C** describe after-school activities
- D** warn about a new school policy

SAT LC35

- 10 **A** Monday
- ☒ **B** Tuesday
- C** Friday
- D** Saturday

SAT LC32

- 11 **A** the gym
- ☒ **B** the cafeteria
- C** the library
- D** the computer center

SAT LC32

- 12 ☒ **A** The after-school center is a great place to spend an afternoon.
- B** Certain activities will take place in the cafeteria.
- C** Teachers will be available for tutoring.
- D** Dr. Quigley will answer questions about the after-school center.

SAT LC45

- 13 **A** students need more exercise
- ☒ **B** the after-school center will be good for students
- C** board games are a waste of time
- D** all students should learn to use computers

SAT LC43

Listening

- 14 **A** in the South
B in southern California
C warmer than Wisconsin
D where people say “y’all”

SAT LC03

- 15 **A** enjoys playing hockey
B adjusts to new places
C gets along with his family
D decides where to live next

SAT LC08

- 16 **A** Learn to snow ski
B Spend time alone
C Play the local sports
D Be glad they moved

SAT LC04

- 17 **A** a folktale
B a newspaper article
C a true-life story
D a mystery story

SAT LC10

- 18 **A** Imagining life in various parts of the country
B Moving to various parts of the country
C Visiting various parts of the country
D Writing to people in various parts of the country

SAT LC11

STOP