

TABE 11/12
PRACTICE
PACKET

(Reading)

READING ONE

Feeling the Full-Bodied Joy of Students Who Got a Late Start



Graduates of an adult learning program run by the Queens Library received high school equivalency diplomas at a ceremony at the branch in Flushing on Tuesday. Credit: Uli Seit for The New York Times

By Jim Dwyer of The New York Times

May 10, 2016

Because Tuesday was going to be a big day, Jahangir Alam quit work an hour early and was home in Queens by 4 a.m. He slept fitfully, estimating later that he'd gotten an hour before his daughter, Mehrin, stirred for school. She is in sixth grade. Mehrin and the rest of the family — her brother, Tanveer, and Mr. Alam and his wife, Monira Alam — live in a one-bedroom apartment in Woodside, \$1,700 a month.

Tanveer, 19, had a full day ahead at Hunter College, where he is studying computer science and completing his first year.

The parents were going to Flushing. Mr. Alam, who finished fifth grade in Bangladesh and has driven a yellow cab in New York for the past 20 years, was graduating from an adult learning program with a high school equivalency certificate.

Mr. Alam, 50, said that for decades he had felt the weight of its absence.

“Somehow, I couldn’t get it done in my country,” he said. “My son is the one who got me here. He went to Bronx Science for high school. He encouraged me every day. My wife, too.”

So on Tuesday, to the benedictional strains of “Pomp and Circumstance” in an auditorium at a branch of the Queens Library, Mr. Alam marched in a line with about 50 other adults who had also earned the certificates. In every conversation, they praised their teachers.

Rowdy jubilation is common enough at the graduations of young people from high school and college; it is a shadow of the full-bodied joy that lights up people who have come to their education later in life, even if it did not include beer-pong tournaments.

One woman from Guyana had stopped attending school to raise her children; another dropped out to help her parents, immigrants from Mexico. Afrania Gonzalez, 72, of Rego Park, Queens, said she had grown up on a farm in rural Colombia, where she went to work in a candle factory when she was 11. In New York, she worked as a cleaning lady and raised three children. After four years of study, she said, she planned to help friends and relatives as a translator.



Afrania Gonzalez, 72, a native of Colombia who now lives in Rego Park, Queens, said that after four years of study, she planned to help friends and relatives as a translator. Credit: Uli Seit for The New York Times

For all of them, finishing high school meant taking classes at learning centers in library branches or community colleges, in between running their lives.

Mr. Alam said he was one of 12 children. Their mother died when he was very young. At school in the district of Narail, he moved in lock step with a brother. “My father said, ‘We don’t need two sets of books,’” Mr. Alam said. Around age 12, he found work in a department store. “I spoke English with the customers in the store,” he said.

In 1995, he and Ms. Alam moved to the United States. He took classes at commercial schools in Jackson Heights, but did not stick with them. Their son was on the way. “All this time, I asked: Why did I quit?” he said. “My wife was encouraging me to go back.”

He has worked a 12-hour shift, 5 p.m. to 5 a.m., five or six days a week for 20 years, he said, honing his English as a devoted public radio listener. “My education was WNYC radio, Leonard Lopate and BBC at night,” Ms. Alam said. “Brian Lehrer during the day. I get a lot of information from them. I give a little donation.”

As his son was getting ready for college, the endless nights, the drunk and disorderly passengers, were making Mr. Alam weary. He took Civil Service tests. He also found adult learning classes at LaGuardia Community College and at the Long Island City branch of the library. The schedule was brutal: all night driving the cab, then school during the day. His wife, who had two years of college in Bangladesh, and his son were his cheerleaders.

“She still feeds my son every day by hand,” Mr. Alam said. “He had a chance to go to university on Long Island. Stony Brook. We didn’t send him there because we want to live together. We’re not like you guys, age 17, you separate. She will feed him.”

In turn, the son, Tanveer, helped him. “I fell a little short on the math test,” Mr. Alam said. “Now I’m learning the basics of computer science.”

The moment would be celebrated by the four people in the little apartment in Woodside, and beyond.

“All my friends went to university,” Mr. Alam said. “Nobody understands how they’re educated and I’m not. They will be proud, too.”

QUESTIONS FOR “THE FULL-BODIED JOY OF STUDENTS WHO GOT A LATE START.”

FULL-BODIED JOY---QUESTION ONE

Which of the following **BEST** expresses the main idea of the article?

- A. Adult students get deeper satisfaction from educational accomplishments because they have waited so long for their achievements and made many sacrifices.
- B. Adult students do not get excited about their educational accomplishments because it has taken so long to achieve them
- C. It is harder to return to school as an adult than to finish school when you are young.
- D. Adult Learning Centers form an important service in our society.

FULL-BODIED JOY—QUESTION TWO

Which of the following details supports the idea that many adult students didn’t finish school when they were young because they had to support their families?

- A. “In New York she worked as a cleaning lady and raised four children.”
- B. “Mr. Alam finished fifth grade in Bangladesh and has driven a yellow cab in New York for the past 20 years.”
- C. “He encouraged me every day.”
- D. “Somehow I couldn’t get it done in my country.”

FULL-BODIED JOY—QUESTION THREE

Read this sentence:

The schedule was brutal: all night driving the cab, then school during the day.

What is the **BEST** meaning of “brutal” as it is used in the sentence?

- A. The schedule was very busy
- B. The schedule was hard on his body
- C. The schedule changed a lot.
- D. The schedule was always the same.

READING TWO

Maps

(adapted from Newsela)

Maps are an important part of everyday life.

Maps give us an idea of our place in the world. A map shows a large area through pictures. It could be of the Earth's surface, the night sky, or the ocean.

Usually a map is shown in two dimensions. In other words, it is drawn on a flat surface. Because of this, they cannot be exact. The Earth is a curved sphere, shaped sort of like a ball.

Globes help to solve that problem. A globe shows a planet or other large area as a sphere. It is usually mounted on an axle so you can spin it around. A globe can show how a planet truly looks.

Maps and globes are tools for planning trips, learning about faraway places, and studying movements of people, goods and information. Maps can be misleading, however. They may not always represent the truth.

Reading a map or globe

Map styles and symbols change from place to place. Most published maps share details in common. Maps should have a date to show when they are published. That way, people know the map is still correct.

Maps usually have names of places or labels. They have a scale, which helps us to understand how a distance on the map compares with the real world. They usually have symbols, too, like stars or black lines, which stand for something else. A good map has a guide to symbols, called a key or legend, to explain what the symbols mean.

There should be an arrow pointing north, or a compass rose that shows the four main directions we travel: north, south, east, west.

Grids

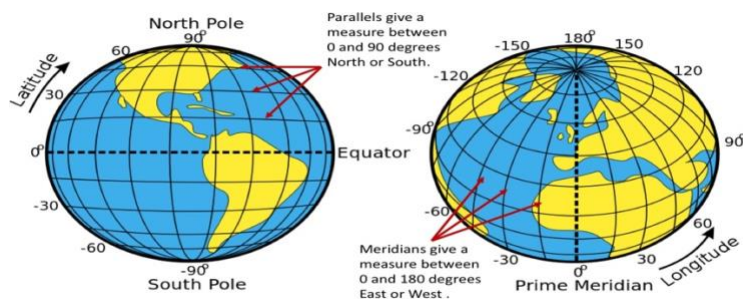


Some maps will have a grid. A grid is a network of lines that cross each other to form a series of squares. It helps us easily find things on a map.

A grid map might have letters across the top (A, B, C, etc.) and numbers on the side (1, 2, 3, etc.). Let's say you are looking at a map of your city and looking for a famous statue. The map might list that statue in the area "B4." You can trace down from the B and across from the 4 to find the statue. Most tourist maps and road maps use this kind of basic grid.

Latitude and longitude

World maps show imaginary lines of latitude and longitude on Earth. The distances between these lines are called degrees.



Lines of longitude, or meridians, are drawn up and down, from the North Pole to the South Pole. They show distances east or west from the prime meridian. The prime meridian is located at 0 degrees longitude. This meridian runs through the city of Greenwich, England.

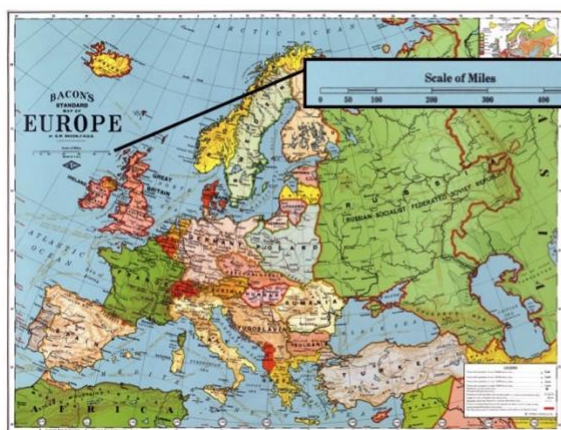
Lines of latitude are drawn left and right. The most important line of latitude is the equator, located perfectly in the middle of a map.

There are 360 degrees in a circle. Longitude measures to 180 degrees east or west ($180 + 180 = 360$) until arriving at a point in the mid-Pacific Ocean.

Latitude runs to the North Pole (90 degrees north) and the South Pole (90 degrees south). That adds up to 360 degrees if we see a globe in cross section ($90 + 90$ on one side, $90 + 90$ on the other).

A line of latitude meets a line of longitude on a map. For example, the Empire State Building in New York City is located at 40.7484 degrees N, 73.9857 degrees W. That means it is 40.7484 degrees north of the equator. It is 73.9857 degrees west of the prime meridian. This gives us an exact location.

Scale



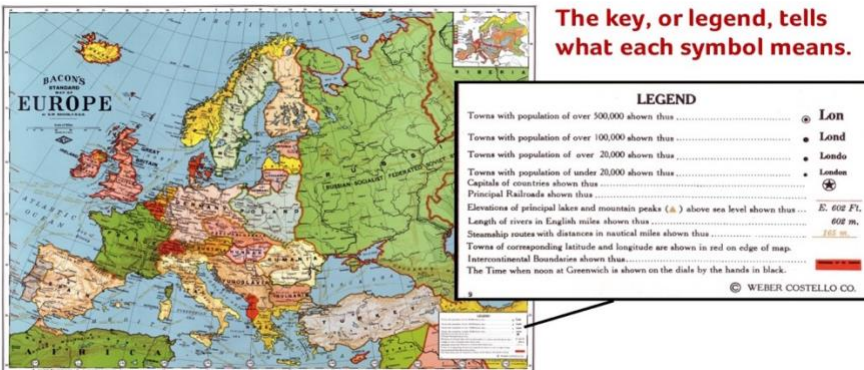
There is no perfect map scale. It must carefully balance two things: the desire to show details while covering as much area as possible. The scale usually depends on what the mapmaker, or cartographer, wants to show.

Map and globe orientation

People often think that the top of a map should point north. However, where a map is centered is a choice, not a law. The person drawing the map gets to decide how it is centered. Ash-Sharif al-Idrisi was a map-maker in the 1100s. He placed south at the top of the map. Many old European maps faced toward the east, out of the belief that the Holy Land in Jerusalem, Israel, was the most important area in the world.

Many smartphones have map applications on them. They allow the user to change the way the map is oriented.

Map symbols



On a typical map, black lines usually stand for roads. Circles or stars stand for cities. Dotted lines often represent railroads. Green and brown might shade real-world features, such as green for forests, brown for deserts. Different mapmakers may choose to use symbols differently. As a result, it is important to always check a map's key.

Advantages of globes

Globes are clunky and more expensive than maps. However, they give a closer representation of what the Earth really looks like.

Globes also show how Earth is tilted. This is related to how long the days and seasons are. In a dark room, a person can shine a flashlight on one side of a globe. This

demonstrates how sunlight reaches half the tilted Earth while leaving the rest in shadow, depending on the season.

Types of terrestrial maps

Some of the most popular maps are road or transportation maps, political maps, and physical maps.

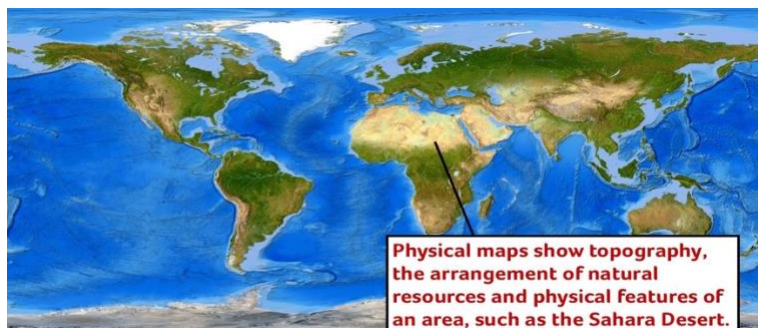
Thematic maps are also popular. They may focus on one or two themes, such as how much money people make on average in a certain area.

Political maps



These maps do not show, for example, that many borders are not even lined by walls or fences. And they might eventually change as countries disappear or are renamed, such as when the country Burma became Myanmar.

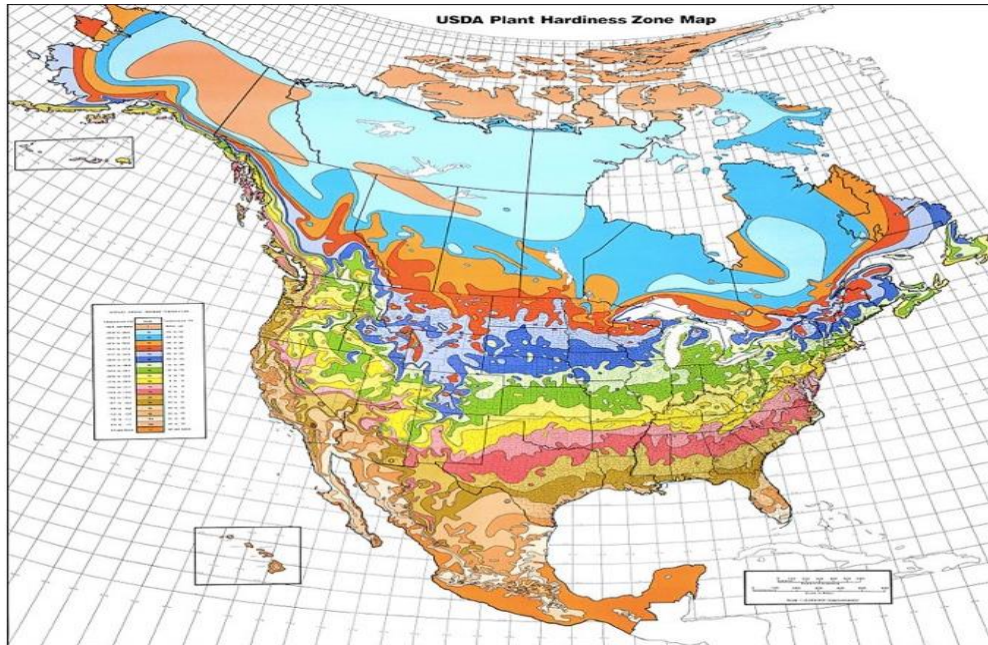
Physical maps



Some show elevations with curvy lines of height that get greater and greater, such as 50, 60 and 70 feet.

Some maps and globes are made with raised bumps along mountain ranges. This can also show us the height of a mountain.

Thematic maps



A thematic map focus on the display of certain information about a place. This map, for example, shows the different zones for growing plants in North America, with each color representing a different zone. Map: USDA

If a map focuses on displaying statistics, or themes, it is called a thematic map. For example, these maps may focus on how many people in an area speak a certain language, or practice a certain religion or any other kind of information we can observe and measure.

The most common types use shading, line patterns, or dots to show different measurements.

MAPS--Question One

Read the introduction [paragraphs 1-5]. Select the paragraph that gives examples of what maps can teach readers.

MAPS Question Two.

Read the section "Map and globe orientation" below.

People often think that the top of a map should point north. However, where a map is centered is a choice. The person drawing the map decides how it is centered.

Long ago, Europeans drew maps differently. They believed that Jerusalem, in Israel, was the most important, holy place in the world. Because of this, their maps faced east, toward Jerusalem.

Which question is answered in this section?

- A. Why do maps point north?
- B. How did Jerusalem become the most important place in the world?
- C. Why are all maps not centered in the same place?
- D. How are European maps different from American maps?

MAPS Question Three.

Read the selection from the section "Reading a map or globe."

Most maps share the same details. Maps should have a date to show when they are published. That way, people know the map is still correct.

Which word could replace "published" WITHOUT changing the meaning of the sentence?

- A. printed
- B. saved
- C. given
- D. drawn

READING THREE

Drug Facts	
Active ingredient (in each tablet)	Purpose
Guaifenesin, USP 100 mg.....	Expectorant
Phenylephrine HCl 10 mg.....	Nasal decongestant
Diphenhydramine HCl 25 mg.....	Antihistamine
Uses temporarily relieves these upper respiratory symptoms:	
■ sneezing ■ runny nose ■ itchy, watery eyes ■ helps loosen phlegm (mucus) and thin bronchial secretions ■ temporarily relieves sinus congestion and pressure	
Warnings	
Ask a doctor before use if you have:	
■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis ■ trouble urinating due to an enlarged prostate gland	
Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives	
When using this product	
■ You may get drowsy ■ Avoid alcoholic drinks ■ Alcohol, sedatives, and tranquilizers may increase drowsiness	
If pregnant or breastfeeding, ask a health professional before use.	
Directions	
Adults and children 12 years and over	Take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
Children under 12 years	Ask a doctor
Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch	

QUESTIONS ON READING THREE

Drug Facts - QUESTION ONE:

Read this sentence: Temporarily relieves upper respiratory symptoms. The BEST meaning of “respiratory” as it is used in this sentence is:

- A. Drinking
- B. Eating
- C. Breathing
- D. Sweating

Drug Facts-QUESTION TWO

Where does the author provide information about people who should not use this product:

- A. Warnings
- B. Directions
- C. Both Warnings and Directions
- D. Both Uses and Directions

READING FOUR

FOLLOW YOUR PASSION

By Johnetta B. Cole

As far back as I can remember, whenever someone asked what I wanted to be when I grew up, I would always say “A baby doctor.”

Why? Well I didn’t think I wanted to go into my father’s insurance company. Plus, I knew that wanting to be a doctor impressed grownups. Also, specialties like neurosurgery and cardiology were thought of as men’s work back then.

When I first went to college, my answer to the question “what do you want to be?” remained the same. It was the same until I fell madly in love with anthropology. Anthropology? I had no clue about what it was until I found myself in the course Introduction to Cultural Anthropology. On the very first day, my curiosity was tickled by Professor Simpson, who at one point began moving to some music that was different from anything I had ever heard before. He explained that we were listening to them music of a Jamaican religious group, and he talked about black culture. He said black culture in the Caribbean and all throughout the Americas had similarities to African culture. Back in 1950s, that was an amazing thing to hear.

Professor Simpson explained that anthropologists study other cultures and find connections between them. Once I took that first anthropology class, I knew what I wanted to do for the rest of my life.

When I returned home for the Christmas holidays, I got a kick out of telling folks that I was majoring in anthropology. I was quite pleased and impressed with myself, until the day I talked with my grandfather. I looked up to him and his approval had always been important to me.

When I explained anthropology to him, he was not impressed. He laughed outright and asked “How in the world are you ever going to make a living doing something like that?” My response? I broke into tears, and ran for comfort to my mother.

My mother had also questioned my ability to support myself as an anthropologist, but that day she gave me some of the best advice I have ever received. Her words were strong and clear: “if you do work that you hate, you will be miserable for the rest of your life. If this is your passion, follow it.”

I did, and being an anthropologist, though often a struggle, has been a source of great satisfaction and fun. I have studied the culture of Liberia, Cuba, Haiti, The Dominican Republic, St. Croix, and other Caribbean nations. In each of these places, I was interested in the lives of women. As I went about learning about different cultures and traditions, I sometimes thought about how hard it would have been to spend a lifetime doing work I didn’t really care about.

In the late 1980s, there was a surprise in my life. I learned that I was considered to be the new president of Spelman College in Georgia. I had never wanted this job, but Spelman was special to me as an African American woman. It is the oldest and historically black college for women, and it is one of only two such colleges. So I followed my heart.

When I became president of Spelman, I was still able to teach one anthropology course per semester. Another good fortune was to have the chance to advise students about their majors and career goals.

The students I advise often struggle with the question of their future.

“I love psychology but my dad says I should major in political science,” one student told me.

“Mom wants me to become a dentist like she is, but I want to be an oceanographer,” another student said.

Yet another student said: “My parents want me to be a doctor, but I want to be a poet.”

My answer to all these students was the same: “Follow your passion.”

I asked these students to think about getting up every day to face work they do not like. I reminded that for a long time women were not allowed to pursue many kinds of jobs, and that many people in the world have very little choice when it comes to the job they do.

I believe that deep down most people know what they want to be and need to be at a very early age. It shows in the subjects you like most. It shows in the things you do for fun.

If you know your passion, cherish it, nurture it, let it grow. If you're not so sure, don't worry. Just stay open and curious, and in time it will make itself known to you.

QUESTIONS FOR READING FOUR, "Follow Your Passion"

Follow Your Passion -- QUESTION ONE

Which of these BEST expresses the central idea of the essay?

- A. Even a major that seems impractical can lead to a high position
- B. It's best to do what you love for your career**
- C. It's best to go to college for a subject you know you are good at
- D. If you are smart and work hard, there's no telling how high you can rise

Follow Your Passion--QUESTION TWO

Read this sentence:

He laughed outright and asked "How in the world are you ever going to make a living doing something like that?" **What is the BEST meaning of "outright" as it is used in the sentence?**

- A. Very loudly
- B. In a surprised way
- C. Out loud**
- D. Quietly

READING FIVE

Booker T. Washington & the Tuskegee Institute

By Mark Trushkowsky

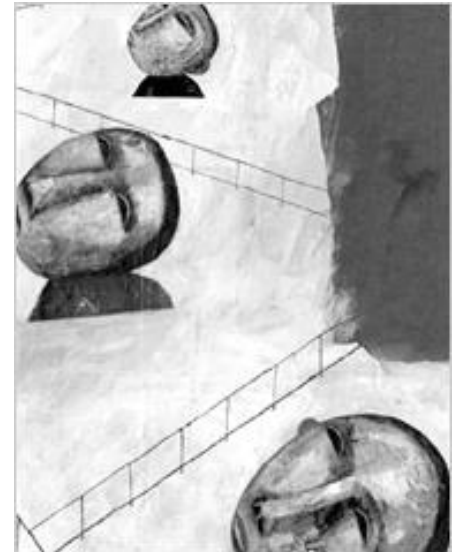


Booker T. Washington was born on a farm in Virginia on April 5, 1856. His mother was an African-American slave, and his father was a white man. Even though Booker T. Washington's father was a white man, Booker was a slave like his mother. He was eight years old when slavery ended in 1865. In 1901, he wrote his life story in a book. The book was called, *Up From Slavery*. Washington wrote down many of his experiences. This is his memory of the last few days of slavery.

Booker T. Washington was one of the most important African-American leaders in the United States from 1890 until 1915. He was one of the last black leaders who were born during slavery. He spent his life trying to improve the lives of his people.

In 1881 he went to Alabama to be in charge of an African-American school. The school was called the Tuskegee Institute. When Washington got to Tuskegee, the school only had \$2,000 a year and two old buildings with holes in the roofs. Washington raised a lot of money and a lot of support for his school to make that happen. By the time he died in 1915, Tuskegee had grown into a world-famous university.

Washington believed that the best way to help his people was to teach them useful job skills. At Tuskegee, they did not teach history, art, literature, mathematics, or foreign languages. He believed those subjects would not help his people. He thought that his people should first learn to work with their hands. If they did that, Washington believed that "the children of slaves could work their way to the top." Booker T. Washington believed in work and money. He believed that if you learned to do something better than anyone else, you could



solve all your problems. For example, he thought that if you were the best carpenter, white people would hire you, even though there were Jim Crow laws. He believed skill was more important than race. He believed everyone else thought so too.

At Tuskegee, students learned to work with their hands. They learned to take pride in what they made with their own hands. The young men were encouraged to listen to everything their boss told them to do. These ideas were very popular in the South. Washington's ideas fit with the idea that many white people in the South had about African-Americans. So many white people still thought African-Americans should only be servants and laborers. Washington's ideas were also popular in the North. The white factory owners in the North were looking for humble and loyal workers, who would not join the factory worker unions. So his ideas helped the white businessmen and factory owners, but did they help the African-American communities?

He wanted equal rights for his people. And he thought the best way to get equal rights was to be patient, and become useful workers. Washington told his people to "*suffer in silence*". He believed that what his people needed most was to get a foundation in education, industry and property. He thought those three things were much more important than fighting to keep the right to vote. He said that his people could not expect to get equal rights so soon after slavery. He said, "It is at the bottom of life we must begin and not at the top."

On September 18th, 1895 Washington was invited by a group of Southern business men to give a speech in Atlanta. In that speech, he said, "*In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.*" So many people in the white audience cheered this idea. Washington seemed to be saying that segregation was a good thing. He continued to say that his people should have all equal rights but he thought it was much more important to prepare to use those rights *before* receiving them. In Atlanta, in 1895, African-Americans were not allowed to go into opera because of the Jim Crow laws in Georgia. Booker T. Washington said the opportunity to earn a dollar in a factory is much more important than the right to spend a dollar to go to an opera house. What do you think?

The Tuskegee
Institute in 1918



QUESTIONS ON “Booker T. Washington & The Tuskegee Institute”

Booker T Washington--Question One

Which statement BEST describes the author’s purpose for writing this text:

- A. To tell about Booker T. Washington’s life
- B. To explain the history of the Tuskegee Institute
- C. To explain Booker T. Washington’s beliefs about his people
- D. To show the harms of segregation

Booker T. Washington--QUESTION TWO

What can you infer about the reason the author ends the text with a question?

- A. The author wants the reader to answer the question
- B. The author is not sure how he feels about the beliefs of Booker T. Washington
- C. The author wants readers to think for themselves about Washington’s ideas
- D. The author believes a question makes the ending more interesting

Booker T. Washington--QUESTION THREE

Read this sentence: *Booker T. Washington told his people to suffer in silence.*

Which statement below BEST expresses the meaning of the sentence?

- A. Booker T. Washington thought African Americans should not complain that they did not have equal rights
- B. Booker T. Washington believed that African Americans could show their superiority to whites by not complaining
- C. Booker T. Washington thought suffering would make African Americans stronger
- D. Booker T. Washington thought African Americans would get equal rights if they did not ask for them.

READING SIX

HOW TO WRITE A PERSUASIVE SPEECH

Adapted from Newsela



A student reading a speech to her class.

Photo by Blend Images - Hill Street Studios from Getty Images

In a persuasive speech, a person tries to get an audience to agree with an idea.

First, you'll select a side on a topic. Then you will write a speech to explain your opinion or idea.

Your first job as a speaker is to make your audience believe that a particular problem is important. Then you must convince them that you have the solution to make things better. **Note:** The problem can be just about anything. For example, you could tell them why they need to wash their hands, or why they should play a certain sport.

For example, let's say you have chosen "Getting Up Early" as your topic. You will try to persuade classmates to get themselves out of bed an hour earlier every morning. For this, the problem could be summed up as "morning madness."

A good speech starts with an introduction with a great hook statement. Then it has three main points and a summary at the end.

Before you write your speech, create an outline. It includes your hook statement and three main points.

Writing The Text

The introduction of your speech must be well written. Within a few minutes, your audience will decide if they are interested or bored.

You should also have a greeting. It can be as simple as "Good morning, everyone. My name is Frank."

Then, you will offer a hook to capture attention. A hook sentence for the "morning madness" speech could be a question:

- How many times have you been late to school?
- Does your day begin with shouts and arguments?
- Have you ever missed the bus?

Your hook could also be some interesting numbers, or a surprising statement:

- More than half of students skip breakfast because they just don't have time to eat.
- Late kids drop out of school more often than kids who are on time.

Once you have the attention of your audience, you then define the topic and introduce your solution. Here's an example of what you would have so far:

Good afternoon, class. My name is Frank Godfrey. I have a question for you. Does your day begin with shouts and arguments with your parents? Do you often miss the bus? The madness you experience in the morning can put you in a bad mood. It can affect how you do at school.

Add the solution:

You can improve your mood and your school performance by adding more time to your morning. You do this by setting your alarm clock to go off one hour earlier.

Next, write the body of the speech. It will contain the three main points you've come up with to argue your position.

Each point will be followed by supporting evidence or stories. Each body paragraph will need to end with a transition statement. It leads the listener to the next part.

Here is a sample of three main statements:

- Bad moods caused by morning madness will affect how you work during the day.
- Maybe you skip breakfast to give yourself more time. If you skip breakfast, you're making an unhealthy choice.
- (Ending on a cheerful note) You'll feel much better when you reduce the morning madness.

You've written three body paragraphs with strong transition statements. Now, you are ready to work on your summary.

Your summary will say your argument, or reason, over again.

This can be a little tricky. You need to repeat your argument, but you don't want it to sound exactly the same. Just find a way to re-word the same main points.

Finally, make sure to write a clear final sentence.

A few examples of good endings:

- We all like to sleep. I know it's hard to get up some mornings. I promise you that the reward is worth the effort.
- If you follow my guidelines and make the effort to get up a little bit earlier every day, you'll be rewarded at home and on your report card.

Tips For Writing Your Speech

Don't be mean in your argument. You don't need to put down the other side, just tell your audience why your side is right.

Keep it simple. Too much information could confuse your audience.

Don't go outside the usual "three points" format. It is proven to work for an audience that is listening and not reading. It won't sound silly to listeners.

QUESTIONS FOR "WRITING A PERSUASIVE SPEECH."

SPEECH---QUESTION ONE.

Read the paragraph from the section "Tips For Writing Your Speech."

Don't muddle your speech by going outside the standard "three points" format. While it might seem overly simple, it is a proven format for an audience that is hearing and not reading.

Which of the following words, if it replaced "muddle" in the first sentence of the paragraph, would CHANGE the meaning of the paragraph?

- A. confuse
- B. disorganize
- C. **complicate**
- D. dominate

SPEECH--QUESTION TWO

What is the author's MAIN purpose in including information about the percentage of high school students that skip breakfast?

- A. **To suggest that an idea can be researched for a speech**
- B. to point out why some students are not skilled in public speaking
- C. To give an example of a hook statement for a speech

SPEECH--QUESTION THREE

How did the author explain how to write a speech?

- A. **by outlining the sections the speech should have and what each should include**
- B. by quoting excerpts by several speeches given by famous people
- C. by sharing examples of both effective and ineffective speeches he or she has written
- D. by sharing ideas of how the speaker could include the audience in the speech.

READING SEVEN

The Problem with Corn adapted from “The Omnivore’s Dilemma” by Michael Pollan

(1) Go to your local supermarket, and take a look around...what do you see? There’s a large air-conditioned room. There are long aisles and shelves piled high with boxes and cans. There are paper goods and diapers and magazines. But that’s not all. Look again. Somewhere, behind the brightly colored packaging, underneath the labels covered with information, there is a mountain of corn. You may not be able to see, but it’s there.

(2) I’m not talking about the corn in the produce section. That’s easy to recognize. In the spring and summer, the green ears of corn sit out in plain view with all the other fruits and vegetables.

(3) Keep looking. Go through produce to the back of the supermarket and you’ll find the meats. There’s corn here too, but it’s a little harder to see. Here’s a hint: what did the cows and pigs and chickens eat before they became cuts of meat? Mainly corn.

(4) Go a little further now. There’s still a lot of corn hiding in this supermarket. How about those long aisles of soft drinks? Made from corn. That freezer case stuffed with TV dinners? Mostly corn. Those donuts and cookies and chips? They’re made with a whole lot of corn. Yes if you look a little closer, you begin to discover: It’s all corn.

(5) Corn is what feeds the chicken and the pig.
Corn feeds the catfish raised on a fish farm.
Corn-fed chickens laid the eggs.
Corn feeds the dairy cows that produce the milk, cheese and ice cream.

(6) That’s not all. Read the label on any bag of chips, candy or frozen snack. How many ingredients do you recognize? Maltodextrin? Monosodium glutamate? Ascorbic acid? Lecithin? Mono- and di-glycerides? They are all made from corn.

(7) If you wash down your chips with almost any soft drink, it has been sweetened with something called high-fructose corn syrup. Read the label on any processed food, and corn is what you’ll find. Corn is in the non-dairy creamer, the Cheez

Whiz, the TV dinner, the canned fruit, and the ketchup. It's in the candy, the cake mixes, the mayonnaise, mustard, hot dogs, and bologna, the salad dressings.

(8) Once I realized how much of our food is made from corn, I began to look at supermarkets differently. I have nothing against corn. But I didn't understand why there had to be corn in *everything* we eat. How did that happen? I decided to find out.

(9) What I discovered was a vast industry—a giant agriculture business or *agribusiness*. This industry doesn't look much like farming the way most people imagine it. It's more like a series of factories that turn raw materials into food products. It's a giant food chain, the one that supplies most of the food Americans eat today. It's a chain that's controlled by giant corporations. It's a chain that separates us from our food and keeps us from knowing what it really is we're eating.

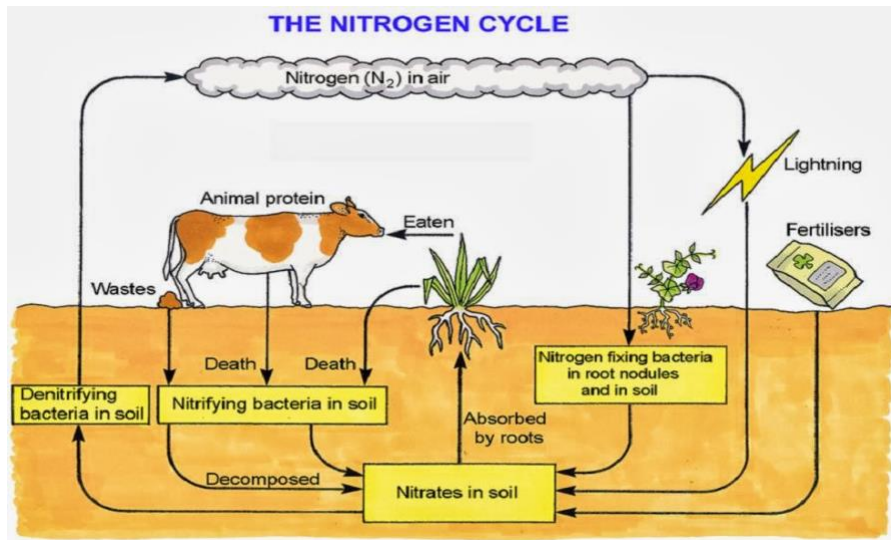
Corn, Agribusiness and the U.S. Government

(10) You might wonder: how could a plant take over our food chain and push out almost every other species? Well, it had some help—from the U.S. government. The U.S. government encourages farmers to grow corn in two main ways: fertilizer, and laws that encourage the growing of as much corn as possible.

Fertilizer and Nitrogen Pollution

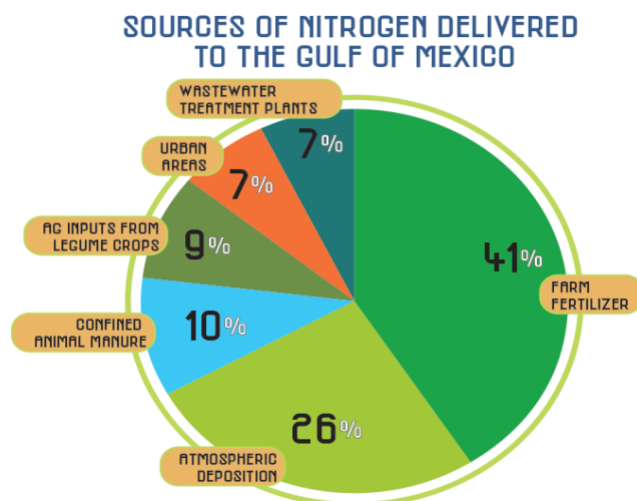
(11) The government started seriously helping corn back in 1947. That was when a huge weapons plant in Muscle Shoals, Alabama, switched over to making chemical fertilizer. How can a weapons plant make fertilizer? Because ammonium nitrate, the main ingredient in many explosives, also happens to be an excellent source of nitrogen. And nitrogen is one of the main ingredients in fertilizer.

(12) Corn eats up a lot of nitrogen, but farmers still feed it more than it can possibly eat. In fact, farmers waste most of the fertilizer they buy. Many farmers put down extra just to pay it safe.



(13) So what happens to the eighty pounds of man-made nitrogen that gets wasted—the fertilizer that farmers put it on their corn plants, but the plants don't absorb it? Some of it evaporates into the air, where it creates acid rain. Some of it turns into nitrous oxide, a gas that increases global warming. Some of the extra fertilizer seeps down to the ground water. Because of this, most farmers won't drink the well water on their farms.

(14) As for the rest of the extra nitrogen, the spring rains wash it off the fields, carrying it into drainage ditches. Eventually it spills into rivers, and into the oceans. There, in a strange twist of nature, the fertilizer winds up poisoning the ocean. The flood of extra nitrogen causes a wild growth of algae, and the algae take up all the oxygen in the water, smothering the fish. The nitrogen runoff has created a “hypoxic” or dead zone in the Gulf of Mexico that is as big as the state of New Jersey—and growing.



Lots of Cheap Corn—But is there a Hidden Price?

(14) Cheap fertilizer isn't the only way the U.S. government encourages farmers to grow a lot of corn. It also tells farmers that it will pay them for all the corn they grow. How does this keep corn cheap? When there is a lot of corn on the market, the price goes down. Why did the government policy change to favor growing more and more corn? Big agribusiness corporations, the same ones that need cheap corn for their mills, helped write the very laws that set farm policy. These laws aim to keep corn prices as low as possible. So agribusiness corporations can buy cheap corn, and use it to make all the processed food you see in the supermarket: meat, dairy, chips, etc.

(15) What's the problem? Doesn't this system produce cheap food for the American people? The problem is that government policies don't really give us cheap food. It only gives us the kind of cheap food made from corn and soy. Your soft drink or hamburger may be cheaper, but that's because taxpayers have already paid for part of it. And that corn is cheap only if you don't count all the hidden costs, like the cost of pollution from chemical fertilizers.

(16) And there's another problem: Lower corn prices drive farmers out of business. Small family farms get replaced with larger industrial farms. Meanwhile agribusiness like Cargill and Archer Daniels Midland and food companies like Coca-Cola and McDonald's make millions thanks to cheap corn and soy. This policy makes it cheaper to buy a corn-sweetened soft drink than whole vegetables, fruits and grains. But most of all, this policy helps corn to take over our land, our food industry, and even our bodies.

QUESTIONS FOR “The Problem with Corn”

Corn--Question One

Which two details BEST support the idea that there is a lot of corn in our food?

- A. “It also tells farmers that it will pay them for all the corn they grow.”
- B. “If you wash down your chips with almost any soft drink, it has been sweetened with something called high-fructose corn syrup.”
- C. “This industry doesn't look much like farming the way most people imagine it.”
- D. When there is a lot of corn on the market, the price goes down. “Corn is what feeds the chicken and the pig.”

Corn--Question Two

Reread Paragraph 14. Which of the following BEST describes the organizational structure of the paragraph?

- A. Definition and example
- B. Chronological order
- C. Compare and Contrast
- D. Cause and effect**

Corn--QUESTION THREE.

Reread this sentence:

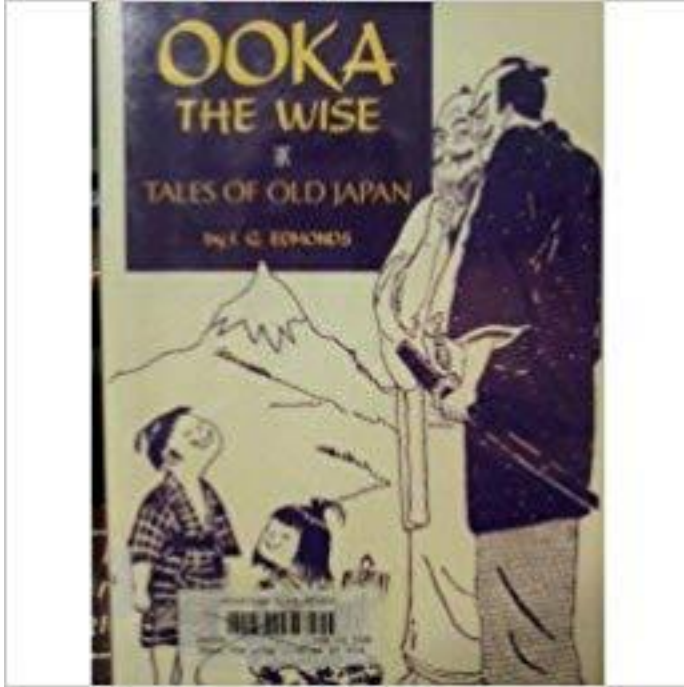
The nitrogen runoff has created a “hypoxic” or dead zone in the Gulf of Mexico that is as big as the state of New Jersey—and growing.

What is the BEST meaning of “runoff” as it is used in the sentence?

- A. Water that drains away from the land**
- B. Polluted well water
- C. The part of a river that feeds into a larger body of water

READING EIGHT

The Case of the Stolen Smell



Now it so happened in the days of old Tokyo, in the country of Japan, that the storytellers told marvelous tales of the wit and wisdom of His honor, Judge Ooka. The famous judge never refused to hear a complaint, even if it seemed strange or unreasonable. People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen. And the strangest case of all was the famous Case of the Stolen Smell.

It all began when a poor student rented a room over a tempura shop—a shop where fried food could be bought. The student was a likable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him. One day he heard the student talking with one of his friends.

“It is sad to be so poor that one can only afford to eat plain rice, the friend complained.

“Oh, said the student. “I have found a very satisfactory answer to the problem. I eat my rice each day while the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice seems to have much more flavor. It is really the smell, you know, that makes things taste so good.”

The shopkeeper was furious. To think that someone was enjoying the smell of his fish for nothing!" Thief!" he shouted. "I demand that you pay me for the smells you have stolen."

"A smell is a smell," the young man replied. "Anyone can smell what he wants to. I will pay you nothing!"

Scarlet with rage, the shopkeeper rushed to Ooka's court and charged the student with theft. Of course, everyone laughed at him, for how could anyone steal a smell?" Ooka would surely send the man about his business. But to everyone's astonishment, the judge agreed to hear the case.

"Every man is entitled to his hour in court," he explained. "If this man feels strongly enough about his smells to make a complaint, it is only right that I, as city magistrate, should hear the case." He frowned at the amused spectators. Gravely, Ooka sat on the dais and heard the evidence. Then he delivered his verdict.

"That student is obviously guilty," he said severely. "Taking another person's property is theft, and I cannot see that a smell is different from any other property."

The shopkeeper was delighted but the student was horrified. He was very poor, and he owed the shopkeeper for three months' smelling. He would surely be thrown in prison.

"How much money have you?" Ooka asked him. "Only five mon, Your Honor, the boy replied. "I need that to pay my rent, or I will be thrown out on the street."

"Let me see the money," said the judge.

The young man held out his hand. Ooka nodded and told him to drop the coins from one hand to the other. The judge listened to the pleasant clink of the money and said to the shopkeeper, "You have now been paid. If you have any other complaints in the future, please bring them to the court. It is our wish that all injustice be punished and all virtue rewarded."

"But, most honorable honor," the shopkeeper protested, "I did not get the money!" The thief protested. "I did not get the money! The student dropped it from one hand to the other. See! I have nothing." He held up his empty hands to show the judge.

Ooka stared at him gravely. "It is the court's judgment that the punishment fit the crime. I have decided that the price of the small of food shall be the sound of money. Justice has prevailed as usual in my court."

QUESTIONS ON "THE CASE OF THE STOLEN SMELL"

The Stolen Smell--QUESTION ONE

Which statement BEST expresses the story's central theme?

- A. Be careful not to talk about yourself too much
- B. There is no real justice
- C. Some things in life will always be free
- D. You get what you pay for

The Stolen Smell--QUESTION TWO

Which detail BEST supports the idea that the student had learned to get along with very little money?

- A. "The shopkeeper was delighted but the student was horrified."
- B. "A smell is a smell," the young man replied.
- C. "The smell comes up, and my humble rice seems to have much more flavor."
- D. "He was very poor, and he owed the shopkeeper for three months' smelling."

The Stolen Smell--QUESTION THREE

Read this sentence:

The student was a likable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him.

The BEST meaning of "miser" as it is used in the sentence is:

- A. Someone who spends a lot of money
- B. An angry person
- C. Someone who wants to hold on to every penny
- D. Someone who is selfish.

READING NINE

The Freedom Schools

by Mark Trushkowsky

Freedom is the most powerful idea in American History.

In the 1960's there was a strong desire for change in the United States. It was called the Civil Rights Movement. African-American people were coming together and standing up for their rights. These people were standing up against the many bad laws that caused a lot of problems for many people. Did you know there were laws that stopped American citizens from voting? In the 1960's, many states had laws that said a person could not vote if their grandparents could not vote. This was a problem because the United States has slavery in its history. Slaves were not allowed to vote. These laws stopped the grandchildren of slaves from voting. Slavery ended in 1865, but 100 years later, race discrimination was still affecting the whole country.

In many states there was another law that kept people from using their right to vote. This law said that if you could not read, you could not vote. During slavery (before 1865), it was illegal for slaves to learn to read. A slave that was caught learning to read could be punished. Many slaves risked their lives learning to read and write. When slavery ended in 1865, the slaves were set free. But they had no money because they had never been paid for all the generations of work that their families had done. So they had to struggle to find land to farm or make enough money to eat. There was not always time to go to school, because the family had to survive.

During the Civil Rights Movement in the summer of 1964, some people in Mississippi had an idea. They saw a connection between education and freedom. They created schools called Freedom Schools. There were 41 different Freedom Schools. There were about 2000 students. These schools were not in regular school buildings. These classes were in churches, in church basements, on back porches, in kitchens, in parks, in people's homes - anywhere they could find a place.

Here are some words from one of the classes in the Freedom Schools: *"We are going to talk about a lot of things: about Negro people and white people, about rich people and poor people, about the South and about the North, about you and what you think and what you feel and what you want. And we're going to try to be honest with each other and say what we believe. We'll also ask some questions and try to find some answers. The first thing is to look around, right here, and see how we live in Mississippi..."*

In the Freedom Schools, the lessons focused on the Civil Rights Movement. The students learned to read, and write, and do math. They read and wrote and talked about how they wanted the world to be. Then they talked about how to make the changes they wanted to see in the world. These students discussed the work of Civil Rights leaders who were struggling to bring freedom to their community. They did not only study the people who were fighting for freedom in the 1960's. The students also looked at the history of the people who fought for freedom before the students were even born. Students learned they had to take advantage of the opportunities available to them. Their ancestors did not have many of those opportunities. Their ancestors fought for opportunities for the future generations. These students were learning to understand the sacrifice of their ancestors, and also how strong their ancestors had been. Students learned that if they wanted to make freedom real today then they had to follow their tradition. They wanted to build on the struggle of their ancestors. They pushed themselves to become educated so that they would be able to make positive changes in themselves and their communities.

The Freedom Schools only lasted for one summer, but their power is still alive today.



The Five Main Beliefs of the Freedom Schools

1. The school is a tool for social change.
2. Students must know their own history.
3. The lessons should be connected to the student's experience.
4. Questions should be open-ended.
5. Developing academic skills is crucial.

QUESTIONS FOR “THE FREEDOM SCHOOLS”

Freedom Schools--QUESTION ONE

Which of the two details below provide the BEST support for the idea that lack of education prevented African Americans from voting?

- A. During the Civil Rights Movement in the summer of 1964, some people in Mississippi had an idea.
 - B. This law said that if you could not read, you could not vote.
 - C. There were 41 different Freedom Schools.
 - D. There was not always time to go to school, because the family had to survive.
 - E. Students learned they had to take advantage of the opportunities available to them.
-

READING TEN

Doctors say writing and reading are important for good health

By Dallas Morning News, adapted by Newsela staff
06/12/2015

Word Count **668**



Writing and reading can be a type of meditation and healing.

As a child, Allison Adelle Hedge Coke had to deal with a mother who had a serious mental illness. Her mother could not think or behave normally. She could not care for her daughter, so Coke grew up in different foster homes. Coke also fought cancer and overcame a drug problem.

"I really didn't believe I would make it through childhood, but the act of writing brought me through," she says.

Coke is now 56 years old and an award-winning poet. She teaches writing as a way to make people feel better. Her students are cancer patients, young people, doctors, families and just about everyone else.

Think Deeply And Heal

Writing can be a way of thinking deeply, Coke says. It is a way to understand both the good and bad things that happen to us.

Reading also helps us to heal, she says.

We learn through the experiences of the characters we read about in books, Coke says. We feel what they are feeling, and that's how we understand other people's lives. Stories also help us become less upset by our own troubles.

Frank McCourt wrote a book called "Angela's Ashes." He wrote about growing up poor in Ireland in the 1930s and 1940s. Reading books like that makes us feel a little less alone, a little less worried, she says.

Humans have told stories to feel better through the ages. For example, fairy tales teach lessons about right and wrong. Holy books tell stories that battle with valleys of sadness and mountains of hope. Now doctors and scientists who study the mind are looking into the health effects of reading and writing.

Put Yourself in the Character's Place

Raymond Mar is a professor at York University in Toronto. He studied children and adults who have read stories their whole lives. He found that they were better at sharing and understanding other people's feelings.

Why? Because when people read stories, they imagine what it is like to be in these stories, Mar says.

We try to understand these characters by using our brain in the same way that helps us understand people in the real world. We start "walking in their shoes." We imagine ourselves as them. Then we are better able to treat others well, he says.

For adults, it doesn't matter what they read, Mar says. It only matters that they are reading. With children, however, it's important to discuss what they are reading. Discussing stories helps kids understand the story and share the characters feelings.

Reading stories can give children and adults a chance to talk about difficult things in our lives, Mar says. Some doctors see telling stories as a way to improve the health of our minds.

"Writing Is Also Healing"

Writing and reading stories can help doctors and patients talk to each other. Together they can discover meaning in the diseases they fight.

Dr. John Harper is a heart doctor at a hospital in Dallas, Texas. He thinks telling stories and medicine go together. He runs a program that brings an author to speak and teach writing classes to hospital workers each year.

Harper says doctors who read stories understand and care about their patients more. They become more willing to listen to their patients' stories.

Harper reads poems to his patients to show them and their families that he cares about them. Some of his patients could die from their illness. The poems show them that he understands their experience.

Writing is also healing, Harper says. He teaches other doctors to write about their experiences. He teaches them that writing is a way to let go of their feelings.

If you have an experience and you sit down and write about it, you can pour that feeling out, Harper says. Then you can move on with your life, he says.

That is the same message Coke teaches her writing students.

Writing it down lets us understand our life better. We also learn to enjoy the fun parts more, she says.

QUESTIONS FOR "DOCTORS SAY READING AND WRITING IS IMPORTANT FOR YOUR HEALTH"

QUESTION ONE

Which sentence from the article about Allison Coke BEST explains why she became a poet?

- A. Her mother could not think or behave normally. She could not care for her daughter, so Coke grew up in different foster homes.
- B. "I didn't really believe I could make it through childhood, but the act of writing brought me through."
- C. We learn through the experiences of characters we read about in books, says Coke.
- D. That is the same message Coke teaches her writing students.

Question Two.

Select the paragraph from the section "Put Yourself in the Character's Place" that gives specific details about how readers put themselves in the stories.

Paragraph 3

Question Three

Which sentence best summarizes the article as a whole?

- A. Now doctors and scientists who study the mind are looking into the health effects of reading and writing.
- B. Because when people read stories, they imagine what it's like to be in these stories, says Mar.
- C. If you have an experience and you sit down and write about it, you pour that feeling out, says Har.

Question Four

Which section of the article provides the MOST information about the article's title?

- A. introduction (paragraphs 1-3)
- B. "Think Deeply and Heal."
- C. Put Yourself in a Character's Place
- D. Writing is also healing

READING ELEVEN

Arroz Con Pollo

Classic dish of Spain and Latin America, this arroz con pollo recipe is browned chicken cooked with rice, onions, garlic, and tomatoes.



Photography Credit: Elise Bauer

Arroz con pollo means “Rice with Chicken” in Spanish. It is a classic dish of Spain and Latin America, with many different traditional ways to prepare it, unique to various countries.

Arroz Con Pollo Recipe

- Prep time: 5 minutes
- Cook time: 45 minutes
- Yield: Serves 4-6

INGREDIENTS

Chicken

- 3 Tbsp olive oil
- 1 broiler-fryer chicken, about 2 1/2-3 pounds, cut into serving pieces, or 2 1/2 to 3 pounds of chicken thighs or breasts, bone-in, with skin on, rinsed and patted dry
- 1/2 cup of flour for dredging
- Salt
- Freshly ground black pepper
- Paprika

Rice

- 2 tablespoons olive oil (can use up to 1/4 cup)
- 1 medium yellow onion, chopped
- 1 garlic clove, minced

- 2 cups of medium or long-grain white rice
- 3 cups* chicken stock
- 1 heaping tablespoon tomato paste or 1 cup of diced fresh or cooked tomatoes, strained
- Pinch of oregano
- 1 teaspoon salt

**Check the instructions on the rice package for the proportions of liquid to rice. They can range from 1:1 to 2:1. If your rice calls for 2 cups of water for every cup of rice, then for this recipe, use 4 cups of stock for 2 cups of rice.*

STEPS

1. **Brown the chicken pieces:** Heat 3 Tbsp olive oil in a large skillet on medium high heat. Put the flour in a wide bowl, mix in a generous sprinkling of salt, pepper, and paprika. Dredge the chicken pieces lightly in the flour mixture and put in the pan to brown. Cook a few minutes on each side, just enough so that the chicken has browned. Use a slotted spoon to remove from pan and set aside.
2. **Brown the rice:** Add the rice to the pan to brown. Add a little more olive oil if necessary. Stir first to coat the rice with the olive oil in the pan.
3. **Add onion and garlic:** Add the onion and garlic to the pan. Cook the onion, garlic and rice mixture, stirring frequently, until the onions have softened, about 4 minutes.
4. **Place the chicken pieces, skin-side up, on top of the rice.**
5. **Add stock, tomato, salt, oregano:** In a separate bowl, mix together the stock, tomato, salt, and oregano. Pour the stock mixture over the rice and chicken.
6. **Simmer, covered:** Bring to a simmer, reduce the heat to low, and cover. Let cook for 20-25 minutes, depending on the type of rice and the instructions on the rice package, until the rice and chicken are done. Fluff the rice with a fork. If you want you can sprinkle with some peas. Add more salt and pepper to taste.

QUESTIONS FOR ARROZ CON POLLO

QUESTION ONE

Read this sentence from the recipe:

It is a classic dish of Spain and Latin America, with many different traditional ways to prepare it, unique to various countries.

What key idea does this sentence support?

- A. Arroz con pollo does not always taste like what the name would suggest.
- B. Arroz con pollo is easy to make.
- C. Arroz con pollo can be made with only a few ingredients
- D. Arroz con pollo is a dish with a long history that has spread to different places.

Question Two

What information can be found in the italicized footnote in the recipe?

- A. The way that arroz con pollo is made differently in different countries
- B. Why cooks need to look at the rice package directions
- C. *Different ways the rice can be prepared*
- D. The reason a cook should use stock instead of water for the rice

READING TWELVE

The Right Kind of House

by Henry Slesar

The automobile that stopped in front of Aaron Hacker's real-estate office had a New York license plate. Aaron didn't need to see the license plate to know that its owner was new to the elm-shaded town of Ivy Corners. The car was a red convertible. There was nothing else like it in town.

The man got out of the car and headed straight for the door. "It seems to be a customer," said Mr. Hacker to the young lady at the other desk "Let's look busy." It was a customer, all right. The man had a folded news-paper in his right hand. He was a bit on the heavy side and wore a light gray suit. He was about fifty with dark, curly hair. The skin of his face was flushed and hot, but his narrow eyes were frosty-clear. He came through the doorway and nodded at Aaron.

"Are you Mr. Hacker?"

"Yes, sir," Aaron smiled. "What can I do for you?"

The man waved the newspaper. "I saw the name of your agency in the real-estate section of the newspaper."

"Yep. I take an ad every week. Lots of city people are interested in a town like ours, Mr—"

"Waterbury," the man said. He pulled a white handkerchief out of his pocket and mopped his face. "Hot today."

"Unusually hot," Aaron answered.

"Doesn't often get so hot in our town. We're near the lake, you know. Well. Won't you sit down, Mr. Waterbury?"

"Thank you." The man took the chair, and sighed. "I've been driving around.

Thought I'd look the town over before I came here. Very nice little place."

"Yes, we like it," said Aaron.

"Now I really don't have much time, Mr. Hacker. Suppose we get right down to business."

"Suits me, Mr. Waterbury. Well, then, was there any place in particular you were interested in?"

"As a matter of fact, yes. I saw a house at the edge of town, across the way from an old deserted building."

"Was it an old yellow house with pillars?" asked Aaron.

"Yes. That's the place. I thought I saw a For Sale' sign, but I wasn't sure. Do you have that house listed?"

Aaron chuckled softly. "Yep, we got it listed all right." He flipped through a loose-leaf book, and pointed to a typewritten sheet.

"But you won't be interested for long." "Why not?"

Aaron turned the book around. "Read it for yourself."
The man did so:

AUTHENTIC COLONIAL:

Eight rooms, two baths, large porches, trees and shrubbery. Near shopping and schools. \$75,000.

"Still interested?"

The man stirred uncomfortably. "Why not? Something wrong with it?"

"Well." Aaron scratched his temple. "If you really like this town, Mr. Waterbury—I mean if you really want to settle here, I have any number of places that'd suit you better."

"Now, just a minute!" The man looked indignant. "I'm asking you about this colonial house. You want to sell it or not?"

"Do I?" Aaron chuckled. "Mister, I've had that property on my hands for five years. There's no house I'd rather collect a commission on. Only my luck ain't that good."

"What do you mean?"

"I mean you won't buy. That's what I mean. I keep the listing on my books just for the sake of old Sadie Grimes. Otherwise, I wouldn't waste the space. Believe me."

"I don't get you."

"Then let me explain. Mrs. Grimes put her place up for sale five years ago, when her son died. She gave me the job of selling it. I didn't want the job—no sir! I told her that to her face. I mean the old place ain't even worth \$10,000!"

The man swallowed. "Ten? And she wants \$75,000?"

"That's right. It's a real old house. I mean old.

Some of the beams will be going in the next couple of years. Basement's full of water half the time. Upper floor leans to the right about nine inches. And the grounds are a mess."

"Then why does she ask so much?"

Aaron shrugged. "Don't ask me. Sentiment, maybe. The house has been in her family since the Revolution. Something like that."

The man looked at the floor. "That's too bad," he said. "Too bad!" He looked up at Aaron and smiled sheepishly. "And I kinda liked the place. It was—I don't know how to explain it—the right kind of house."

"I know what you mean. It's a friendly old place. A good buy at \$10,000. But \$75,000?" He laughed. "I think I know Sadie's reasoning, though. You see, she doesn't have much money. Her son was supporting her, doing well in the city. Then he died, and she knew that it was sensible to sell. But she couldn't bring herself to part with the old place. So she set a price tag so high that nobody would buy it. That eased her conscience." Mr. Hacker shook his head sadly. "It's a strange world, ain't it?"

"Yes," Waterbury said thoughtfully. "Then he stood up. "Tell you what, Mr. Hacker. Suppose I drive out to see Mrs. Grimes? Suppose I talk to her about it, get her to change her price."

"You're fooling yourself, Mr. Waterbury. I've been trying for five years."

"Who knows? Maybe if somebody else tried—"

Aaron Hacker shrugged his shoulders.

"Who knows, is right. It's a strange world, Mr. Waterbury. If you're willing to go to the trouble, I'll be only too happy to lend a hand."

"Good. Then I'll leave now . . ."

"Fine! You just let me ring Sadie Grimes. I'll tell her you're on your way."

Waterbury drove slowly through the quiet streets. The trees that lined the avenues cast peaceful shadows on the hood of the car. He reached the home of Sadie Grimes without once passing another moving vehicle. He parked his car beside the rotted picket fence that faced the house. The lawn was a jungle of weeds and crabgrass, and the columns that rose from the front porch were covered with flaking paint. There was a hand knocker on the door. He banged it twice. The woman who came to the door was short and plump. Her hair was white and her face was lined. She wore a heavy wool sweater, despite the heat.

"You must be Mr. Waterbury," she said. "Aaron Hacker said you were coming."

"Yes." The man smiled. "How do you do, Mrs. Grimes?"

"About as well as I can expect. I suppose you want to come in?"

"It's awfully hot out here." He chuckled.

"Hm. Well, come in then. I've put some lemonade in the ice-box. Only don't expect me to bargain with you, Mr. Waterbury. I'm not that kind of person."

"Of course not," the man said, and followed her inside.

They entered a square parlor with heavy furniture. The only color in the room was in the faded hues of the worn rug in the center of the bare floor. The old woman headed straight for a rocker, and sat motionless, her wrinkled hands folded sternly.

"Well?" she said. "If you have anything to say, Mr. Waterbury, I suggest you say it."

The man cleared his throat "Mrs. Grimes, I've just spoken with your real-estate agent—"

"I know all that," she snapped. "Aaron's a fool. All the more for letting you come here with the notion of changing my mind. I'm too old for changing my mind, Mr. Waterbury."

"Er—well, I don't know if that was my intention, Mrs. Grimes. I thought we'd just—talk a little."

She leaned back, and the rocker squeaked. "Talk's free. Say what you like." "Yes." He mopped his face again, and shoved the handkerchief back into his pocket. "Well, let me put it this way, Mrs. Grimes. I'm a business man—a bachelor—never married, I live alone. I've worked for a long time, and I've made a fair amount of money. Now I'm ready to retire—to somewhere quiet. I like Ivy Corners. I passed through here some years ago on my way to-er, Albany. I thought one day I might like to settle here."

"So?"

"So, when I drove through your town today, and saw this house, it just seemed—right for me."

"I like it too, Mr. Waterbury. That's why I'm asking a fair price for it."

Waterbury blinked. "Fair price? You'll have to admit, Mrs. Grimes, these days a house like this shouldn't cost more than—"

"That's enough!" the woman cried. "I told you, Mr. Waterbury, I don't want to sit here all day and argue with you. If you won't pay my price, then we can forget all about it."

"But, Mrs. Grimes—"

"Good day, Mr. Waterbury!" She stood up, indicating that he was expected to leave.

But he didn't. "Wait a minute, Mrs. Grimes," he said. "Just a moment. I know it's crazy, but—all right. I'll pay what you want" She looked at him for a long moment. "Are you sure, Mr. Waterbury?" "Positive! I've enough money. If that's the only way you'll have it, that's the way it'll be."

She smiled. "I think that lemonade'll be cold enough. I'll bring you some—and then I'll tell you something about this house." He was mopping his brow when she returned with the tray. He gulped at the frosty yellow beverage greedily. "This house," she said, easing back in her rocker, "has been in my family since 1802. It was built fifteen years before that. Every member of the family, except my son, Michael, was born in the bedroom upstairs. "I know it's not the most solid house in Ivy Corners. After Michael was born, there was a flood in the basement, and we never seemed to get it dry since. I love the old place, though, you understand."

"Of course," Waterbury said.

"Michael's father died when Michael was nine. There were hard times then. I did some needlework, and my own father had left me some money which supports me today. Not in very grand style, but I manage. Michael missed his father, perhaps even more than I. He grew up to be, well, wild is the only word that comes to mind."

The man nodded with understanding.

"When he graduated from high school, Michael left Ivy Corners and went to the city. He went there against my wishes, make no mistake. But he was like so many young men—"

full of ambition, wild ambition. I didn't know what he did in the city. But he must have been successful—he sent me money regularly. However, I didn't see him for nine years."

"Ah," the man sighed, sadly.

"Yes, it wasn't easy for me. But it was even worse when Michael came home. Because, when he did, he was in trouble."

"Oh?"

"I didn't know how bad the trouble was. He showed up in the middle of the night, looking thinner and older than I could have believed possible. He had no luggage with him, only a small black suitcase. When I tried to take it from him, he almost struck me. Struck me—his own mother! "I put him to bed myself, as if he was a little boy again. I could hear him crying out during the night.

"The next day, he told me to leave the house. Just for a few hours. He wanted to do something, he said. He didn't explain what. But when I returned that evening, I noticed that the little black suitcase was gone." The man's eyes widened over the lemonade glass.

"What did it mean?" he asked.

"I didn't know then. But I found out soon—too terribly soon. That night, a man came to our house. I don't even know how he got in. I first knew when I heard voices in Michael's room. I went to the door, and tried to listen, tried to find out what sort of trouble my boy was in. But I heard only shouts and threats, and then . . ." She paused, and her shoulders sagged. "And a shot," she continued, "a gunshot. When I went into the room, I found the bedroom window open, and the stranger gone. And Michael—he was on the floor. He was dead!"

The chair creaked.

"That was five years ago," she said. "Five long years. It was a while before I realized what had happened. The police told me the story. Michael and this other man had been involved in a crime, a serious crime. They had stolen many, many thousands of dollars. "Michael had taken that money, and run off with it. He wanted to keep it all for himself. He hid it somewhere in this house—to this very day I don't know where. The other man had come looking for my son, looking to collect his share. When he found the money gone, he—he killed my boy."

That's when I put this house up for sale. I knew that someday, my son's killer would return to look for the money. Someday, he would want this house at any price. All I had

to do was wait until I found the man willing to pay much too much for an old lady's house."

She rocked gently in the chair. Waterbury put down the empty glass and licked his lips. He was having trouble keeping his eyes open, and his head was growing very very dizzy.

"Ugh!" he said. "This lemonade is bitter."

QUESTIONS FOR "THE RIGHT KIND OF HOUSE"

Right Kind of House--Question One

Which statement **BEST** expresses the central theme of the story?

- A. There's no place like home
- B. Some things are too priceless to sell
- C. You should never take the law into your own hands
- D. **Revenge is best served cold**

Right Kind of House--Question Two

Which two details below **BEST** support the idea that Aaron Hacker, the real estate agent, is honest?

- A. "Doesn't often get so hot in our town. We're near the lake, you know."
- B. **"Basement's full of water half the time."**
- C. **"You're fooling yourself, Mr. Waterbury. I've been trying for five years."**
- D. "It's a friendly old place."

Right Kind of House--Question Three—Part A

From the conclusion you can infer that:

- A. The heat has made Mr. Waterbury dizzy
- B. Mrs. Grimes and Mr. Waterbury have come to an agreement
- C. **Mrs. Grimes has poisoned Mr. Waterbury**
- D. Mrs. Grimes does not make good lemonade

Part B

Which detail **BEST** supports the Answer to Part A?

- A. He gulped at the frosty yellow beverage greedily.
- B. All I had to do was wait until I found the man willing to pay much too much for an old lady's house."
- C. The man nodded with understanding.
- D. **"Ugh!" he said. "This lemonade is bitter."**

READING THIRTEEN

Cesar Chavez

by Mark Trushkowsky



Cesar Chavez is an American who fought hard to make this country a better place. He helped organize immigrant farm workers in California.

Chavez was born in Yuma, Arizona in 1927. His parents were of Mexican descent.

He worked in the fields with his family from the age of 10.

Young Cesar Chavez moved around a lot, and went to more than 30 different schools. It was difficult for Chavez to stay in school, because his family had to move around to follow the harvest. After 8th grade, he quit school and worked full time as a migrant farm worker.

He never graduated from school, but he continued to study on his own, using reading and writing to educate himself.



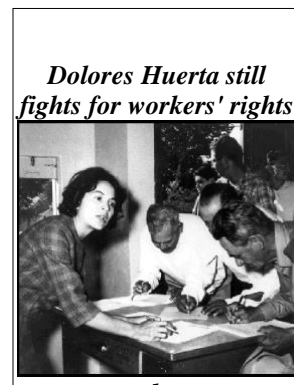
In 1944, The United States was fighting in World War II. Chavez joined the U.S. Navy. After the war was over, he came back to California and married a woman named Helen Fabela. Cesar and Helen started working as migrant workers on big farms near a small town in California.

The farm workers in that town were all from Mexico, and none of them had papers. They all worked in the fields picking vegetables. No one made enough money to survive, and many were hurt or sick from work. At night, Chavez started to teach the other workers how to read and write. During the day, he picked fruit and at night he talked to the workers. He told them they should start classes to help each other become citizens. He told them that together they could win more rights for themselves and their families. Many farm workers were afraid to join him, but Cesar did not give up.

Chavez worked for an organization that helped protect Mexican Americans from discrimination and helped Mexican Americans to vote. Then he started a union organization with a woman named Dolores Huerta. They called their organization the National Farm Workers Association.

In 1965, a union of farm workers started a strike in California. That union was called the Agricultural Workers Organizing Committee (AWOC). Most of the farm workers in the AWOC were Filipino. It was a strike of grape pickers. They were demanding to get more money and have better living conditions.

Cesar Chavez and Dolores Huerta and the National Farm Workers Union (NFWU) joined the strike. The AWOC and the NFWU joined together to form one union. They named that union the United Farm Workers (UFW). The UFW organized more than 2,000 workers in that strike. Those workers would not pick the grapes until they received better pay and better places to live. The grapes started to rot but the land owners would not back down. The farm owners tried to bring in other workers to pick the grapes.

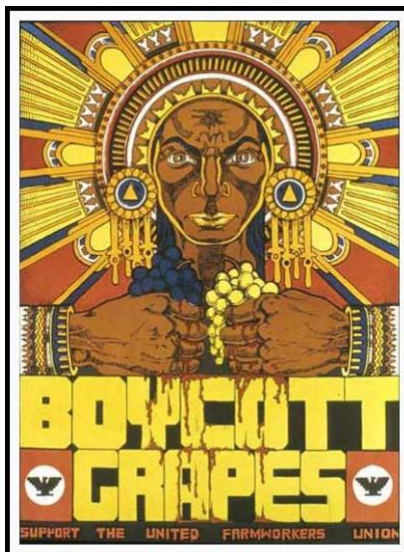


The UFW tried to get support from the American people. To get attention for their strike, the UFW organized a march. The farm workers marched 340 miles, from Delano California to Sacramento, the capitol of



California. In each town they passed, they told their stories and gave speeches. The UFW wanted more workers to learn about their rights. The UFW also wanted more Americans to learn about the struggles workers.

The UFW also asked Americans to help the workers. The farm workers American people about the lives of the pickers. They wanted the American message to the farm owners. They American people to stand with the farm strike. Many Americans had no idea conditions of the farm workers. When



of the farm to boycott grapes educated the struggling grape public to send a asked the workers on about the they heard about

the way the farms workers were treated, many Americans supported the boycott and stopped buying grapes. Over 17 million Americans supported the boycott.

The strike was five years long. But in 1970, the farm workers won! This was the first time farm workers won a big strike in the US. Over 10,000 farm workers won a collective bargaining agreement with the farm owners. That meant that the farm owners agreed to talk with the union, instead of individual workers. That gave the farm workers a lot more power because they were united when they talked to the land owners.

Chavez studied the philosophy of Dr. Martin Luther King Jr. and Mahatma Gandhi. Just like them, Cesar Chavez believed that regular people could make big changes in the world without violence. Cesar Chavez was very impressed by the way Gandhi used hunger strikes to show how deeply he felt about human rights. In 1968 Chavez fasted for 25 days to make the newspapers and other Americans pay attention to the work conditions of field workers. A fast is when you stop eating, and drink only water. Many people learned about what was happening in the fields because they read about the fast. In 1988, Chavez fasted for 36 days to protest the poisoning of grape workers and their children with insecticides.



Robert Kennedy with Cesar Chavez during his hunger strike in 1968

Cesar Chavez died in 1993. Over 50,000 people went to his funeral.

Today, there is still more justice needed for farm workers. In his life, Cesar Chavez had a dream that there would one day be a national union for farm workers.

In 2008, the UFW continues to fight to help field workers. The UFW continues to try and make connections between Americans who buy food and the hard working farm laborers who pick that food. The UFW continues to work to make Cesar Chavez's dream a reality.

In 2000, California made a holiday to remember Cesar Chavez. It was the first holiday for a Mexican-American in the United States, and the first holiday for someone who fought for workers' rights. There are many people in the United States who want to make a national holiday to celebrate this American hero.

QUESTIONS FOR “CESAR CHAVEZ”

Cesar Chavez--QUESTION ONE

Which statement **BEST** expresses the author’s purpose for writing the article?

- A. To tell the story of Chavez’s life
- B. To explain what a boycott is
- C. To describe Cesar Chavez’s efforts to organize farm workers
- D. To show how the philosophy of Gandhi and Martin Luther King lives on.

Cesar Chavez--QUESTION TWO.

Read this sentence:

When they heard about the way the farm workers were treated, many Americans supported the boycott and stopped buying grapes.

Which part of the sentence helps you understand what “boycott” means?

- A. Many Americans supported the boycott
- B. The way farm workers were treated
- C. Stopped buying grapes

READING FOURTEEN

The Many Causes of the Great Depression

By David M. Kennedy, The Gilder Lehrman Institute of American History, adapted by Newsela staff
12/19/2016

Word Count 805



Unemployed men line up outside a Depression soup kitchen in Chicago

Herbert Hoover was the 31st president of the United States. He served just one term in office and it will always be remembered. His presidency was defined by the stock market crash of 1929 and the beginnings of the Great Depression.

The Great Depression lasted from 1929 to 1939. It started in the United States and was a problem for the whole world. People lost their jobs. Some could not keep their homes. Many did not have enough food to eat. Most could not afford to buy things that they wanted. Companies could not make goods and farmers had a hard time growing crops.

Economists and historians continue today to debate the causes of the Great Depression. There is little doubt that there is a link to World War I. The fighting had taken a toll on key countries. They included Britain, France and Germany. These countries were the core of the

modern world. Bad memories of the conflict left countries feeling at odds with one another. They did not join together to deal with the frail global economy.

America turns inward

The United States' role in World War I was minor and only toward the end of the conflict that lasted from July 28, 1914, to November 11, 1918. The country's participation went against its desire to not involve itself in Europe's affairs. This resulted in Americans turning their country even more inward during the 1920s. The United States disarmed its military forces and war machinery. The U.S. Senate refused to approve the Treaty of Versailles, which was a peace agreement between Germany and the Allied Powers (predominately Great Britain, France, Russia and Italy) to end World War I.

The Senate also rejected membership in the League of Nations, even though it had been promoted by former President Woodrow Wilson. The League was an international group formed to resolve disputes between countries. It was the precursor to the United Nations.

In 1922, Congress passed one of the highest taxes in history on those who sold foreign goods in the U.S., which hurt trading between countries.

Meanwhile, the federal government insisted throughout the 10 years after the war that the Europeans must repay all the loans given to them by the U.S. Treasury. This was a hardship for the countries recovering from war.

In 1924, America, for the first time in its history, imposed a strict limit on the number of immigrants who could annually enter the country. Millions of people were turned away.

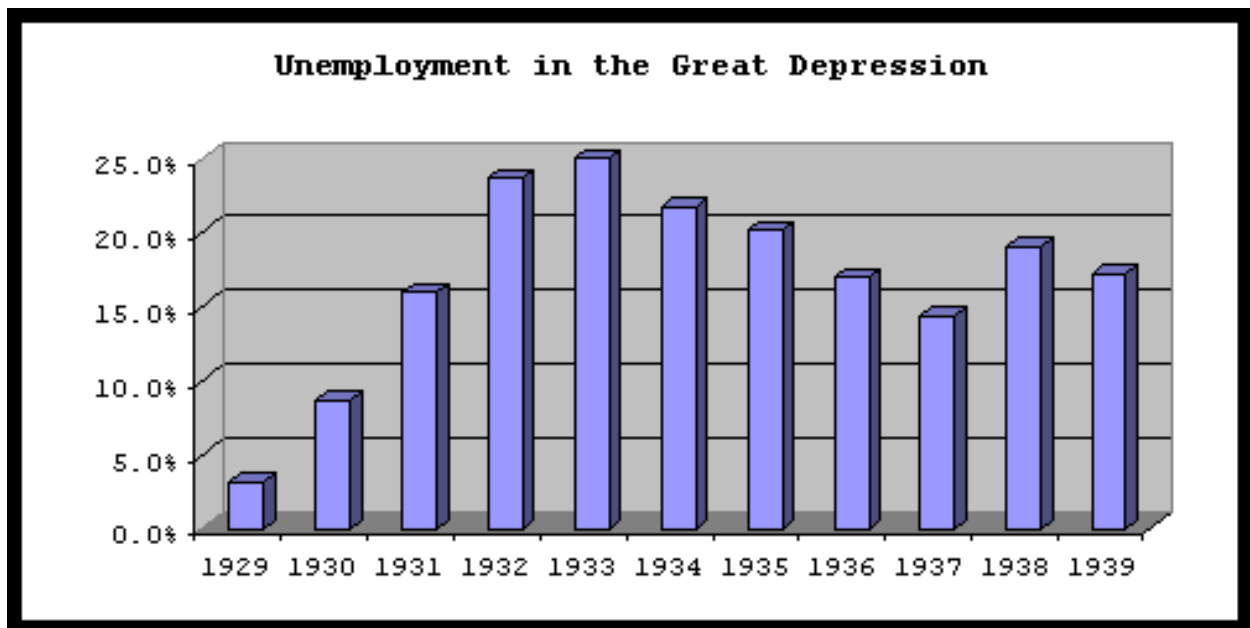
Militarily, diplomatically, commercially, financially and morally, Americans seemed to be turning their backs on the outside world.

Stocks fall, businesses fail

The banking system was unstable and the federal government was weak as the Great Depression began to unfold.

In October of 1929, stock prices plunged. Thousands of banks failed. Tens of thousands of businesses collapsed. Millions of people became unemployed. This terrible event is known as the Great Crash.

By 1932, about 13 million Americans were out of work. This equaled 1 out of every 4 workers in the country. Many people believed they were witnessing the end of the American way of life.



Franklin D. Roosevelt, commonly known as FDR, was elected president in 1932. He promised “a new deal for the American people.” FDR believed that Americans' lives could be made more secure. His results transformed the country. FDR held office for more than a dozen years. He was elected president three times. This record was unmatched by previous presidents and forbidden for all future presidents when the 22nd Amendment to the Constitution was passed in 1951.

The New Deal

FDR, like Hoover before him, never did find a remedy for the Great Depression. But the New Deal invented government groups to strengthen the shaky banks, stock markets, and labor. Unemployment pay and retirement money to protect laid-off workers and the elderly

were enacted. Achieving secure, stable lives for Americans was the main goal of the New Deal's many programs.

The world the American people tried to shut out after World War I could not be kept at bay, however. Adolf Hitler of Germany came to power within weeks of FDR taking office in 1933.

The entire history of Roosevelt's presidency unfolded under the shadow of Hitler's dictatorship and the rising threat of Nazism. The story of the Great Depression is not simply the story of the American people during some of the hardest times in its history. It is also part of a larger story of people in every part of the world who were swept up in the enormous hardships of the Great Depression and, ultimately, World War II.

David M. Kennedy is the Donald J. McLachlan Professor of History at Stanford University. He wrote "Birth Control in America: The Career of Margaret Sanger" (1970) and "Over Here: The First World War and American Society" (1980).

QUESTIONS FOR "The Many Causes of the Great Depression"

Great Depression -- Question One

According to the article, the American government was not interested in helping other countries after World War I.

Which selection from the article BEST supports this idea?

- A. The fighting had taken a toll on key countries. They included Britain, France and Germany.
- B. Bad memories of the conflict left countries feeling at odds with one another.**
- C. The United States' role in World War I was minor and only toward the end of the conflict that lasted from July 28, 1914, to November 11, 1918.
- D. Meanwhile, the federal government insisted throughout the 10 years after the war that the Europeans must repay all the loans given to them by the U.S. Treasury.

Great Depression--Question Two. Based on information in the article, which of these statements is TRUE?

- A. The Treaty of Versailles caused the Great Depression.
- B. The Senate voted against joining the League of Nations.**

- C. The U.S. has never limited the number of immigrants who come into the country.
- D. President Roosevelt's New Deal solved all of the problems of the Great Depression.

Great Depression--Question Three.

Read the sentence below from the section "Stocks fall, businesses fail."

This record was unmatched by previous presidents and forbidden for all future presidents when the 22nd Amendment to the Constitution was passed in 1951.

Which of the following words, if it replaced the word "unmatched" in the sentence, would **CHANGE** the meaning of the sentence?

- A. Unequaled
- B. Unsurpassed
- C. Uneven
- D. Unrivaled

Great Depression--Question Four

Read the following sentences from the section "America turns inward."

The League was an international group formed to resolve disputes between countries. It was the precursor to the United Nations.

Which answer option has the same meaning as the second sentence above?

- A. It was more important than the United Nations
- B. It came before the United Nations
- C. It made the United Nations possible
- D. It was more successful than the United Nations.

READING FIFTEEN

THE RIGHT WORDS AT THE RIGHT TIME

JOHN LEGUIZAMO

I was a nerd in Junior High. A really bad nerd. I was seriously out of touch, especially the way I dressed.

When you're a poor kid at a poor school, you worry a lot about how you look all the time, how much money you're spending on clothes and all that. I had problems, man. I wore high waters. And my shoes. Forget about it. I had fake sneakers - you know, the kind your mother finds in those big wire bins.

"Hey, John, here's one I like! Go find the one that matches!"

"I found it, Ma...but it's only a three and a half."

"Don't worry. We'll cut out the toes."

So there I am, pants too high, sneakers too tight, underwear without leg holes. I was the Quasimodo of Jackson Heights. Then it hits me: this is no way to get girls. So I had my mission then: become cool.

I totally changed. I hung out with the gangsters. Cut class. By the time I got to high school, I was getting in trouble all the time.

What I loved most was cracking jokes in school. I liked keeping the kids laughing. Even the teachers laughed sometimes, which was the best part. See, I was still so out of it in a way - too cool to hang with the nerds, not cool enough to be with the real cool guys - I figured my only value was to be funny. I enjoyed people enjoying me.

Anyway, one day during my junior year, I was walking down the hallway, making jokes as usual, when Mr. Zufa, my math teacher, pulled me aside. I got collared by the teachers all the time, so I didn't think much about it. Mr. Zufa looked at me and started talking.

"Listen," he says, "instead of being so obnoxious all the time - instead of wasting all that energy in class - why don't you rechannel your hostility and humor into something productive? Have you ever thought about being a comedian?"

I didn't talk back to Mr. Zufa like I usually would have. I was quiet. I probably said something like, "Yeah, cool, man," but for the rest of the day, I couldn't get what he said out of my head.

It started to hit me, like, "Wow, I'm going to be a loser all my life." And I really didn't want to be a loser. I wanted to be somebody.

But that one moment Mr. Zufa collared me was the turning point in my life. Everything kind of converged, you know? The planets aligned.

But the big change didn't happen overnight.

Eventually, I got into New York University, where I did student films. One of the movies won a Spielberg Focus award, and suddenly my life changed. I got an agent and wound up as a guest villain on 'Miami Vice.' That started my career.

I've run into Mr. Zufa a bunch of times since high school and told him how his advice turned my life around. And I'm not just saying that. Here's a guy who was able to look beneath all the stuff I pulled in class and find some kind of merit in it, something worth pursuing. How cool is that?

QUESTIONS ON "THE RIGHT WORDS AT THE RIGHT TIME"

Right Words--Question One

Which statement best describes the author's purpose?

- A. To show that anyone can make it with encouragement
- B. To make people aware of how hard it is to be a success when you start out poor
- C. To make people laugh
- D. To tell about an important moment in his life

Right Words--Question Two

What is the effect of the author's use of informal language?

- A. It makes the reader feel the author is being honest about his life and where he comes from
- B. It shows that the author thinks that what he is writing is not important

- C. The author only knows informal words
- D. The author did not think his work would be published.

Right Words--Question Three

What is the BEST meaning of “turning point” as it is used in the sentence?

- A. A moment when everything suddenly gets better
- B. A moment when a person realizes something important
- C. A moment when everything changes completely
- D. A moment when you feel you are going in circles

READING SIXTEEN

When Low-Income Parents Go Back to School

By Leah Askarinam

<http://www.theatlantic.com/education/archive/2016/02/when-low-income-parents-return-to-school/470094/>

Earning a GED can have financial benefits for parents who didn't graduate—and make it more likely that their children will get a diploma.



https://cdn.americanprogress.org/wp-content/uploads/2012/10/GED_onpage.jpg

Leon Sykes has eight children at home, works two jobs, and drives for Uber and Lyft on the side. Yet the 34-year-old father has found time to take classes Monday through Thursday from 6 to 9 p.m. to earn his high-school credentials at Academy of Hope, an adult public charter school in Washington, D.C. Sykes is about two years into the program. His wife usually picks up their children, ages 5 to 15, from after-school activities, but he still can't always make it to class. "Some days, you just have to pick and choose," he says.

About one in 10 low-income parents participate in education and training courses, according to a 2014 report by the Urban Institute.

About half of those parents work while enrolled, creating a need for childcare. The Department of Labor's Strengthening Working Families Initiative has set aside \$25 million to fund partnerships between workforce and childcare organizations to help parents who want to advance their education. For parents who did not graduate from high school, earning a GED can have financial benefits. Adults who hold a GED certificate end up with higher monthly earnings than those who never finished high school.

Working parents often take classes in the evenings but childcare centers generally close before 6 p.m., leaving parents to find informal options, such as asking a family member to come over or dropping a child off with a neighbor. At Academy of Hope, which has two campuses serving a total of about 330 students, 42 percent say they have at least one dependent. Parents can participate in the GED-preparation program or in the college-transition program, where students can earn four college credits that transfer to a local community college. Parents who take classes here can qualify for a voucher for childcare through the federal Temporary Assistance for Needy Families Program, but there are more children than slots. And while the school considered offering childcare, it has decided that it would be too complex and costly.

The Academy of Hope CEO Leicester Johnson says that there are plenty of reasons a student might have to miss class: Many students have multiple jobs, for instance, and schedule changes can prevent them from showing up. Being a parent, however, can make things even more difficult. "If their babysitting or childcare falls apart, there isn't usually a backup, and that's the case for most folks," Johnson says. At this school, female students who are also parents are especially affected by the lack of childcare, according to Richmond Onokpite, a lead science and technology teacher. Nationally, of the 1.8 million low-income parents who participate in education and training, more than half are single moms.

In a science class at Academy of Hope sits Domonique Gillis, a 27-year-old single mother of four. This is her favorite subject. Gillis grew up in West Virginia, where she did well in high school. But her junior year

she got into a fight, which resulted in her being moved to an alternative school. She knew that the alternative school was for “bad kids,” and so she stopped listening in class and completing her school work. “I wasn’t bad until I went there and I adapted to the environment to fit in,” she says. “And then I stopped going to school.”

Low-income children whose parents have at least a GED or high-school diploma are more likely to complete high school.

About two years ago, she started taking classes at Academy of Hope to earn a GED. Last year, she missed too many classes to complete the program. This year, she might again miss too many classes to finish it. Academy of Hope usually allows eight missed classes per 13-week term, though the staff tries to meet with each student before his or her absences reach this point to discuss solutions. “Once students miss beyond that eight, it’s really hard for them to catch up,” Johnson says.

While parents have a hard time actually getting to class, the benefits can be huge for their kids, as low income children whose parents have at least a high school diploma are more likely to complete high school. Johnson said she notices that a lot of parents start enrolling at Academy of Hope when their kids reach fourth grade, after recognizing that they need to pursue their education to help their children with homework. Parents start attending school functions, too, as their positive adult education experience starts replacing frequently negative childhood ones.

At Academy of Hope, about a quarter of students set a goal to become more involved in their children’s schooling; about 70 percent achieve it. “[They] look at the child’s homework and they can help them out, rather than just looking at the homework and having no idea what’s going on,” Onokpite says.

Gillis said that her eldest son has provided a lot of encouragement. She says if she doesn’t earn her high-school credentials, her children won’t feel they have to, either. “My son said, ‘Mom, if you want a high-school diploma from me, you have to get your GED. If you don’t get your GED, I can’t promise you a high-school diploma.’ So that made me want to go

to school more to get my GED because I owe it to my kids.”

QUESTIONS FOR “WHEN LOW INCOME PARENTS GO BACK TO SCHOOL.”

Back to School--QUESTION ONE

Which two details below best support the idea that getting a high school diploma benefits adults and their families?

- A. “For parents who did not graduate from high school, earning a GED can have financial benefits.”
- B. “If their babysitting or childcare falls apart, there isn’t usually a backup, and that’s the case for most folks,” Johnson says.”
- C. “Last year, she missed too many classes to complete the program.”
- D. “Low income children whose parents have at least a high school diploma are more likely to complete high school.”
- E. “And while the school considered offering childcare, it has decided that it would be too complex and costly.”

Back to School--QUESTION TWO.

Read this sentence:

42 percent say they have at least one dependent.

The BEST meaning of *dependent* as it is used in the sentence is:

- A. Child
- B. Relative
- C. Friend
- D. Co-worker

READING SEVENTEEN

The Milgram Experiment

A lesson in evil, peer pressure, and the power of authority

1. After World War II, the world was shocked by what happened in Nazi Germany. During World War II, 6 million Jews were exterminated by Germans just because they were Jewish. They were held in concentration camps where they nearly starved, and gassed to death, their bodies burned in ovens. After the war, people had many questions about how so many millions of people could be killed. How could so many Germans go along with mass execution? Because of these questions, many people watched the Eichmann Trials very closely. Eichmann was a high-ranking official of the Nazi Party. After the war, he was on trial for war crimes and crimes against humanity. He was personally responsible for the death of hundreds of thousands of people. He said that he wasn't the right person to blame. He said he was only following orders. What kind of person would follow orders to torture and murder millions of innocent people? Were Eichmann, and the million other Germans really just following orders? Does that excuse them from the crimes that they committed?

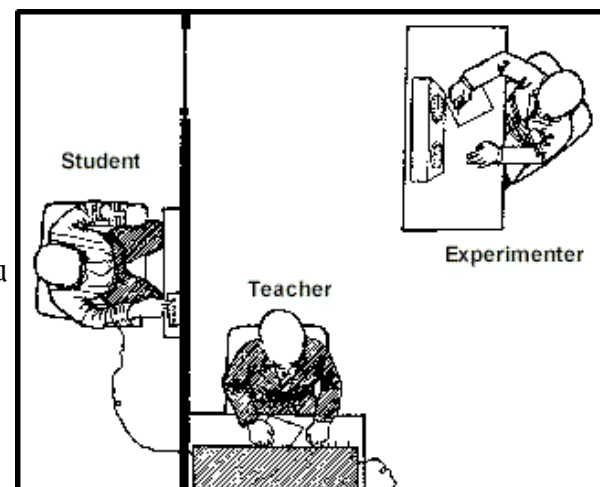
2. Dr. Stanley Milgram was a psychologist who tried to answer some of these questions. He wanted to see how far a regular human being would go if someone in authority ordered that person to torture or kill another human being. Dr. Milgram was born in the Bronx in 1933 and attended Queens College. Later he went to Harvard and Yale University. He designed a series of experiments. He called his experiments, "Obedience to Authority." Milgram began his experiment in 1961-1962.

3. This is how his experiment worked. He put an ad in the newspaper. The ad said he would pay you \$4.50 for one hour's work. All you had to do was show up and take part in a Psychology experiment. The ad said that the experiment was to study memory and learning. But that was not exactly the truth.

4. When you showed up, you were introduced to two people. One was a serious looking experimenter in a white coat and the other was another person who came for the \$4.50 who was happy and friendly. The secret was that both people were actually working for Stanley Milgram. They were both actors and they were hired to fool you into believing. The experimenter explains that the experiment will look into the role of punishment in learning. He then says that one person will be the "teacher" and one will be the "learner." A trick coin was flipped. It was always the person who answered the ad who became the "teacher."

5. The experimenter takes the "learner" into a different room. In that room they were strapped in a chair to keep them from being able to move. An electrode and wire was placed on his/her arm. Next, the "teacher"

(you) is taken to the room next door to the "learner". In your room there was an electrical generator. You cannot see the person in the other room but there is a speaker for you to hear them and a microphone for you to talk to them. The experimenter tells the "teacher" (you) to read a list of two word pairs. The "learner" then has to read them back to you. If the "learner" gets the answer right, then you move on to the next word. If the answer is wrong, the "teacher" (you) is supposed to turn a switch. The experimenter tells you that when you turn the switch on the generator, it will give an electric shock to the



“learner”. Before the experiment, the “teacher” is given a shock of 45 volts, to have an idea of what it will feel like to the other person.

6. The generator had 30 switches. The first switch was 15 volts, which is only a little bit stronger than a 9-volt battery. The switches went up by 15 volts, (15, 30, 45, 60...) all the way up to 450 volts. Each switch also has a warning. The warnings went from "slight shock" (15 volts) to "danger: severe shock" (420 volts). The last two switches are labeled "XXX". Every time the learner gets a word pair wrong, the "teacher" was supposed to use the next highest switch. The "teacher" (you) thought that you were really giving shocks to the "learner". But the "learner" is really just an actor who is not really being harmed. But they would pretend to be receiving shocks and even scream to pretend to be in real pain.

7. Some of the “teachers” would get worried and ask the experimenter who was responsible if the “learner” got seriously hurt from shocks at such a high level. The experimenter would say that they would take complete and full responsibility. When the experimenter said that, almost all of the teachers continued flipping the switch to shock the “learner”. Even though some were obviously extremely uncomfortable in doing so, they still did it.

8. At the end of the experiments, after trying this situation on thousands of people, Dr. Milgram found some very interesting results. 65% of all of the "teachers" punished the "learners" to the maximum 450 volts! When the “teacher” flipped the switch from 75 volts, the “learner” would start breathing hard and groaning. At 180 volts, the “learner” would scream stop. After that the “learner” would start screaming, crying and begging for the experiment to stop. Then the experimenter would tell the teacher to please continue. And two out of three of the “teachers” did. After 300 volts, the “learner” would stop screaming and be completely silent. The experimenter told the “teacher” that if no answer was given, the teacher was to flip the switch and continue to the next word pair. And

two out of three teachers did, all the way to the end – 450 volts. Not one “teacher” stopped before reaching 300 volts. In other words, most people would be ready to torture or kill another human being without questioning the reason.

9. Almost all of the “teachers” in the experiment expressed the desire to stop after the “learner” made sounds of pain. In that situation, the experimenter would cross their arms, lean against the wall and say things like “Go on – it is necessary for the experiment – I can’t explain it to you now – go on – you have no choice.” Most teachers wiggled, sweated, cried, groaned, laughed nervously and said they did not want to continue. But two out of three of them did continue.

“I observed a mature and initially poised businessman enter the laboratory smiling and confident. Within 20 minutes he was reduced to a twitching, stuttering wreck, who was rapidly approaching nervous collapse. He constantly pulled on his ear lobe, and twisted his hands. At one point he pushed his fist into his forehead and muttered ‘Oh God, lets stop it’. And yet he continued to respond to every word of the experimenter, and obeyed to the end.”

10. These results seem to disprove a popular theory. Many people think only evil people could be so cruel. Clearly, it is not only the most horrible monsters in society that would treat other human beings so cruel – it is regular people as well. It is you and me.

11. Other researchers replicated Milgram’s obedience experiment. The experiments spanned a 25-year period from 1961 to 1985 and have been repeated in Australia, South Africa and in several European countries. In one study conducted in Germany, over 85% of the subjects gave a lethal electric shock to the learner. This seems to prove that this relationship to authority is not unusual – it is normal.

QUESTIONS FOR “THE MILGRAM EXPERIMENT”

Milgram--Question One

What is the purpose of the diagram?

A. To help the reader better visualize the experiment

- B. To provide the reader with extra information about the experiment
- C. To allow the reader to experience the experiment as if he or she was participating
- D. To help other scientists duplicate the experiment if they want to

Milgram--Question Two

Read this sentence:

Other researchers replicated Milgram's obedience experiment.

The BEST meaning of replicated as it is used in the sentence is:

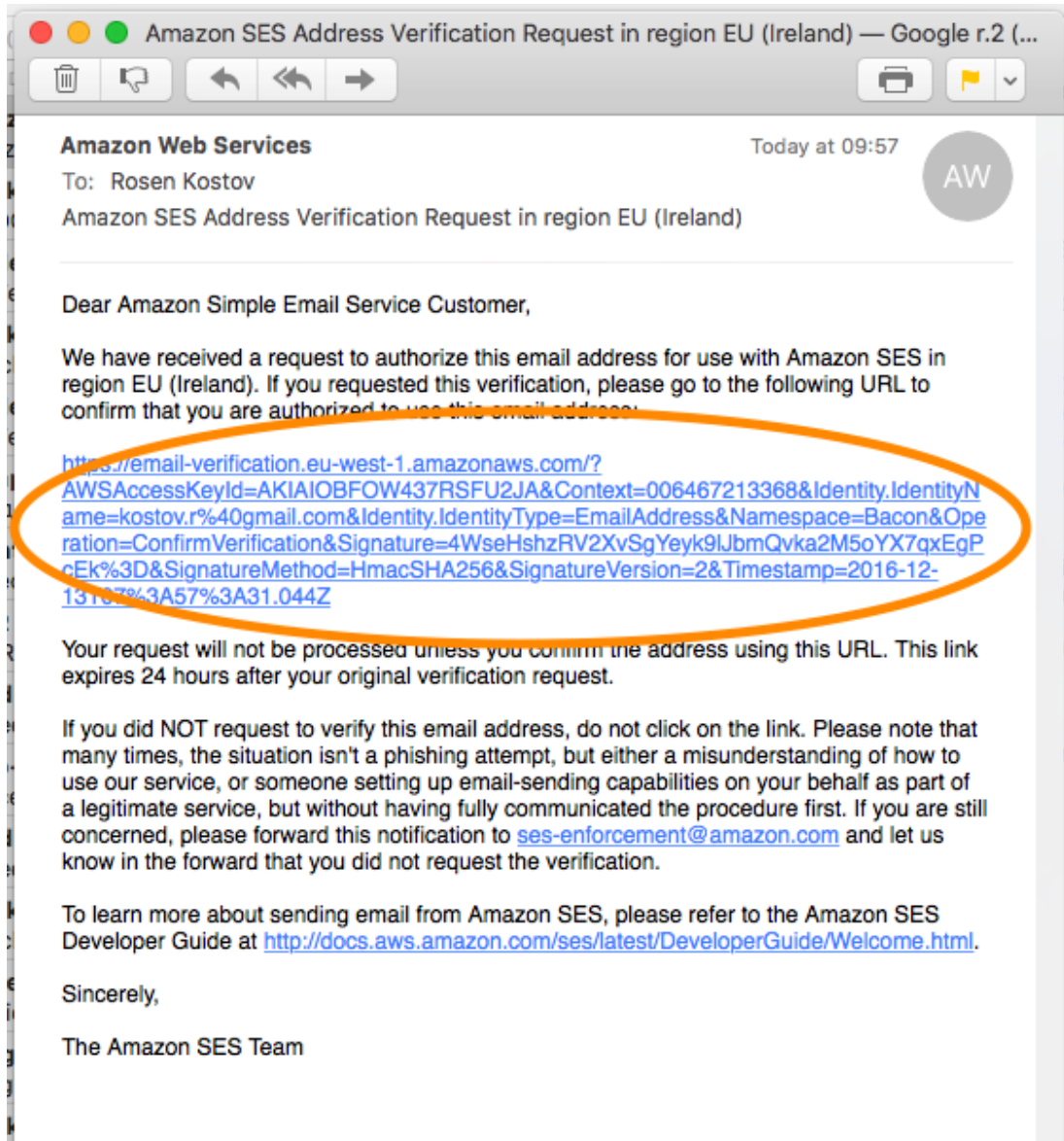
- A. Repeated
- B. Imitated
- C. Demonstrated
- D. Disproved

Milgram--Question Three

What is the central theme of the article?

- A. Few people are able to resist punishing others if they are allowed.
- B. People do not have to be evil to do harmful things to others
- C. We should never respect authority figures
- D. Most people are willing to harm others as long as they themselves don't have to suffer

READING EIGHTEEN



QUESTIONS FOR READING #EIGHTEEN

Email--QUESTION ONE

What is the purpose of this email?

- A. To get customers to buy something from Amazon.com
- B. To check that a customer wanted to receive emails from Amazon.com
- C. To explain how emails can be used to scam customers
- D. To explain everything a customer needs to know about buying from Amazon.

Email—Question Two

What part of the email should a customer click on to send the email to someone else?

A.



B.



C.



D.



READING NINETEEN

Rethinking Mistakes & Learning From Your Missteps

By Margarita Tartakovsky, M.S. Adapted from:

<http://psychcentral.com/blog/archives/2013/12/26/rethinking-mistakes-learning-from-your-missteps>

Most of us fear making mistakes. And it makes sense. We live in society where people are afraid to make mistakes, according to clinical psychologist Wendy Mogel,



Ph.D.

Take social media for example. Mogel says that we're tempted to become our own publicists and that we create a life on social media that makes our lives look perfect (hello Facebook). Thanks to our 24/7 news media cycle, the smallest errors get broadcast and picked apart by readers all over the world.

We also learn as kids that mistakes are bad and that it's better to get the answer right. The right answer leads to higher grades and scores, and greater success. But mistakes are also valuable teachers, if we can only learn to see them that way.

Mogel has worked with lots of parents who are afraid to let their kids make mistakes. It's no wonder why we try to minimize and mask our own imperfections.

Mistakes are necessary steppingstones. They're important for growth and creativity. Mogel says that if we focus on the process instead of the product, we cannot be innovators. We cannot learn about ourselves and learn about the world." Think of this as trial and error learning. "With no trial, there's no error and no learning," said Mogel

And the reality is we're going to make mistakes, said Alina Tugend, a journalist and author of *Better By Mistake: The Unexpected Benefits of Being Wrong*. "There's no way to protect ourselves." The key lies in how we view mistakes – and what we do with them. Here are several strategies for rethinking mistakes and learning from your missteps.

Acknowledge your mistakes.

When making a mistake many of us deny it, get defensive, blame others or beat ourselves up, said Tugend. These are natural tendencies. But they also prevent us from learning.

When beating ourselves up, we have a tendency to say everything from “I’m so stupid” to “I’m such a loser.” We view failure as permanent, and success as temporary, she said, stressing that it is important not to think of mistakes as permanent.

“Beating yourself up over mistakes is actually a form of showing off because it’s as though you’re supposed to be good at everything or always know what to do,” Mogel said. When you make a mistake, take a deep breath and acknowledge it. Remind yourself that mistakes are normal. Perfection is a myth.

Mine your mistakes.

We tend to confuse reasons with excuses. In other words, sometimes we’re afraid to go into the reasons we made a mistake because we worry that we’re just making excuses.

But, sometimes, “there are valid reasons” behind our mistakes. And exploring those reasons helps you make important discoveries and improvements. It helps you set up systems to prevent mistakes in the future. So explore your mistakes. Do you make this mistake a lot? If you do, how can you prevent it from happening next time? What kind of system can you set up to help you in the future?

If you forget to pay the cable bill every month, maybe you can create a reminder in your calendar a week before your due date, or set up an automatic withdrawal from your bank account. Maybe your spouse is more organized, and you can delegate the task to them.

System changes have created positive results everywhere from the airplane industry to the medical field.

Distinguish between valid and invalid criticism.

Sometimes we ignore the criticisms we get or take every little criticism personally. Rather than taking an all-or-nothing approach, try to figure out valid from invalid criticism.

For instance, if you misspelled an important person’s name in an article, criticism that says you need to be more careful in the future is valid. However, criticism that says it’s all your fault is *not*, because the editor and copyeditor also should’ve caught the error. The entire system of doing things may need to change, not just your actions.

It also helps to talk to someone you trust. Tell them what happened, and ask for their feedback in figuring out what’s right, she said.

Branch out.

“Instead of staying in the habit of doing the things you’re good at, learn something new,” Mogel said. Take a new class. Take up a new hobby. Try a solution to a math problem that may not work. Practice taking chances and making mistakes.

We forget that mistakes can be useful. “We know [from the research] that people who are allowed to make mistakes when they learn things often learn deeper and understand them better,” Tugend said. Give yourself the opportunity to focus on the process, delve into your mistakes and truly learn.

QUESTIONS FOR Rethinking Mistakes & Learning From Your Missteps

Mistakes--Question One

Which TWO details below support the key idea that exploring our mistakes can help us learn?

- A. "It helps you set up systems to prevent mistakes in the future."
- B. "Take social media for example."
- C. "The right answer leads to higher grades and scores, and greater success."
- D. "If you do, how can you prevent it from happening next time?"
- E. "There's no way to protect ourselves."

Mistakes--Question Two.

Read this paragraph:

For instance, if you misspelled an important person's name in an article, criticism that says you need to be more careful in the future is valid. However, criticism that says it's all your fault is not, because the editor and copyeditor also should've caught the error. The entire system of doing things may need to change, not just your actions.

How does the paragraph above contribute to the reader's understanding of the role of mistakes?

- A. It shows that mistakes help us learn.
- B. It describes the way that fear makes people avoid admitting their mistakes.
- C. It explains that people need to balance acknowledging their own mistakes with awareness of that some things are outside of their control.
- D. It shows the importance of proofreading.

Mistakes--Question Three.

Read this sentence:

Give yourself the opportunity to focus on the process, delve into your mistakes and truly learn.

The BEST meaning of *delve* as it is used in the sentence above is:

- A. Overcome
- B. Explore
- C. Ignore
- D. Acknowledge

READING TWENTY

A Short History of the Haitian Revolution

By Mark Trushkowsky

Haiti is a country on an island in the Caribbean Sea. Haiti is on the same island as the Dominican Republic, but they are separate countries. Christopher Columbus went to this island in 1492, and Europe learned about the island. When Columbus got to the island, he found the people who had already been living there for thousands of years. Even though he saw that there were people already living there, he said the island now belonged to Spain. After that, Spain made the people who had lived on that island find gold for them. By the end, they killed all the people - between one million and eight million people.

In the Dominican Republic they speak Spanish. In Haiti, the people speak Creole and French. Creole is a language that is made from a mix of French, a few African languages, and the languages of those people who originally lived on the island. The reason why the Haitian people do not speak Spanish is because France took Haiti from Spain in 1664.

In 1664, sugar was more expensive than gold. The French made slaves from Africa work on sugar plantations in Haiti. Plantations were big farms where slaves work. The French had hundreds of sugar plantations in Haiti. Slaves did all the work in Haiti. The French killed many thousands of slaves. Life on a sugar plantation was very difficult. Haitian slaves never got enough food or sleep. The French made so much money from



sugar that they didn't care if they worked their slaves to death. If that happened, they just bought more slaves.

One slave named Mackandal wanted to change this. He escaped, or ran away, from his plantation. He worked with other runaway slaves to burn down plantations and make the French leave. There was a *revolution* in Haiti in 1791. In one month, the slaves set 200 plantations on fire. French ships brought in more and more French soldiers, and brought out less and less sugar. By the end of the year Haiti made almost no sugar. The French caught Mackandal and set him on fire. There is a story that when Mackandal died, he said, "I will come back as a *mosquito* to fight the French."

The slaves didn't give up. One slave named Toussaint who was a house cleaner. He was a brave and brilliant man. He became Haiti's most important leader.

A disease called malaria also helped. Malaria is a common disease in Africa. You get it from mosquitoes. If you get malaria when you're a child, you don't get too sick, and then you can never get it again. If you get malaria as an adult, it is much more dangerous. If you get malaria as an adult, it can kill you. The slaves all had malaria when they were children in Africa. There was no malaria in France. For that reason, none of the French soldiers ever got malaria when they were children. Malaria killed thousands of French soldiers in Haiti. And the slaves who wanted to be free killed even more French soldiers.

France was losing the war in Haiti. In 1801, they asked Toussaint to come to France to talk about peace. When he got there, they put him in jail. He died two years later, but the Haitians didn't stop fighting. France gave up in 1804. Haiti was the first black country to become free. The slaves not only ended slavery, but they got independence for their country.

The United States was not good to Haiti. After the Haitian Revolution, the US government made it illegal to trade with Haiti. That put pressure on Haiti. After 23

years of independence, France said Haiti could be free if they paid \$21 billion dollars to France. Paying that money made Haiti one of the poorest countries in the world. Instead of being used to build a free Haiti, that money went to France.

Haiti--QUESTION ONE

Which detail best supports the idea that European colonists were cruel?

- A. "By the end of the year, Haiti had almost no sugar"
- B. "The French made so much money from sugar that they didn't care if they worked their slaves to death."
- C. "By the end, they killed all the people."
- D. "I will come back as a mosquito to fight the French."

READING TWENTY-ONE

The Carlisle Indian School by Mark Trushkowsky



The Carlisle Indian School was started in 1879 in Carlisle, Pennsylvania. The school closed in 1918. Over 10,000 Native American children went to the Carlisle School during its history. The school was a boarding school. That means that children left their homes and lived at the school.

The school was started by a man named Richard Henry Pratt. Pratt started the school because he wanted to force Native American children to become part of the culture of the United States. Pratt believed that the best way to **assimilate** those children was to completely remove them from their family and their culture. That was one lesson that Pratt had learned from slavery. He knew that free people were kidnapped from all over Western Africa. For many years, those people had no contact with the place where they came from. After only a few generations the people lost their languages, many of their traditions. They lost their connection to the place where their ancestors came from. Those people started to think of themselves as Americans. That was what Carlisle wanted to do with the Native American children.

Pratt's idea was to "Kill the Indian, save the man." He did not mean to actually kill the children. He wanted to kill the Indian in their hearts and minds. Pratt believed that the Native American children should be completely removed from their tribe, from their family and from their past. The purpose of his school was to erase the Native American customs, culture, language and religion.

One of the children at the school in 1890 was named Sun Elk. He was from the Taos Pueblo, in New Mexico. This is his memory of the school.

"They told us that Indian ways were bad. They said we must get 'civilized'....It means 'be like the white man'... And the books told how bad the Indians had been to the white men—burning their towns and killing their women and children. But I had seen white men do that to Indians. We all wore white man's clothes and ate white man's food and went to white man's churches and spoke white man's talk. And so after a while we also began to say Indians were bad. We laughed at our own people..."

When Pratt first started his school, he needed students. He went to the chiefs of different tribes to convince them to send their children to his school. He told the chiefs that the white settlers were able to take their land because the Native Americans could not read or write.

Later parents were pressured and even forced to send their children to the Carlisle School. On the reservations, many tribes depended on food and supplies from the US government. The government sometimes told these parents that they had to send their children to the Carlisle School or they would not get the food and supplies they needed. The government also used U.S. soldiers to force parents to send their children away.

Once at the school, the Native American children faced a very hard life. The school was built far away from the reservations. Students had almost no contact with their families. Students were not even allowed to go home for the summer. Instead of going home, the students were sent to work in the houses of non-Native American families.

At Carlisle, the students were given so many rules to follow. The students were given no choices.

Changing their names was one of the first things that happened to new students at the school. Most Native American tribes gave people names based on their experiences or what kind of person they were. The Carlisle school did not allow the students to use the names their parents gave them. The teachers forced the children to use more American names. As soon as the children arrived at the school, they had their long hair cut. For some tribes, like the Lakota, cutting your hair is what you do when someone close to you dies.

It was also against the rules for the Native American children to speak their own language. If they did they faced strong punishment and beatings. Lone Wolf, a Blackfoot, described one of his memories of the school. He said, *"One of the boys said something in his*

language to another boy. The man in charge of us pounced on the boy, caught him by the shirt, and threw him across the room. Later we found out his collar-bone was broken."

The school taught the students to spy on one another, and report anyone breaking the rules. This was easy for the teachers to do because most of the children had been taught to respect their elders by their tribes. When the teachers ordered the students to spy on each other, many children listened because they were taught to respect people who were older than them.

The children were not allowed to practice their religion. The teachers told the children that any student who kept their culture was stupid and dirty. The teachers taught the children that the way that their family lived was inferior to the white way. Students who acted in the white way were given special privileges. When the students did finally go home, many of them had a hard time fitting in with their tribe and their families.

Hundreds of children died at the Carlisle School. Many died from diseases and others died while trying to escape from the school.

Most of the classes were focused on teaching job skills. For example, they taught the girls how to cook, clean, sew and do laundry. They taught the boys how to do things like farm work, metal work, wood work, and how to make shoes and wagons.

Sitting Bull was a famous chief of the Teton Sioux tribe. He said, *"If the Great Spirit had desired me to be a white man he would have made me so in the first place. He put in your heart certain wishes and plans; in my heart he put other and different desires. Each man is good in the sight of the Great Spirit. It is not necessary, that eagles should be crows."*

By Mark Trushkowsky

QUESTIONS for The Carlisle Indian School

Carlisle--Question One

What is the author's purpose for writing the text?

- A. To show how people can change their ideas about culture
- B. To describe a shameful time in U.S. history
- C. To demonstrate the benefits of a good education
- D. To show that people must change with the times

Carlisle--Question Two

How does the inclusion of photographs affect the article?

- A. They add interest to the article.
- B. They prove that the article describes facts.
- C. They support the author's point that Carlisle wanted to transform young Indians to assimilate to U.S. culture.
- D. They show how the same person can look very different depending on their clothing and hair style.

Carlisle--Question Three.

Reread the words of Sitting Bull:

He said, *"If the Great Spirit had desired me to be a white man he would have made me so in the first place. He put in your heart certain wishes and plans; in my heart he put other and different desires. Each man is good in the sight of the Great Spirit. It is not necessary that eagles should be crows."*

From this quote, you can infer that Sitting Bull:

- A. Would have been inspired by the Carlisle schools
- B. Would have been against the Carlisle schools
- C. Would have not cared about the Carlisle schools
- D. Would have been surprised by the Carlisle schools

READING TWENTY-TWO

The Joy of Reading and Writing: Superman and Me

by Sherman Alexie

Los Angeles Times, April 19 1998

I learned to read with a Superman comic book. Simple enough, I suppose. I cannot recall which particular Superman comic book I read, nor can I remember which villain he fought in that issue. I cannot remember the plot, nor the means by which I obtained the comic book.

What I can remember is this: I was 3 years old, a Spokane Indian boy living with his family on the Spokane Indian Reservation in eastern Washington state. We were poor by most standards, but one of my parents usually managed to find some minimum-wage job or another, which made us middle-class by reservation standards. I had a brother and three sisters. We lived on a combination of irregular paychecks, hope, fear and government surplus food. My father, who is one of the few Indians who went to Catholic school on purpose, was an avid reader of westerns, spy thrillers, murder mysteries, gangster epics, basketball player biographies and anything else he could find. He bought his books by the pound at Dutch's Pawn Shop, Goodwill, Salvation Army and Value Village. When he had extra money, he bought new novels at supermarkets, convenience stores and hospital gift shops.

Our house was filled with books. They were stacked in crazy piles in the bathroom, bedrooms and living room. In a fit of unemployment-inspired creative energy, my father built a set of bookshelves and soon filled them with a random assortment of books about the Kennedy assassination, Watergate, the Vietnam War and the entire 23-book series of the Apache westerns. My father loved books, and since I loved my father with an aching devotion, I decided to love books as well.

I can remember picking up my father's books before I could read. The words themselves were mostly foreign, but I still remember the exact moment when I first understood, with a sudden clarity, the purpose of a paragraph. I didn't have the vocabulary to say "paragraph," but I realized that a paragraph was a fence that held words. The words inside a paragraph worked together for a common purpose. They had some specific reason for being inside the same fence. This knowledge delighted me. I began to think of everything in terms of paragraphs. Our reservation was a small paragraph within the United States. My family's house was a paragraph, distinct from the other paragraphs of the LeBrets to the north, the Fords to our south and the Tribal School to the west. Inside our house, each family member existed as a separate paragraph but still had genetics and common experiences to link us. Now, using this logic, I can see my changed family as an essay of seven paragraphs: mother, father, older brother, the deceased sister, my younger twin sisters and our adopted little brother.

At the same time I was seeing the world in paragraphs, I also picked up that Superman comic book. Each panel, complete with picture, dialogue and narrative was a three-dimensional paragraph.

In one panel, Superman breaks through a door. His suit is red, blue and yellow. The brown door shatters into many pieces. I look at the narrative above the picture. I cannot read the words, but I assume it tells me that "Superman is breaking down the door." Aloud, I pretend to read the words and say, "Superman is breaking down the door." Words, dialogue, also float out of Superman's mouth. Because he is breaking down the door, I assume he says, "I am breaking down the door." Once again, I pretend to read the words and say aloud, "I am breaking down the door" In this way, I learned to read.

This might be an interesting story all by itself. A little Indian boy teaches himself to read at an early age and advances quickly. He reads "Grapes of Wrath" in kindergarten when other children are struggling through "Dick and Jane." If he'd been anything but an Indian boy living on the reservation, he might have been called a prodigy. But he is an Indian boy living on the reservation and is simply an oddity. He grows into a man who often speaks of his childhood in the third-person, as if it will somehow dull the pain and make him sound more modest about his talents.

A smart Indian is a dangerous person, widely feared and ridiculed by Indians and non-Indians alike. I fought with my classmates on a daily basis. They wanted me to stay quiet when the non-Indian teacher asked for answers, for volunteers, for help. We were Indian children who were expected to be stupid. Most lived up to those expectations inside the classroom but subverted them on the outside. They struggled with basic reading in school but could remember how to sing a few dozen powwow songs. They were monosyllabic in front of their non-Indian teachers but could tell complicated stories and jokes at the dinner table. They submissively ducked their heads when confronted by a non-Indian adult but would slug it out with the Indian bully who was 10 years older. As Indian children, we were expected to fail in the non-Indian world. Those who failed were ceremonially accepted by other Indians and appropriately pitied by non-Indians.

I refused to fail. I was smart. I was arrogant. I was lucky. I read books late into the night, until I could barely keep my eyes open. I read books at recess, then during lunch, and in the few minutes left after I had finished my classroom assignments. I read books in the car when my family traveled to powwows or basketball games. In shopping malls, I ran to the bookstores and read bits and pieces of as many books as I could. I read the books my father brought home from the pawnshops and secondhand. I read the books I borrowed from the library. I read the backs of cereal boxes. I read the newspaper. I read the bulletins posted on the walls of the school, the clinic, the tribal offices, the post office. I read junk mail. I read auto-repair manuals. I read magazines. I read anything that had words and paragraphs. I read with equal parts joy and desperation. I loved those books, but I also knew that love had only one purpose. I was trying to save my life.

Despite all the books I read, I am still surprised I became a writer. I was going to be a pediatrician. These days, I write novels, short stories, and poems. I visit schools and

teach creative writing to Indian kids. In all my years in the reservation school system, I was never taught how to write poetry, short stories or novels. I was certainly never taught that Indians wrote poetry, short stories and novels. Writing was something beyond Indians. I cannot recall a single time that a guest teacher visited the reservation. There must have been visiting teachers. Who were they? Where are they now? Do they exist? I visit the schools as often as possible. The Indian kids crowd the classroom. Many are writing their own poems, short stories and novels. They have read my books. They have read many other books. They look at me with bright eyes and arrogant wonder. They are trying to save their lives. Then there are the sullen and already defeated Indian kids who sit in the back rows and ignore me with theatrical precision. The pages of their notebooks are empty. They carry neither pencil nor pen. They stare out the window. They refuse and resist. "Books," I say to them. "Books," I say. I throw my weight against their locked doors. The door holds. I am smart. I am arrogant. I am lucky. I am trying to save our lives.

Questions for *Superman and Me*

Superman--Question One. Read the sentence below:

My father, who is one of the few Indians who went to Catholic school on purpose, was an avid reader of westerns, spy thrillers, murder mysteries, gangster epics, basketball player biographies and anything else he could find.

The BEST meaning of “avid reader” as it is used in the sentence is:

- A. Someone who does not like reading
- B. Someone who occasionally reads
- C. Someone who reads constantly
- D. Someone who cannot read.

Superman--Question Two. Read the sentence below:

As Indian children, we were expected to fail in the non-Indian world. Those who failed were ceremonially accepted by other Indians and appropriately pitied by non-Indians.

I refused to fail. I was smart. I was arrogant. I was lucky. I read books late into the night, until I could barely keep my eyes open.

By using the word *arrogant* to describe himself, the writer implies that:

- A. He thought he was better than other Indian children.
- B. He wanted to be accepted by his peers.
- C. He wanted people to understand the plight of Indians.
- D. He refused to be seen as stupid.

Superman--Question Three.

Which statement below **BEST** describes the effect of the writer's repetition of "I read" throughout the essay?

- A. By repeating "I read," the writer shows how smart he thinks he is.
- B. By repeating "I read," the writer makes readers that they too should read a lot.
- C. By repeating "I read," the writer gives a sense of urgency to reading.
- D. By repeating "I read," the writer shows how he is like his father.

Superman--Question Four

With which statement of the author of *The Carlisle Schools and Superman and Me* be **MOST** likely to agree?

- A. White culture is superior to Indian culture
- B. Whites seem to believe that their culture is superior to Indian culture
- C. An education is the most important thing, no matter where and when it occurs.
- D. Sometimes you have to give up your own culture if you want to succeed.

READING TWENTY-THREE

U.S. report: Global warming getting worse, contradicting Trump officials

By Associated Press, adapted by Newsela staff
11/09/2017

Word Count **703**



Water from Roanoke Sound pounds the Virginia Dare Trail in Manteo, North Carolina, as Tropical Storm Hermine passes the Outer Banks on September 3, 2016. A massive U.S. report released November 3, 2017, concludes the evidence of global warming is stronger than ever and that more than 90 percent of it has been caused by humans. Since 1900, the reports said Earth has warmed by 1.8 degrees (1 degree Celsius) and seas have risen by 8 inches. Photo by AP/Tom Copeland

WASHINGTON, D.C. — Scientists agree that the Earth is warming. Nearly all of them believe humans are making it worse. Now, a U.S. government report says humans' effect on the Earth's climate is even stronger than previously believed.

This report goes against what some in President Donald Trump's administration have said. Some officials that Trump appointed say they do not believe humans affect climate change.

The report was released on November 3. It is one of two reviews done every four years by the government. Dozens of scientists inside and outside the government help write the report. A report showing how warming affects the U.S. is also published.

Some scientists and environmental leaders worried about this report. They thought President Trump's government might try to change it, or stop it from getting released. However, several authors said that didn't happen.

"More Serious Than We Think"

Recent findings suggest "the possibility that things may have been more serious than we think," said Robert Kopp of Rutgers University. He helped write the report.

Since 1900, Earth has warmed by 1.8 degrees Fahrenheit and seas have risen by 8 inches. Heat waves, heavy rains, and wildfires have become more frequent.

It's nearly 100 percent certain that global warming is man-made, scientists said in the report. This is mostly due to the burning of coal, oil and natural gas for power. When burned, these materials release carbon dioxide into the atmosphere. Carbon dioxide is also called a greenhouse gas. That's because it traps heat in the air, causing temperatures to rise.

Report Differs From View By Trump Officials

Rick Perry is in charge of energy for Trump's government. Scott Pruitt leads the Environmental Protection Agency (EPA). Both men have said carbon dioxide release isn't the main cause of global warming.

Scientists disagreed. "Over the last century, there are no convincing alternative explanations," the report said.

Some natural forces — such as volcanoes — are actually working to cool Earth, the report said. However, these cooling effects are being overwhelmed by the impact of greenhouse gases, Katharine Hayhoe said. She is one of the scientists who helped write the report. She works at Texas Tech University.

"This period is now the warmest in the history of modern civilization," she said.

Potential Dangers Outlined In Report

Scientists highlighted a dozen potential dangers that could happen from warming.

One is the thawing of ice sheets in Greenland and Antarctica. This would lead to a rise in sea level. It also would melt permafrost, which are sheets of ice below the ground that have been frozen for many years. Thawed permafrost could cause massive release of greenhouse gases like methane and carbon dioxide. This could turbo-charge warming.

Researchers did not provide an estimate of how likely it is that these events will happen. Still, "there is certainly some chance of some of these things happening," said David Fahey. He works for the National Oceanic and Atmospheric Administration and helped on the report.

The report also shows how different climate change-caused events can interact to make life worse. Such events include the recent California wildfires and Superstorm Sandy five years ago.

A "Triple Threat" To Oceans

The world's oceans are under a "triple threat": the water is getting warmer and more acidic, or sour. They are seeing a drop in oxygen levels, Hayhoe said.

Scientists also wrote a 1,504-page report on the impacts of climate change. They detailed dozens of ways global warming is already affecting parts of the United States.

Scientists said global warming is already sickening, injuring and killing Americans. It causes changes to weather, food, air and water. It also changes the ways diseases spread. And it's expected to get worse, hurting businesses, wildlife and energy supply.

Some Risk Factors Of Global Warming

Some risks are "inconvenient," such as more high tide flooding along the East Coast, the report said. Others are worse, like communities on the coasts of Alaska and along the Gulf Coast being forced to leave their homes.

Outside experts said the reports are the most up-to-date summary of climate science.

Zeke Hausfather is a climate scientist at the University of California, Berkeley. He says the report shows that the findings of scientists have become more grim since 2013.

QUESTIONS ON GLOBAL WARMING

Global Warming--QUESTION ONE.

One MAIN idea of the article is that the U.S. government released a new report on global warming.

What is one other MAIN idea of the article?

- A. Scientists say that Earth has warmed by 1.8 degrees Fahrenheit and seas have risen 8 inches.
- B. Scientists are certain that global warming is caused by humans releasing carbon dioxide into the air.
- C. Scientists say that some natural forces like volcanoes are actually working to cool the earth.
- D. Scientists are studying how different climate change events can interact.

Global Warming--Question Two.

Which statement BEST summarizes the MAIN idea of the section "A Triple Threat To Oceans"?

- A. Climate change is expected to get worse, which would be bad for energy supplies.
- B. There has been a drop in the levels of oxygen that scientists find in ocean water.
- C. Climate change is already harming the air and water, as well as people's health.
- D. Scientists also wrote a 1,504 page report on the impact of climate change.

Global Warming--Question Three

According to the section "Potential Dangers Outlined In Report," how do thawing ice sheets affect global warming?

- A. The ice sheets could release higher levels of greenhouse gases when they melt, speeding up global warming.
- B. The ice sheets could release freezing water as they melt, slowing global warming.
- C. The ice sheets could cause sea levels to rise at a faster rate as they melt, speeding up global warming.
- D. The ice sheets could cause sea animals to swim in warmer waters as they melt, slowing the effects of global warming.

Global Warming--Question Four

What is the relationship between scientists and the people in Trump's government?

- A. Scientists wanted to wait until next year to release the report, but Trump's government said they should release it as soon as possible.
- B. Scientists wanted the report to say that humans are making climate change worse, but Trump's government changed the report.
- C. Scientists say that serious storms and wildfires are getting stronger, but Trump's government says that isn't true.
- D. Scientists say that human activity is the only explanation for global warming, but many in Trump's government say humans do not affect climate change.

READING TWENTY-FOUR

Thank You, Ma'am by Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. the large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm." The woman said, "What did you want to do it for?" The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching. "If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette- furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pockekbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

Questions for "Thank You Ma'am"

Thank you Ma-am--Question One

What inference can be made about Mrs. Luella Bates Washington Jones' motivations in the story?

- A. She believes that if she scares Roger, he will not steal again.
- B. She believes that if Roger had parents at home and enough to eat, he would not steal.
- C. She believes that Roger just wants to see what he can get away with.
- D. She wants to protect Roger from getting arrested by the police.

Thank you Ma'am—Question Two

Which two details from the story suggest that Roger wants to be liked by Mrs. Jones?

- A. "I didn't aim to."
- B. He did not trust the woman not to trust him.
- C. "I wanted a pair of blue suede shoes," said the boy.
- D. "You gonna take me to jail?" asked the boy, bending over the sink.
- E. "Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

READING TWENTY-FIVE

How to write a resume

Your resume (sometimes called your "CV") is your most important tool when applying for a job. It doesn't matter how qualified you are, or how much experience you have - if your resume is poorly presented or badly written, you're going to have trouble getting the job you want - or even an interview.

Taking the time to work on your resume is really important. The information on this page offers some tips and advice on how to make your resume the best it can be.

The purpose of a resume

Your resume is a marketing tool. It needs to demonstrate:

- That you are employable
- How you meet the job and the organisation's requirements
- That you have the right qualifications and education
- That you have the right experience and skills
- That you have the right level of professionalism for the job

How long should my resume be?

There is no set length for a resume. A resume varies in length depending on your experience and education. If you haven't worked much before, one or two pages is best, but three pages is okay if you've got a lot of study and work behind you.

How should I order my resume?

Generally it's always good to present the information on your resume in this order:

1. Contact details
2. Opening statement
3. List of key skills
4. List of technical/software skills
5. Personal attributes/career overview
6. Educational qualifications
7. Employment history/volunteering/work placements
8. References/referees

Not everything in this list must appear on your resume every time, and the order can change from application to application. For more information about each of these sections, check out "What Your Resume Should Include", below.

The most important thing is to get the most useful information across first. For example, if your education history is not specifically related to the job, put it toward the end of your resume, behind the information that *is* related to the job.

Do I need to change my resume for each application?

You need to tailor your resume to every job application so that it responds to the specific requirements of the job you're applying for.

You might not need to change much, but you do need to make sure your opening statement, your key skills and your personal attributes all respond to the needs of the role, based on the job ad (if there was one) and the research you've done into the job.

You should also tailor your resume to show how your work experience specifically meets the needs of the job you're applying for.

What your resume should include

There are a number of things that every resume should have on it.

Contact details

Make sure you include your name, email address and a contact phone number on your resume. You don't have to include your home address, although there might be some situations when doing so would be a good idea.

Key skills & strengths

Your resume should include a list of between 10 and 15 skills that link your experience to the job you're applying for.

If the job you're applying for was advertised, either the ad or the position description may provide a list of skills and experiences that are essential for doing the job. It may also provide a list of "desirable" skills and experience. Your list of key skills & strengths needs to respond to all of the items on the "essential" list and as many items as possible on the "desirable" list.

When putting together this list, think of things you've done or learned to do as part of:

- Jobs you've had
- Your studies
- Any work placements you've done
- Any volunteering you've done

Personal attributes

If you haven't got much work experience, a list of personal attributes can be another way to demonstrate that you're the right person for the job.

Things you could include in this section might include ways you can demonstrate that you are reliable, honest, trustworthy or quick to learn new things.

Educational history

Your Educational History only needs to show your highest level of education. You don't need to include your results, unless showing them proves how well you're suited to the job.

Employment history

When providing your employment history, start with the your most recent job and go backwards from there. Give the position title and the dates you worked there.

If you haven't had a job before, you can use other things to demonstrate your experience, including:

- Work experience you've done through school
- Work placements or internships that you've done through university or TAFE
- Volunteer work you've done

For each job provide a list of the things that you achieved while in that job.

References/referees

Your resume should list two people who can positively recommend you as an employee. Ideally your references will be people that you have worked with before. Provide their name, their position title, and a way that they can be contacted.

Reviewing your resume

Having someone else review your resume is extremely important. Make sure you use someone who will actually tell you if they think something isn't right. People you could ask include:

- Co-workers
- Former employers
- Teachers
- Career guidance counsellors
- Your parents or guardians

Questions for *How to Write a Resume*

Resume--Question One

Read this sentence:

If you haven't got much work experience, a list of personal attributes can be another way to demonstrate that you're the right person for the job.

Which BEST gives the meaning of attributes as it is used in the sentence?

- A. Qualities
- B. Mistakes
- C. Skills
- D. Awards

Resume--Question Two

Your resume should include a list of between 10 and 15 skills that link your experience to the job you're applying for.

This sentence supports the key idea that

- A. Your resume may take a long time to write
- B. Your resume should change whenever you get a new skill
- C. Your resume should be customized to each particular job
- D. Job applicants who list the most skills usually get the job.

READING TWENTY-SIX

Norberto (from the NYSED CUNY Career Kits)

I wanted to share a little about my education and career path with you. I was born and raised in the Dominican Republic and when I was 17, my family moved to the United States. I was only one year away from finishing high school in the DR when we came to New York City, so I was not able to get my high school diploma. After we got settled in New York, I decided I wanted to go back to school, so I signed up for high school equivalency classes to get my GED. I had only just begun to learn English though, so I enrolled in classes that were taught in Spanish.



When it came time to take the GED exam, which is now called the TASC exam, I did great on the math portion. However, because my English wasn't very advanced yet, I did not pass the English part. I was disappointed, but I believed that if I got some help with my English, I could retake the test and pass. So I signed up for ESL classes, where I worked hard for about eight months on improving my English skills, and when I took the test again, I passed everything! I was really proud of myself and it motivated me to keep moving forward.

I had always wanted to go to college, and my initial goal after getting my GED was to get into a community college to get an Associate's degree, so I could get a better paying job with healthcare and retirement benefits. I didn't really have a specific job in mind; I just wanted a good job that would allow me to live comfortably. So I decided to take some college preparation classes that would help me get ready to take the CUNY college placement exams. However, when I went to take the placement exams, the same thing happened again—I passed the math, but I didn't pass the writing exam. I was disappointed, but I was determined to go to college, so I kept studying and retook the exam and by the following semester, I was a student at Hostos Community College. When it came time to pick a major, I was unsure about what I wanted to study, so I chose a Liberal Arts and Sciences major which allowed me to take classes

across a broad range of programs. All the while, I was volunteering at a hospital and began to think about a career in Occupational Therapy. I knew I liked helping people, but I wasn't sure if the healthcare sector was the right choice for me.

During my time at Hostos, I worked very hard and earned a high GPA. I also got involved in the student Disability Club, and eventually became its president. My academic advisor at Hostos, who I talked to every now and again about how school was going and what I was thinking about for my future, told me about the CUNY College Discovery (CD) program for low income students. She told me that the program supported students who had financial and other challenges. I applied and was chosen to be part of the CD program, where I received tutoring to help with my English skills, career counseling, and networking opportunities with professionals. One of my favorite parts of CD was going to different activities where people who worked in all different kinds of careers would talk to us about their career pathways. This experience opened up my mind to the possibility that there was a lot more out there than I was currently thinking about. We got to meet with these professionals, speak with them one-on-one, and ask questions about their careers and how they achieved their goals. It really changed my thinking. Before then, I had only been thinking about the short term—get a good job with a good salary so I could be independent—but after participating in the CD program I really started to think about what kind of career I might enjoy long term.

I graduated from Hostos Community College with an Associate's Degree in Liberal Arts and Sciences, and based on my experiences with social workers and patients, and meeting so many people through the CD program, I decided I wanted to pursue a career in Social Work. I applied to New York University and not only did I get in, but I was awarded a full financial scholarship as a transfer student! I received the scholarship as a result of my good grades and all the extracurricular activities and programs I had participated in at Hostos. My advisor at Hostos was always encouraging me to get involved with these different programs and said that colleges really like to see these kinds of things on students' applications. And she was right! Because of the scholarship, I was able to focus on my studies at NYU and I graduated with a Bachelor of Science in Social Work.

QUESTIONS on NORBERTO

NORBERTO--QUESTION ONE

The main purpose of the excerpt is:

- A. To tell Norberto's life story
- B. To inspire students to never give up
- C. To show how a person can find a career they love
- D. To show how special programs can change people's lives.

NORBERTO--QUESTION TWO

The structure of Paragraph 2 can be described as:

- A. Definition and example
- B. Cause and effect
- C. Compare and Contrast
- D. Main idea and details

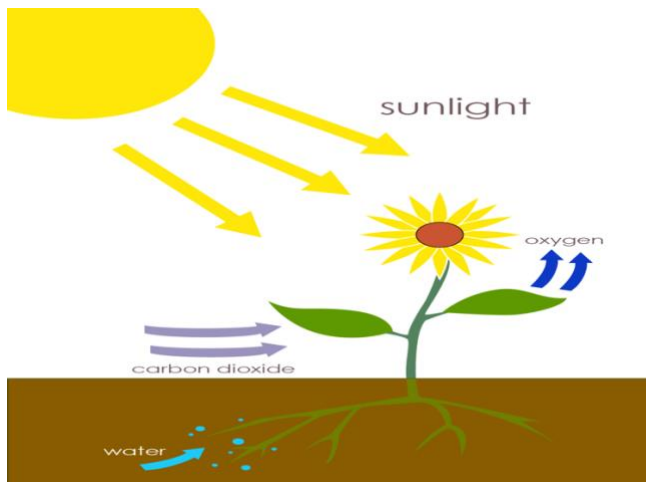
READING TWENTY-SEVEN

Photosynthesis

Adapted from Newsela



All living things need energy. Some organisms can take in energy from sunlight and use it to make sugar and other chemicals. The sugars are then used to provide fuel for the organism. This process, called photosynthesis, is used by organisms such as plants, algae and some types of bacteria.



Drawing of photosynthesis in plants. The carbohydrates produced are stored in or used by the plant. Image: At09kg/Wikimedia.

Photosynthesis Equation

Photosynthesis takes energy from sunlight and turns it into chemical fuel. The fuel is stored as molecules such as glucose, a kind of sugar.

For photosynthesis to happen, three ingredients are needed. They are carbon dioxide, water and sunlight.

So, three things go in: carbon dioxide, water, and sunlight.

Three different things come out: glucose, oxygen and water.

The chemical equation for the process looks like this:



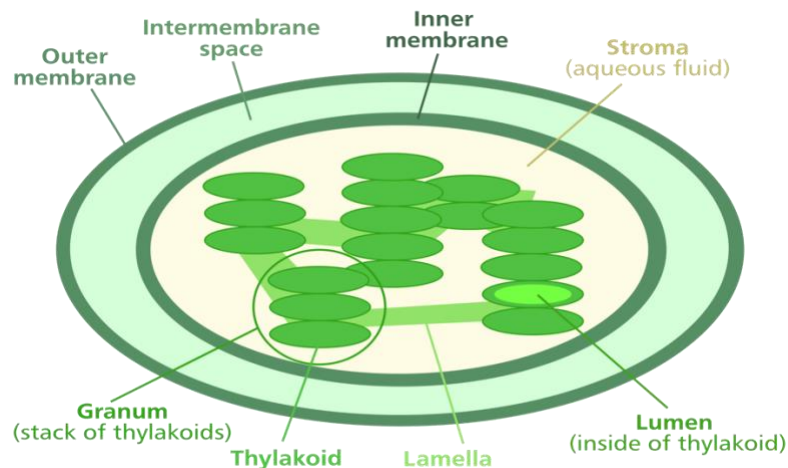
What it means is that six carbon dioxide molecules (6CO_2) and six water molecules ($6\text{H}_2\text{O}$) are used up. Glucose ($\text{C}_6\text{H}_{12}\text{O}_6$) and six oxygen molecules (6O_2) are left over.

Photosynthesis In Plants

In plants, photosynthesis happens mainly within the leaves, which are designed to bring together carbon dioxide, water and sunlight.

Leaves can take in carbon dioxide from the air. They do it through tiny holes called stomata. It is also through stomata that plants give off oxygen.

Water is taken up by the plant through its roots and delivered to the leaves through a system of veins, similar to those that carry blood throughout our bodies.



A diagram showing the simple structure of a chloroplast. Image from public domain.

Sunlight is taken in by chlorophyll, a green chemical located in plant cell structures called chloroplasts. Chloroplasts are where photosynthesis happens. There are several smaller structures within a chloroplast, each serving a different purpose:

- The outer and inner membranes are coverings that keep chloroplast structures enclosed.
- *Stroma* is a dense fluid within the chloroplast where carbon dioxide gets turned into sugar.
- *Thylakoids* look like flattened sacks and are where light energy is turned into chemical energy.
- *Grana* are composed of thick stacks of thylakoids.
- *Chlorophyll* is a chemical within the chloroplast that takes in light energy and gives plants their green color.

Stages Of Photosynthesis

Photosynthesis happens in two stages, which are the light reactions and the dark reactions. The light reactions require light, whereas dark reactions do not.

Light reactions happen mostly in the thylakoid stacks of the grana. These areas are lined with chlorophyll, which reacts to the sunlight. Through a chain of reactions, sunlight is turned into chemical energy.

In photosynthesis, water molecules (H₂O) have to split. When the water molecules split, they release oxygen through the stomata.

Photosynthesis Summary

In summary, photosynthesis is a process in which light energy is turned into chemical energy. It is used by plants and other organisms to store the energy they need to grow.

In plants, photosynthesis happens in the chloroplasts, which are found on the leaves. There are two main stages to the process: light reactions and the dark reactions. The light reactions turn light into energy (ATP and NADHP) and the dark reactions use the energy and carbon dioxide to produce sugar.

QUESTIONS ON PHOTOSYNTHESIS

QUESTION ONE. Read the sentence from the section "Photosynthesis In Plants."

Water is taken up by the plant through its roots and delivered to the leaves through a system of veins, similar to those that carry blood throughout our bodies.

Why does the author compare "roots" with "veins?"

- A. To show that all organisms use similar structures to carry out photosynthesis.
- B. To contrast the differing fluids that are transported by each structure.
- C. To emphasize the importance of water in photosynthesis
- D. To connect the roots of a plant with an example all people are familiar with**

Question Two. Read the sentence from the section "Photosynthesis Equation."

For photosynthesis to happen, three ingredients are needed. They are carbon dioxide, water and sunlight.

Which of the following words, if it replaced the word "ingredients" in the sentence above, would CHANGE the meaning of the sentence?

- A. Parts
- B. Mixtures**
- C. Components
- D. Elements

Question Three. Read the diagram in the section "Photosynthesis In Plants." Which selection from the article is BEST illustrated by the graphic?

- A. Leaves can take in carbon dioxide from the air. They do it through tiny holes called stomata. It is also through stomata that plants give off oxygen.
- B. Water is taken up by the plant through its roots and delivered to the leaves through a system of veins, similar to those that carry blood throughout our bodies.
- C. Sunlight is taken in by chlorophyll, a green chemical located in plant cell structures called chloroplasts. Chloroplasts are where photosynthesis happens.**
- D. Chlorophyll is a chemical within the chloroplast that takes in light energy and gives plants their green color.

READING TWENTY-EIGHT

The Importance of Talking to Babies

(from the NYSED CUNY Career Kits)

Keep up a conversation with your newborn to lead to language learning.



Talking to your baby gives him a good start on language development. Start by talking with him every time you carry out any routine caring tasks. As you pick him up from the crib, tell him, "I am picking you up, lovey. Then we will get a diaper change and make you all comfy. Then mama will nurse you." As you keep on talking and explaining to your tiny baby, a miracle will occur. Baby will learn from the cadences and tones of your voice that you keep your promises. You are someone he can trust. Soon, he will not fuss to nurse immediately, but will learn to wait a bit until he is dry and clean again. Your talking teaches baby the power of words. This begins the process of intimate attachment and builds a trusting relationship.

- **Turn-taking:** Answer all your baby's gurgles, coos, and smiles with delighted expressions and coos of your own. Tell him, "I love the way you are saying *ah, ah, ah*. What a nice sound you are making." Later, you can imitate baby's beginning consonants and turn them into duplicated babbles such as "mamama" or "bababa."
- **Learning new words:** Diapering or bathing is a good time to teach body parts. Gently caress the tummy and say "What a nice round tummy!" When you wash his arms or legs, label those body parts too. Similarly, when you dress or undress your baby, explain what you are doing. "First we put in one little arm. Then in goes your other arm."



- When you serve foods to your baby in the second half of the first year, be sure to tell him the names for each food. "Mmmm. Yummy carrots!" As he takes a mouthful of rice cereal, tell him, "You are eating your cereal. Good for you. Nice warm cereal."
- Rhythms, rhymes, and games: Recite simple nursery rhymes while you hold baby on your lap, and bounce him gently to the rhythms of the rhymes. Sing nursery songs over and over until he lights up with recognition at these songs that soon become favorites. Don't worry about your voice. Baby will enjoy your songs because *you* are singing with him!

Play simple games, such as saying "Ah . . . *boom!*" as you reach forward and gently touch foreheads with your 5-month-old baby as he sits on your lap facing you (hold him firmly). Also play pat-a-cake, at first by guiding his hands. Later in the first year he will delightedly join in the game by starting to clap hands together as soon as he hears the first words of this well-loved rhyme. Play peek-a-boo (use a soft, light cloth so baby will not be frightened if you hide his face). Play "so big" with your baby and use exaggerated hand motions he can learn to imitate. As you carry out these daily rituals of rhymes and

chants and songs, your baby will begin to associate pleasure with words and cadences.



- Reading: Of course, share picture books with your baby. Once he can sit fairly balanced on your lap, leaning with his back against you, you can look at the interesting pictures together. Respond with delight at baby's first excited babbles on seeing a picture of a doggie, a baby swinging, or a daddy rolling a ball to a baby.



• Turn-taking talk, sharing rhythms and rhymes, rich responsive talk when your baby babbles, and early, leisurely picture-book sharing will all boost a love of language.

QUESTIONS for The Importance of Talking to Babies

Talking to Babies—Question One

What detail **BEST** supports the author’s claim that talking to babies helps them form intimate relationships?

- A. Diapering or bathing is a good time to teach body parts.
- B. Later in the first year he will delightedly join in the game by starting to clap hands together as soon as he hears the first words of this well-loved rhyme.
- C. Talking to your baby gives him a good start on language development
- D. Baby will learn from the cadences and tones of your voice that you keep your promises.

Talking to Babies—Question Two

Which sentence from the text **BEST** summarizes the article’s suggestions about talking to babies?

- A. Baby will enjoy your songs because *you* are singing with him!
- B. As you keep on talking and explaining to your tiny baby, a miracle will occur.
- C. As you carry out these daily rituals of rhymes and chants and songs, your baby will begin to associate pleasure with words and cadences.
- D. Turn-taking talk, sharing rhythms and rhymes, rich responsive talk when your baby babbles, and early, leisurely picture-book sharing will all boost a love of language