

English I Reading

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

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Read the selection and choose the best answer to each question.

from
Anne of Green Gables

A Play by R. N. Sandberg

Adapted from L. M. Montgomery's Novel

- 1 *[Avonlea Station. A small figure, a child, sits on a battered suitcase. The child wears a too-large overcoat and a cap covering its head. We can see only the child's back as the lights come up. The child wraps the coat more tightly around itself and turns toward us for the first time: she is a girl, a simple, tattered dress under her coat. The stationmaster comes to pick up a mailbag and notices the girl.]*
- 2 **STATIONMASTER:** Now, look, my girl. We've got a ladies' waiting room, and that's where you ought to be. You've been out here long enough.
- 3 **ANNE:** I prefer to stay outside. There's more scope for imagination. *[Looking off.]* Like with that wild cherry tree. If no one comes for me, that's where I'll sleep tonight. All white with bloom in the moonshine. I'll imagine I'm dwelling in marble halls. *[Pointing off.]* Oh, look, look at it now—as the wind's blown it. What does it make you think of?
- 4 **STATIONMASTER:** A cherry tree blowing in the wind.
- 5 **ANNE:** My goodness, no!
- 6 **STATIONMASTER:** And all the fruit that'll fall off and be squashed. What a mess I'll have to clean up.
- 7 **ANNE:** It looks just like a bride! With a lovely misty veil. I've never seen one, but I can imagine what she would look like. I don't ever expect to be a bride myself. I'm too homely. But I hope that someday I shall have a white dress. That is my highest ideal of earthly bliss.
- 8 *[An older man, very tentative and shy, enters. He stands diffidently off to the side, looking around for something at first, and then focuses in on Anne and hears her last few lines.]*
- 9 **STATIONMASTER:** *[Sees the man and goes to him.]* About time you got here, Matthew.
- 10 **MATTHEW:** Will the 5:30 train be long?
- 11 **STATIONMASTER:** Been in and gone half an hour. *[Indicating Anne.]* There she is. *[Confidently.]* She's a case. Got a tongue runs longer than a freight train to Ottawa.

- 12 **MATTHEW:** [*Puzzled.*] Is Mrs. Peter Blewett about?
- 13 **STATIONMASTER:** Couldn't wait. Had to get the other girl to her cousin's. Said you and your sister were adopting this one.
- 14 **MATTHEW:** [*More puzzled still.*] I was expecting a boy.
- 15 **STATIONMASTER:** Well, she's not a boy, Matthew, and I don't have any more orphans here.
- 16 **ANNE:** Excuse me, are you Mr. Matthew Cuthbert of Green Gables?
- 17 **STATIONMASTER:** [*To Anne.*] Looks like you won't be sleeping in the trees after all. [*To Matthew.*] Good luck, Matthew. [*Exits.*]
- 18 **ANNE:** I'm very glad to see you. I was beginning to be afraid you weren't coming for me, and I was imagining all the things that might have happened to prevent you. It's so wonderful that I'm going to live with you. I've never belonged to anybody—not really. I feel pretty nearly perfectly happy. I can't feel exactly perfectly happy because—well, [*She sets down her bag and pulls off her hat.*] what color would you call this?
- 19 [*She holds out one of her braids to him.*]
- 20 **MATTHEW:** It's red, ain't it?
- 21 **ANNE:** Yes, it's red. Now, you see why I can't be perfectly happy. I cannot imagine that red hair away. I do my best. I think to myself, "Now my hair is a glorious black, black as the raven's wing." But all the time, I know it's just plain red, and it breaks my heart. It will be my lifelong sorrow.
- 22 [*She picks up her bag. Matthew does not move.*]
- 23 **ANNE:** Shouldn't we be going?
- 24 **MATTHEW:** Well, now, you see, I'm confused about that.
- 25 **ANNE:** [*A moment of fear.*] Is it because I'm talking too much? People are always telling me I do. Would you rather I didn't talk? If you say so I'll stop. Could we go if I do? I can stop when I make up my mind to it, although it's difficult.
- 26 **MATTHEW:** Oh, I don't mind the talkin'. You can talk as much as you like.
- 27 **ANNE:** Oh, I'm so glad. It's such a relief to talk when one wants and not be told that children should be seen and not heard. Shall we go?
- 28 [*Matthew doesn't answer. Anne's voice trembles.*]
- 29 **ANNE:** We are going to Green Gables, aren't we?
- 30 **MATTHEW:** Well, now, you see—
- 31 [*Anne clutches her bag. She is terrified.*]

- 32 **MATTHEW:** You're not like other girls, are you? Not like girls around here.
- 33 **ANNE:** I don't know. I guess I'm not. But I do have my good points. I'm sure you'll find them out once you get to know me.
- 34 **MATTHEW:** Well, now I expect that's so. All right. Come on.
- 35 **ANNE:** [*As they start to go.*] Have you ever imagined what it must feel like to be divinely beautiful?
- 36 **MATTHEW:** [*His voice trailing off in the distance.*] Well, now, no, I haven't.

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- 1 In paragraph 1, the description of Anne in the stage directions is intended to evoke feelings of —
- A fear
 - B doubt
 - C anger
 - D pity
-
- 2 In paragraph 11, the stationmaster uses figurative language to indicate that Anne —
- A has traveled a long way
 - B talks too much
 - C has a wild imagination
 - D cannot be fully trusted
-
- 3 The lines “That is my highest ideal of earthly bliss” and “It will be my lifelong sorrow” suggest that Anne has a tendency to be —
- A melodramatic
 - B rational
 - C persuasive
 - D hopeless

- 4 Which quotation most strongly suggests that Anne is eager to please Matthew?
- A *Yes, it's red. Now, you see why I can't be perfectly happy.*
 - B *Would you rather I didn't talk? If you say so I'll stop.*
 - C *It looks just like a bride! With a lovely misty veil.*
 - D *Shouldn't we be going?*
-
- 5 Matthew's lines and stage directions suggest that he is —
- A kindhearted
 - B efficient
 - C sarcastic
 - D uncomfortable
-
- 6 In what way do the stationmaster's lines in paragraphs 4 and 6 help develop the character of the protagonist?
- A They emphasize how old he is compared with Anne.
 - B They reveal that he is more honest than Anne.
 - C They serve to highlight Anne's imaginativeness.
 - D They establish Anne's eagerness to be adopted.

- 7 The references to a “ladies’ waiting room” and the saying that “children should be seen and not heard” suggest that the selection is set in —
- A an earlier era
 - B an agricultural environment
 - C a fast-paced neighborhood
 - D a period of social upheaval
-
- 8 In what way is the dialogue between Anne and Matthew an example of dramatic irony?
- A Anne is worried that her new home will not live up to her expectations.
 - B Matthew is worried about issues related to Anne’s troubled past.
 - C Anne doesn’t know why Matthew seems reluctant to take her home.
 - D Matthew doesn’t know why Anne keeps talking so much.
-
- 9 This selection explores its themes primarily through —
- A narrative
 - B symbolic imagery
 - C figurative language
 - D dialogue

- 10** In this excerpt from *Anne of Green Gables*, do you think the stage directions enhance your understanding of the scene? Explain your answer and support it with evidence from the selection.

Read the selection and choose the best answer to each question.

Hungry Bears Prefer Minivans

by Keith Goetzman

Utne Reader Blogs

October 22, 2009

- 1 Black bears at Yosemite National Park break into minivans more than any other type of vehicle to find munchies, according to a new study published in the October 2009 *Journal of Mammalogy*. If this sounds like one of the elaborate faux studies cooked up by the *Journal of Irreproducible Results*, rest assured that actual, trained mammalogists are behind this one—albeit mammalogists who have a sense of humor about their Jellystone-esque research. The press release announcing the study is titled “Yosemite Black Bears Select Minivan as ‘Car of the Year’” and begins:

For a seven-year period, the top choice of vehicle by black bears in Yosemite National Park has been the minivan. The bears seem to base this decision on “fuel efficiency”—that is, which vehicle offers the best opportunity of finding a meal. As a result, black bears have shown a strong preference for breaking into minivans over other types of vehicles.

- 2 Between 2001 and 2007, bears broke into vehicles at the following rates: minivans, 26 percent; sport-utility vehicles, 22.5 percent; small cars, 17.1 percent; sedans, 13.7 percent; trucks, 11.9 percent; vans, 4.2 percent; sports cars, 1.7 percent; coupes, 1.7 percent; and station wagons, 1.4 percent.

- 3 Why is the minivan the vehicle of choice? Not simply because there are more minivans—many other types of vehicles were more often left overnight in the park, or “available” in the researchers’ parlance. The scientists from the U.S. Wildlife Service’s National Wildlife Research Center offer four possible reasons:

- *Minivans are more likely to emit food odors, based on the fact that minivans are*

Facts About Black Bears



Type—Mammal

Diet—Omnivorous; mostly eats grasses, roots, berries, and insects; can easily develop a taste for human foods and garbage

Average life span in the wild—20 years

Size—5 to 6 feet long

Weight—200 to 600 pounds

Home—Creates dens in caves, burrows, brush piles, or other sheltered spots

Habitat—Lives in diverse climates, from Canada to northern Mexico

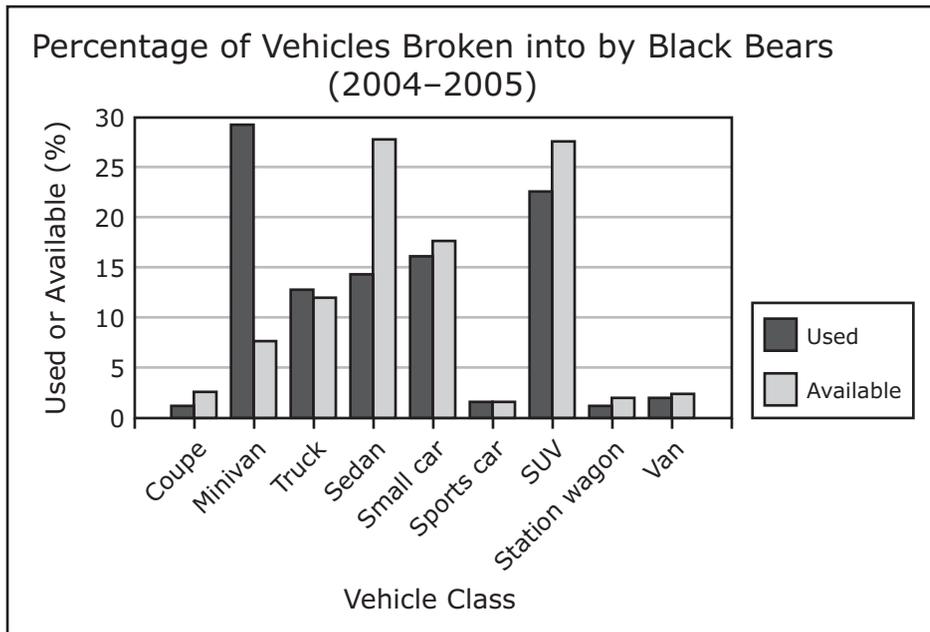
Photograph courtesy of Norbert Buchholz/Dreamstime.com

designed for families with children—who are more likely to spill food and drink in a vehicle.

- Passengers of minivans are more prone to leave large amounts of food in a vehicle parked overnight.
- Minivans may be structurally easier to break into than other types of vehicles. Bears most often gained access to minivans by popping open a rear side window.
- A few individual bears could be responsible for all the break-ins, and they are displaying a learned behavior for choosing minivans.

4 In short, to campground bears who’ve learned bad behavior, vehicles are simply hard shells encasing many types of treats, whether it’s raw bacon and Bud Lite or goldfish crackers, dog food, and Juicy Juice. And minivans offer the best promise of treats and the easiest wrapper to open. The researchers noted that they “commonly saw car doors bent open, windows on all sides of the vehicle broken, and seats ripped out, all of which appeared effortless for bears.”

5 Amid the ursine humor in all this, let’s not forget that for bears, developing a taste for human food is often one of the worst things that can happen to them—“a fed bear is a dead bear,” as the saying goes. The researchers’ ultimate hope is to help resolve “bear-human conflicts” as people all around the world expand *their* range and more frequently come into contact with large carnivores.



-
- 1** In paragraph 5, the scientific term *ursine* describes something related to —
- A** jokes
 - B** habitats
 - C** bears
 - D** automobiles
-
- 2** The author organizes the article by —
- A** offering statistics from various studies, presenting conflicting opinions about the studies, and ending with his personal view
 - B** presenting the results of a study, offering some ideas about what the study shows, and then stating what researchers hope to achieve in the future
 - C** describing the reasons why Yosemite National Park has such a large number of bears and then explaining how minivans have made the problem worse
 - D** referring to phony research studies that claim bears prefer some kinds of vehicles over others and then dismissing these studies with conclusions from mammalogists
-
- 3** What does the author mean when he writes in paragraph 4 that “vehicles are simply hard shells”?
- A** Minivan owners should just leave their vehicle doors open if they don’t want bears to damage them.
 - B** If bears can break into a minivan, they must be very strong.
 - C** Bears really don’t know the difference between a minivan and any other type of box containing food.
 - D** If minivans were built to be more sturdy, it wouldn’t be as easy for bears to break into them.

- 4 Which line best argues against the idea that most bears in Yosemite National Park have learned how to break into minivans?
- A *As a result, black bears have shown a strong preference for breaking into minivans over other types of vehicles.*
 - B *Bears most often gained access to minivans by popping open a rear side window.*
 - C *The researchers noted that they "commonly saw car doors bent open, windows on all sides of the vehicle broken, and seats ripped out, all of which appeared effortless for bears."*
 - D *A few individual bears could be responsible for all the break-ins, and they are displaying a learned behavior for choosing minivans.*
-

- 5 The author mentions that the minivan has been selected as "Car of the Year" by bears in order to —
- A warn campers not to park minivans in Yosemite National Park
 - B describe the type of work published in the *Journal of Mammalogy*
 - C imply that the study lacks credibility
 - D highlight that the results of the study are somewhat humorous
-

- 6 Read this line from paragraph 5.

Amid the ursine humor in all this, let's not forget that for bears, developing a taste for human food is often one of the worst things that can happen to them—"a fed bear is a dead bear," as the saying goes.

The author's tone in this line can best be described as —

- A cautionary
- B angry
- C threatening
- D pessimistic

- 7 Which of these best summarizes the article?
- A Black bears at Yosemite National Park have grown used to obtaining food from sources provided by humans, including locked cars. The bears find it relatively easy to break into vehicles, such as minivans. The more bears depend on humans for food, however, the more contact they have with humans, which is ultimately dangerous to both parties.
 - B Minivans may be the top choice of black bears in Yosemite National Park because they are relatively easy to break into and because minivans tend to emit food odors or contain large amounts of food. Bears seem to have learned from one another which type of vehicle to target and the best way to break in.
 - C Scientists conducting a study at Yosemite National Park have found that bears are more likely to break into minivans than any other type of vehicle. Several possible explanations for this behavior have been offered, including the structure of the minivan and the increased likelihood that minivans hold food. Researchers stress the danger of bears depending on humans for food.
 - D In a study conducted for the *Journal of Mammalogy*, scientists found that black bears break into different types of vehicles with varying frequency. The bears are capable of breaking windows, bending doors open, and ripping out seats, all in search of food. Their favorite vehicle, the minivan, was not necessarily the most available.
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- 8 Readers of the article might draw which conclusion if they drove by a sign like the one shown in the box titled "Facts About Black Bears"?
- A Camping is too dangerous for most people.
 - B Vehicles should not be left unattended.
 - C Extra food should be shared with bears.
 - D Food should not be left in vehicles.

- 9 The information in the graph supports the article by showing —
- A the preference black bears have for a certain kind of vehicle
 - B the bears' intelligence in determining which vehicles to invade
 - C exactly how many vehicles were broken into by black bears
 - D the availability of vehicles parked overnight in certain locations

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- 10 In "Hungry Bears Prefer Minivans," how does the writer's approach to the topic make it more accessible to the reader? Support your answer with evidence from the selection.

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
Reading Selection 1				
1	2	Supporting	D.4(A)	D
2	2	Supporting	D.2(C)	B
3	2	Supporting	D.4(A)	A
4	2	Supporting	D.4 Fig. 19(B)	B
5	2	Supporting	D.4(A)	D
6	2	Supporting	D.4(A)	C
7	2	Supporting	D.2(C)	A
8	2	Supporting	D.4(A)	C
9	2	Supporting	D.2 Fig. 19(B)	D
10	1	Readiness	Fig. 19(B)	Short Answer
Reading Selection 2				
1	1	Supporting	D.1(A)	C
2	3	Readiness	D.9(C)	B
3	3	Readiness	D.9(C)	C
4	3	Supporting	D.9(B)	D
5	3	Supporting	D.9(B)	D
6	3	Readiness	D.9 Fig. 19(B)	A
7	3	Readiness	D.9(A)	C
8	3	Supporting	D.11 Fig. 19(B)	D
9	3	Supporting	D.11(A)	A
10	1	Readiness	Fig. 19(B)	Short Answer

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