

Name _____

ELA Teacher _____

6th Grade
ELA M-STEP
Practice

"EUREKA!"

[29] THERE was once a king of Syracuse whose name was Hiero. The country over which he ruled was quite small, but for that very reason he wanted to wear the biggest crown in the world. So he called in a famous goldsmith, who was skillful in all kinds of fine work, and gave him ten pounds of pure gold.

"Take this," he said, "and fashion it into a crown that shall make every other king want it for his own. Be sure that you put into it every grain of the gold I give you, and do not mix any other metal with it."

"It shall be as you wish," said the goldsmith. "Here I receive from you ten pounds of pure gold; within ninety days I will return to you the finished crown which shall be of exactly the same weight."

Ninety days later, true to his word, the goldsmith brought the crown. It was a beautiful piece of work, and all who saw it said that it had not its equal in the world. When King Hiero put it on his head it felt very uncomfortable, but he did not mind that—he was sure that no other king had so fine a headpiece. After he had admired it from this [30] side and from that, he weighed it on his own scales. It was exactly as heavy as he had ordered.

"You deserve great praise," he said to the goldsmith. "You have wrought very skillfully and you have not lost a grain of my gold."

There was in the king's court a very wise man whose name was Archimedes. When he was called in to admire the king's crown he turned it over many times and examined it very closely.

"Well, what do you think of it?" asked Hiero.

"The workmanship is indeed very beautiful," answered Archimedes, "but—but the gold—"

"The gold is all there," cried the king. "I weighed it on my own scales."

"True," said Archimedes, "but it does not appear to have the same rich red color that it had in the lump. It is not red at all, but a brilliant yellow, as you can plainly see."

"Most gold is yellow," said Hiero; "but now that you speak of it I do remember that when this was in the lump it had a much richer color."

"What if the goldsmith has kept out a pound or two of the gold and made up the weight by adding brass or silver?" asked Archimedes.

"Oh, he could not do that," said Hiero; "the gold has merely changed its color in the working." But the more he thought of the matter the less [32] pleased he was with the crown. At last he said to Archimedes, "Is there any way to find out whether that goldsmith really cheated me, or whether he honestly gave me back my gold?"

"I know of no way," was the answer.

But Archimedes was not the man to say that anything was impossible. He took great delight in working out hard problems, and when any question puzzled him he would keep studying until he found some sort of answer to it. And so, day after day, he thought about the gold and tried to find some way by which it could be tested without doing harm to the crown.

One morning he was thinking of this question while he was getting ready for a bath. The great bowl or tub was full to the very edge, and as he stepped into it a quantity of water flowed out upon the stone floor. A similar thing had happened a hundred times before, but this was the first time that Archimedes had thought about it.

"How much water did I displace by getting into the tub?" he asked himself. "Anybody can see that I displaced a bulk of water equal to the bulk of my body. A man half my size would displace half as much.

"Now suppose, instead of putting myself into the tub, I had put Hiero's crown into it, it would have [33] displaced a bulk of water equal to its own bulk. All, let me see! Gold is much heavier than silver. Ten pounds of pure gold will not make so great a bulk as say seven pounds of gold mixed with three pounds of silver. If Hiero's crown is pure gold it will displace the same bulk of water as any other ten pounds of pure gold. But if it is part gold and part silver it will displace a larger bulk. I have it at last! Eureka! Eureka!"

Forgetful of everything else he leaped from the bath. Without stopping to dress himself, he ran through the streets to the king's palace shouting, "Eureka! Eureka! Eureka!" which in English means, "I have found it! I have found it! I have found it!"

The crown was tested. It was found to displace much more water than ten pounds of pure gold displaced. The guilt of the goldsmith was proved beyond a doubt. But whether he was punished or not, I do not know, neither does it matter.

Fishy Weather Conditions

By Phillip Cho

Lajamanu, Australia, is a dry little town with 600 residents, sitting right on the edge of the Tanami Desert. On a map, Lajamanu looks a lot closer to the center of Australia than any coast. On any given day, red dust blows down the streets, and a dry wind hurries weeds down the dirt roads. Not much happens that is new or unexpected, so imagine how amazed its residents were when live fish rained down on them from a dark gray cloud one afternoon.

That is exactly what happened in the remote Australian village. Raining fish, especially more than 300 miles from an ocean, seems like it must be an elaborate hoax. In some places, however, it happens so often that it doesn't even surprise residents any longer. In Yoro, Honduras, it happens so regularly that they have begun to predict the Lluvia de Peces or Rain of Fishes, once or twice a year.

How do clouds make fish? The simple answer is that they don't. There is a particular weather phenomenon called a waterspout. A waterspout is just like a tornado, only it forms above oceans, lakes, or rivers. Like a tornado, a waterspout is shaped like a funnel and moves in a circle at high speeds. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section. Some waterspouts are only a few feet tall, but others are over a hundred feet high! When they vacuum in the water, waterspouts tend to carry the fish with them, as well as frogs or other small plants or animals.

As these waterspouts reach land, they begin to dissipate, or lose momentum. But since warm air rises, the water and all of the things in it tend to move upward, into the atmosphere, in the form of clouds. When the clouds, carried by wind, travel rapidly over land, they become laden with too much weight, and it begins to rain. This is how the fish and frogs seem to fall from the sky.

Scientists couldn't figure it out at first. To make matters stranger still, the fish in Yoro were very much alive when they rained down to the ground, but they were all blind. In England, it rained fish, spiders, and snakes, and none were alive. In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat. It was difficult to puzzle out, but the blind fish in Yoro gave them a place to start.

Scientists knew that some fish that lived in deep, underground caves with no light sources often lost their eyesight over generations of adaptation. They simply no longer needed to see. So when blind fish rained down on Yoro, scientists began to connect some dots. Clearly, these particular fish were pulled from an underground water source by force. The waterspout theory began to seem more and more possible.

It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon. Historically, villagers thought the "fishes from the heavens" might be answers to prayers for food. Others proposed that flashfloods overran riverbanks and oceans, depositing the fish on the city streets. No scientist had actually seen the rain as it occurred, only the fish left on the ground.

SBAC Practice Test
Grade 6
Part 1

But in 1970, a National Geographic team happened to be in Yoro when the rain of fishes began. They recorded what was happening and made history by finally proving that the fish really did fall from the sky.

This huge breakthrough wasn't just a spot of good luck. It changed thousands of years of myths and legends into true stories and provided scientific explanations for how fish came to live in deep caves and isolated ponds. It explained ancient cave paintings and shed new light on how species have spread over time. It turned out to be a lot more than just a little fishy weather.

SBAC Practice Test
Grade 6
Part 1

1. The author suggests that raining fish was a welcomed event to some people. Which sentence from the text **best** supports this inference?
 - a. "In some places, however, it happens so often that it doesn't even surprise residents any longer."
 - b. "In Yoro, Honduras, it happens so regularly that they have begun to predict the Lluvia de Peces, or Rain of Fishes, once or twice a year."
 - c. "In Lajamanu, Australia, the fish were not only alive but some were large enough to eat."
 - d. "In has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon."

2. Which statement best summarizes the central idea of the text?
 - a. Fish adapt to their environments, and in some cases lose certain abilities?
 - b. Animals raining from the sky is an unusual event that can be explained through science.
 - c. Scientists need to capture fish raining from the sky on film before the event is believable.
 - d. Animals live through varying weather conditions despite extreme changes to their environments.

3. Read the paragraphs from the test. Then, answer the question.

Scientists couldn't figure it out at first. To make matters stranger still, the fish in Yoro were very much alive when they rained down to the ground, but they were all blind. In England, it rained fish, spiders, and snakes, and none were alive. In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat. It was difficult to puzzle out, but the blind fish in Yoro gave them a place to start.

Scientists knew that some fish that lived in deep, underground caves with no light sources often lost their eyesight over generations of adaptation. They simply no longer needed to see. So when blind fish rained down on Yoro, scientists began to connect some dots. Clearly, these particular fish were pulled from an underground water source by force. The waterspout theory began to seem more and more possible.

Which statement **best** summarizes the central idea of the paragraphs?

- a. Scientists were interested in knowing why the raining animals differed from place to place.
- b. Details about animals affected by the unusual event led to an understanding of how it was happening.
- c. The presence of unusual animals brought about the belief that the event was rare and due to special situations.

- d. Understanding how animals change to match their environments helped scientists determine why particular events happened to them.

4. Read the paragraph from the text.

It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon. Historically, villagers thought the “fishes from the heavens” might be answers to prayers for food. Others proposed that flashfloods overran riverbanks and oceans, depositing the fish on the city streets. No scientist had actually seen the rain as it occurred, only the fish left on the ground. But in 1970, a National Geographic team happened to be in Yoro when the rain of fishes began. They recorded what was happening and made history by finally proving that the fish really did fall from the sky.

What **most likely** did the author intend by mentioning some of the beliefs people had about raining fish at the beginning of the paragraph? Support your answer with evidence from the text.

5. This question has two parts. First, answer part A. Then, answer part B.

Part A

Choose the statement that **best** describes what the reference to tornadoes shows about waterspouts.

- a. A waterspout can cause destruction.
- b. A waterspout can carry items within it.
- c. A waterspout is difficult to catch on film.
- d. A waterspout is a unique weather system.

Part B

Choose the sentence from the text that **best** supports your answer in part A.

How do clouds make fish? The simple answer is that they don't. There is a particular weather phenomenon called a waterspout. A waterspout is just like tornado, only it forms above oceans, lakes, or rivers. Like a tornado, a waterspout is shaped like a funnel and moves in a circle at high speeds. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section. Some waterspouts are only a few feet tall, but others are over a hundred feet high! When they vacuum in the water, waterspouts tend to carry the fish with them, as well as frogs or other small plant or animals.

6. Read the sentence from the text. Then, answer the question.

Lajamanu, Australia, is a dry little town with 600 residents, sitting right on the edge of the Tanami desert.

How does this sentence add to the confusion about raining fish as presented in the text?

- a. It helps the reader picture an area that would make raining fish an unusual event.
 - b. It helps the reader consider whether there were raining fish in neighboring towns.
 - c. It helps the reader know that raining fish were welcomed in the area.
 - d. It helps the reader understand why few people knew about raining fish.
7. How does the **last** paragraph add to the central idea of the text? Select **three** options.
- a. It describes how species changed over time.
 - b. It illustrates the importance of finding the explanation behind the event.
 - c. It explains how waterspouts came to be a center of scientific research.
 - d. It identifies how the discovery cleared up many different scientific theories.
 - e. It shows how the understanding of waterspouts affected other areas of science.
8. Read the sentence from the text.

This huge breakthrough wasn't just a spot of good luck.

Which statement **best** describes that the phrase "wasn't just a spot of good luck" adds to the meaning of the text.

- a. It explains the idea that the raining fish could only be seen in certain places.
- b. It establishes that the scientists were fortunate to have made their discoveries.
- c. It reinforces the idea that hard work went into determining the cause for the raining fish.
- d. It suggests that the scientists relied heavily on random events to drive their investigation.

SBAC Practice Test
Grade 6
Part 3

1. A student is writing a narrative for class about a speech contest. Read the draft of the narrative and complete the task that follows.

The big day had finally arrived. I had won the local speech contest and had advanced to the regional, representing Madison Middle School. Now it was the state competition. I waited backstage for the host to announce my name. Even though I had practiced much, I was extremely nervous. My heart was thumping, my mouth was dry, and my palms were sweating. "You're ready for this," I told myself. Still, picturing an audience of parents, teachers, and classmates made me want to totally disappear.

Patrick, my best friend, reminded me, "You'll do great. You're prepared. You've come this far."

I nodded affirmatively. Patrick was right. I *was* ready for this, and besides, I won first place in the earlier contests. Yet, I pictured all eyes on me waiting for me to mess up. My heart was gradually sinking into my stomach.

"You can't back out now," I told myself as Mr. Nicols, the host, announced my name and the title of my speech, "My Hero."

Patrick smiled and gave me a pat on the back. The next thing I knew, I was walking confidently across the stage to the microphone. Taking a deep breath, I greeted the audience and began my speech. I heard my voice, strong and steady. I told myself, "This is great. I feel prepared and have something to share with my audience."

The time flew past. I delivered my conclusion and said a final "Thank you."

In one paragraph, write an ending to the narrative that follows logically from the events or experiences in the narrative.

2. A student wrote a narrative for a creative writing contest. Her teacher suggested that she add a transition sentence to connect the paragraphs below. Read the draft of the narrative and the directions that follow.

On the first day of middle school, Grace marched onto the school bus and slid into an empty seat. She wondered how many more times she would have to ride the bus without her best friend Alex. The noisy but filled with laughter and the chirping sounds of chatter. The bus driver started the old, tired engine and, with a grumpy tone, told all the students to find a seat. Grace opened her book back in search of her library book. Unable to locate the book, she sat back in her seat and tried to relax.

Her kindergarten teacher had smiled brightly and sung songs to the class every morning. He had made school exciting and Grace remembered enjoying every minute of her time in the bright, colorful classroom. She thought about meeting Alex at lunch on the first day of kindergarten. They had brought the same type of lunch box and, after a brief introduction, they had decided to swap sandwiches.

Select the **best** sentence to transition between the two paragraphs.

- A. Grace began to daydream about her other teachers, friends, and favorite subjects.
 - B. Grace felt a sense of relief as she thought about all the books she had read.
 - C. Grace's mind began to focus on her lunch as her stomach grumbled loudly.
 - D. Grace's thoughts slowly led her back to another, happier first day of school.
3. A student is writing a letter to the school principal about summer homework. Read the draft of the letter and complete the task that follows.

Students who attend this school have noticed an increase in the amount of summertime homework over the past few years. Teachers hope that by giving homework over the summer, they will help students retain the information they learned during the school year. Some studies show that students score lower on standardized tests at the end of summer vacation than they score on the same tests at the end of the previous school year. The reality is that unless students are engaged in the learning process, they most likely will not remember all that they have learned.

Nonetheless, students spend many hours doing homework during the school year, and some people have other commitments during the summer that prevent them from committing to studying for hours each day. Even students without commitments look forward to spending time outdoors when the weather is nice. These are strong reasons against assigning summer homework.

The student needs to add an introduction that clearly establishes the claim about summer homework. Choose the paragraph that would make the **best** introduction.

- A. Some people feel that summertime homework is necessary for students to perform well in school. Research can be found, however, to support both the advantages and disadvantages of summertime homework. Both sides of the issue should be carefully studied before making a decision on the issue.
- B. Students do not get to choose whether or not they want to have homework over the summer. Students should be able to help decide if summertime homework would be beneficial. Teachers and students should work together to decide on the type and amount of summertime homework.
- C. Currently at our school, students are assigned summer homework by teachers. As a middle school student, I know the concerns that students have regarding this practice. I firmly believe that teachers should not give homework to students over the summer.
- D. Summer assignments should not be worksheets. Sure, students are assigned summer homework by teachers. But reading books would be better than filling in worksheets.

4. A student is writing an article for her school newspaper about the Library of Congress. Read the draft of a paragraph from her article and answer the question that follows.

The library of Congress is the world's largest library. It celebrated its 200th birthday in 2000. It has 16 million books, art works, and CDs. The first library was in the Capitol Building in Washington D.C. British troops burned the Capitol in 1814 and ruined many books. The library was then moved to a new place.

The writer wants to replace the underlined phrase to make her meaning more exact. Which word would make her word choice better?

- A. Rearranged
 - B. Relocated
 - C. Switched
 - D. Transported
5. A student is writing an informational report about New York City for a geography class. The student needs to use words that are clear and specific in her report. Read the paragraph from the draft of the report and answer the question that follows.

New York City is often described as a "melting pot." The term "melting pot" refers to a group of people of different cultures living in the same place. In a melting pot, different customs and traditions "melt" together and become more and more similar to each other. However, some people believe that the idea of a melting not is not really right. In fact, people of different cultures often live side-by-side while keeping their own customs and traditions.

Which set of words **best** replaces the underlined phrases with more clear and specific language?

- A. Organization, correct
 - B. Association, truthful
 - C. Community, accurate
 - D. Crowd, honest
6. A student has written an essay for his English class about his life before sixth grade. Read the draft of the essay and complete the task that follows.

Growing up in Chicago, I always felt that one of the best things in life was going to my grandmother's homestead. When I grew sick of the humid weather, I welcomed the trip to her northern Wisconsin farm, where cool breezes blew off Lake Superior. Grandma was a fabulous cook, and she wouldn't hear of going out for fast food. She always had a home-cooked meal – made from old family recipes featuring secret herbs and spices – waiting for us. We couldn't wait to get in the door. One thing she always had just for me was pumpkin cake with cream cheese frosting. It didn't matter what we were eating for dinner, we would have pumpkin cake for dessert. It was my grandma's way of saying she loved me, and every time I eat pumpkin cake now, I think of that little farm and Grandma and the wonderful times we shared with her there.

Select the **two** sentences that contain errors in spelling.

To Teacher: Read the following text aloud to students. Do not give them a written copy of the text.

Say: Listen to the presentation. Then answer the questions.

A Toothy Discovery

In the following presentation you will hear the speaker discuss a 2013 scientific discovery.

If you think that only scientists make important discoveries, think again. In July, 2013, four children in rural Iowa found something amazing while exploring a nearby creek. When one of the boys, eleven year old Chase Redfern, tried to pull a stick out of the water he noticed that a large object moved. "I saw something flip over so I picked it up and realized it probably wasn't a rock," he said. When he showed it to his friends, they all thought they had found a dinosaur tooth.

Chase and his friends were half right. A professor from Upper Iowa University confirmed that the children had discovered an ancient tooth, but it wasn't from a dinosaur. The tooth actually belonged to a 20,000 year old mastodon. Mastodons were huge and hairy animals with curved tusks. They looked similar to elephants. The professor thinks that there may be even more mastodon bones and teeth in the area.

Since finding the tooth, the children have continued looking for more remains. They haven't found any more teeth but they are still happy about what they've uncovered. They can't believe that such an exciting discovery happened right in their backyard.

1. What is the **most likely** purpose of the presentation?
 - a) To explain how scientists identify mastodon teeth.
 - b) To show how children contributed to scientific knowledge.
 - c) To explain why ancient bones are often mistaken for rocks.
 - d) To show why creeks are ideal sources for finding mastodon bones.

2. What additional information could be added to the presentation to **best** help the listener's understanding of the main idea?
 - a) A description of the habitat where mastodons lived.
 - b) A description of the creek where the tooth was found.
 - c) The number of mastodon teeth and bones found in Iowa.
 - d) An explanation of how the professor became involved in identifying the tooth.

3. The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which conclusion is **best** supported by the information in the presentation?

- a) Scientific discoveries about mastodons are often accidental.
- b) Scientists will begin asking children to help find mastodon bones.
- c) The discovered tooth allowed scientists to determine what mastodons looked like.
- d) Scientists conducting a search of the creek area are likely to find more evidence of mastodons.

Part B: Which detail from the presentation **best** supports your answer to part A?

- a) Mastodons were huge and hairy animals with curved tusks.
- b) The boy discovered the tooth by pulling a stick out of the water.
- c) Four children discovered the mastodon tooth while exploring a nearby creek.
- d) The professor thought more mastodon bones and teeth would be found in the area.

To Teacher: Read the following text aloud to students. Do not give them a written copy of the text.

Say: Listen to the presentation. Then answer the questions.

Before the Wheel

In the following presentation you will hear a speaker discuss developments that led to the invention of the modern wheel.

Without the wheel, we would have a much harder time going places or moving things. Wheels are all around us and make daily tasks easier. But who invented the wheel? No one knows. All we know is that the wheel wasn't invented by one person. It developed over a long period of time.

Early on, humans realized they could move a heavy object if they pushed that object over a roller, like a tree trunk. As people pushed on the object, the roller would turn beneath it, reducing friction and allowing the object to move more easily. Humans later used this idea to invent the sledge. To use it, they would put the heavy object on many sticks so that it could be dragged around. People continued noticing new ways to improve the process and eventually these two methods were combined. This made moving objects even easier. Finally, the roller developed into a wheel that we would recognize today. These wheels were attached to a platform to create the first cart.

Though the exact date of the first wheel is unknown, a stone wheel from about 3500 B.C.E. was discovered in Mesopotamia. And four thousand years ago, the ancient Egyptians used wheels with spokes to support fancy chariots.

4. What is the central idea of the presentation?
- a) The original wheel works much the same way as the wheels used today.
 - b) The wheel was invented because early humans wanted to make tasks easier.
 - c) Many different ideas were experimented with and combined in order to invent the wheel.
 - d) Early humans made several failed attempts to develop a solution for moving heavy objects.

5. The following question has two parts. First, answer part A. Then, answer part B.

Part A: Which conclusion is **best** supported by evidence from the presentation?

- a) The invention of the wheel was a planned discovery, not an accident.
- b) As civilization grew over time, humans found they needed better tools.
- c) Early humans probably shared their tools, supplies, and even their ideas with each other.
- d) Humans invented the wheel because they valued their possessions and did not want to leave them behind to travel.

Part B: Which details from the presentation **best** support your answer in part A?

- a) The inventor of the first wheel is unknown.
- b) The first wheels were often attached to carts.
- c) There is evidence of humans using the wheel in specific societies.
- d) Different groups of people developed different versions of early wheels.
- e) Humans continued to look for ways they could alter the invention of the wheel.

6. Read the sentence from the presentation and the question that follows.

And 4000 years ago, the ancient Egyptians used wheels with spokes to support fancy chariots.

How does this sentence influence the listener's understanding of the presentation? Select **three** options.

- a) It shows that humans have been using wheels for a long time.
- b) It stresses the idea that the wheel was a necessity for many ancient peoples.
- c) It supports the idea that the wheel was a source of entertainment in ancient times.
- d) It suggests that as the wheel evolved over time, the number of ways it could be used grew.
- e) It strengthens the significance of the wheel by providing a specific example of how it was used.

Libby's Graduation

By M.G. Merfeld

It was final exam day—for my dog. And I was nervous.

It all started a few months ago when my mom and dad made a deal with me. After years of hearing me pester them about our need for a dog, they agreed to get one if I promised to care for it, train it, and love it.

“The dog will be your responsibility,” Dad warned, “—and not just when it’s convenient.”

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

“I think she is part-kangaroo,” I said as she bounced up and down on her hind legs to greet me.

She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

When Libby was six months old, Dad enrolled her in a puppy training class. I was to accompany them each Saturday for five weeks to learn how to train Libby to behave properly.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

“If we could harness her tail’s energy,” my dad said, “I think she could generate enough power to light up a small city.”

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

Weeks 2 and 3 were more difficult. We were tasked with training Libby to avoid jumping on people when she met them and to walk on a leash without tugging ahead. When she was introduced to these concepts in class, she responded the way she usually did: she leapt on every dog owner in the class and pulled me around the room like she was leading a team of Alaskan sled dogs.

“Dad, she’s not getting it,” I told him a few days later. “She’d rather greet people and lick them to death than stay down and get a treat.”

“You have to work with her more,” he told me. “She’ll come around.”

When I objected, saying I didn’t have enough time because of baseball practice and homework, my dad gave me his serious look. All he said was, “Remember our deal.”

That was enough for me. Our trainer said we were supposed to keep a “smile” in the leash when we walked,

meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to “stop and sit” when she forged ahead. Libby would obediently sit and wait; then she would charge ahead. With so many starts and stops, our 15-minute walks stretched to half an hour.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.”

“Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.”

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Now, it was time for her fifth class—her final exam and, hopefully, her graduation. It seemed strange that I was so nervous for Libby’s final test. I wondered what would happen if she failed. Do dogs flunk?

When Libby’s turn came, she nailed the sit, lie down, and stay commands. When I told her to stay and I crossed the room, she waited patiently, ignoring the other dogs, tilting her head to one side, and fixing her eyes on mine until I told her to “come.” It was impressive. We made our way through the cones pretty well, too, with only a couple of brief “stops” needed when Libby pulled the leash ahead of me.

At the end, the teacher applauded. “I definitely think Libby gets the most improved award,” she announced.

I hugged Libby and gave her a jackpot: five sausage treats. “Way to go, Libs,” I said as she licked my cheek. I could smell the sausage all over my face, but I didn’t care. “I’m so proud of you.”

My dad put his hand on my shoulder and patted Libby on the head. “I’m proud of both of you.”

1. Which detail from the text **best** supports the idea that the narrator is feeling discouraged?
 - a. The narrator says that Libby is not understanding the training.
 - b. The narrator says that Libby leaps on other dog owners during class.
 - c. The narrator is disappointed about missing a trip to the water park with a friend.
 - d. The narrator hears Libby howl and whine when she sees the other dogs in class.
2. Which sentence from the text **best** summarizes the central idea of the text?
 - a. “It all started a few months ago when my mom and dad made a deal with me.”
 - b. “‘The dog will be your responsibility,’ Dad warned, ‘-and not just when it’s convenient.’”
 - c. “She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.”
 - d. “But the teacher said it was the most important class of the series because she was going to talk about the commands to ‘stay’ and ‘come.’”

3. First, read the dictionary definition. Then, complete the task.

(v) 1. To use for a practical purpose

Circle the word that **most closely** matched the definition provided.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

“If we could harness her tail’s energy,” my dad said, “I think she could generate enough power to light up a small city.”

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

4. What inference can be made about the narrator’s feelings about Libby’s successes? Support your answer with details from the text.

5. This question has two parts. First, answer part A. Then, answer part B.

Part A

Read the paragraphs from the text.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.”

“Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.”

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Select the statement that **best** describes how the relationship between the narrator and Libby develops in the paragraphs.

- The narrator is disappointed about missing the trip to the water park until she realizes the importance of Libby’s lesson.
- The narrator was nervous about missing the trip to the water park with her best friend and later becomes excited to know that Libby is learning an important skill.
- The narrator is unhappy that she is missing the trip to the water park with her best friend, which makes her regret having to take Libby to puppy training class.
- The narrator is angry that she is missing the trip to the water park with her best friend, but realizes she made an agreement with her father to take Libby to puppy training class.

Part B

Which sentences from the text **best** support your answer in part A? Select **three** options.

- e. "I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class."
- f. "But the teacher said it was the most important class of the series because she was going to talk about the commands to 'stay' and 'come.'"
- g. "'Teaching your dog to come when she is called can save her life,' she said. 'If she takes off chasing something into a dangerous area, she has to respond to your call.'"
- h. "She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic."
- i. "So I worked extra hard on our homework that week."

6. Read the sentences from the text.

That was enough for me. Our trainer said we were supposed to keep a "smile" in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to "stop and sit" when she forged ahead.

What does the phrase "tight-lipped grin" suggest about the narrator's comfort level with her dog? Select **two** choices.

- a. The narrator is anxious with her dog.
- b. The narrator is confident with her dog.
- c. The narrator is confused about how to lead her dog.
- d. The narrator feels a sense of pride in training her dog.
- e. The narrator is cautious when holding the leash of her dog.
- f. The narrator is excited to begin the important lesson with her dog.

7. Read the sentences from the text and answer the question that follows.

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

"I think she is part-kangaroo," I said as she bounced up and down on her hind legs to greet me.

She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

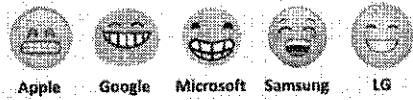
What do the descriptions "part-kangaroo" and "run like a racehorse" suggest about Libby?

- a. She does not behave well.
- b. She is playful and attentive.
- c. She does not act like a dog.
- d. She is energetic and excitable.

An emoji is worth a thousand words — and they can all be misinterpreted

By Star Tribune (Minneapolis), adapted by Newsela staff

04.27.16



Smiling eyes might be lying eyes.



University of Minnesota researchers have found that

humanlike emojis can get lost in translation, causing significant misunderstandings.

This happens two ways.

There's the technical translation glitch. What's sent as a smiling face from a Google Nexus would appear as a frown on the receiver's Apple iPhone and vice versa.

Then there's the human factor: People interpret emojis differently.

Hannah Miller, a third-year doctoral student, is part of the university's GroupLens research lab and posted the findings on the GroupLens blog, an online journal. Miller researches relationships between humans and computers. She studies how to design technology to improve quality of life and socializing.

What I Send May Not Be What You Receive

To demonstrate the study's findings, Miller's blog post showed how the "grinning face with smiling eyes" appears across 10 different types of phones. The same emoji appears different, depending on the phone. Some show teeth. Some mouths are open while others are just a straight line. Some have open eyes while others are closed. The corners of the lips are turned up on some while others are turned downward.

To study how emoji diversity can cause miscommunication, Miller and the researchers used five of the 22 most popular human-appearing emojis. They asked participants to describe the emoji in words and their personal emotional response as well.

"We found that in many cases, there is quite a bit of potential for miscommunication," Miller wrote.

When Emoji Eyes Are Smiling

For example, the grinning face with smiling eyes is sent from Apple's iPhone as a somewhat sad emoji. However, the study found it will be received as a relatively happy one on a Windows phone, Samsung, LG or Nexus.

Researchers had people rank the emojis on a scale of negative 5 to positive 5 in terms of emotional response.

For nine of the 22 emojis tested, the average difference in emotional rating between two phone systems was greater than two points.

People also described emojis differently.

Is That A Clap Or A Slap?

When seeing an Apple emoji of a person raising both hands in celebration, people described it as "stop" and "clap." When describing Google's version of the same emoji, people used "praise" and "hand," Miller wrote.

Miller said the biggest surprise was that much of the misunderstanding may come from different interpretations of the same emoji.

In other words, people see things differently.

Here's the kicker: Whether people use the same phone system and see the same emoji, or whether they see different emojis, the differences in their emotions are almost the same.

On the ratings scale, researchers found that the sender and receiver will differ an average of 2.04 points in terms of response to the emoji. This is when the image is translated across phone systems.

However, even within the same phone system, say comparing Apple to Apple responses, the average difference is 1.88 points.

Translating Changes Into Future Technology

In her comments, Miller mentioned that some scholars argue that emoji use represents a seismic shift in language. Understanding its part in human communication is important in developing the next generation of technology, they believe.

The idea for the study came to Miller when she noticed that an emoji she saw on Facebook wasn't the same as what she saw on her phone.

"That's kind of an important thing," she said. "I think people aren't aware of it and now they can realize someone on the other side isn't seeing what they're seeing."

Co-author Isaac Johnson said the students had fun with the study. "It really caught our imagination," he said.

Preparing For More Emoji Studies

The study involved 304 people in various pairings. By putting them in pairs, the researchers could replicate how responses would differ in two-way conversations.

Miller posted on the blog April 5 and saw interest slowly expand. "I honestly had no clue it was gonna catch fire like this," she said. "People are really reacting and some people are taking it very seriously. We do think that it could cause miscommunication but we don't think ... (emoji interpretations) will cause World War III."

She and her co-workers already are preparing more studies. Areas of interest include cultural interpretations of emoji as well as how emojis are interpreted along with language and messages. She thinks that might clear up the emoji communication problem.

The main goal is to make life better for humans, Miller said.

1. Which of the following sentences from the article BEST develops a central idea?
 - A. "We found that in many cases, there is quite a bit of potential for miscommunication," Miller wrote.
 - B. When seeing an Apple emoji of a person raising both hands in celebration, people described it as "stop" and "clap."
 - C. "It really caught our imagination," he said.
 - D. "I honestly had no clue it was gonna catch fire like this," she said.
2. Which detail BEST reflects a main finding of the study?
 - A. To demonstrate the study's findings, Miller's blog post showed how the "grinning face with smiling eyes" appears across 10 different types of phones.
 - B. When describing Google's version of the same emoji, people used "praise" and "hand," Miller wrote.
 - C. Here's the kicker: Whether people use the same phone system and see the same emoji, or whether they see different emojis, the differences in their emotions are almost the same.
 - D. "People are really reacting and some people are taking it very seriously. We do think that it could cause miscommunication but we don't think ... (emoji interpretations) will cause World War III."

Read the paragraph from the section "Translating Changes Into Future Technology."

In her comments, Miller mentioned that some scholars argue that emoji use represents a seismic shift in language. Understanding its part in human communication is important in developing the next generation of technology, they believe.

3. What does this paragraph accomplish?
 - A. It explains why emojis have become such a big part of our language.
 - B. It validates the importance of Miller's study in understanding emoji use and communication.
 - C. It pokes holes in Miller's study and presents a different view of emoji use for communication purposes.
 - D. It describes what other experiments scholars are doing to understand emoji use and language.
4. Why does the author include the paragraphs in the section "Preparing For More Emoji Studies"?
 - A. to show the steps of Miller's study
 - B. to show the effects of Miller's study
 - C. to show the cause of Miller's study
 - D. to show the problem that was solved in Miller's study
5. Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response

Today you will read a passage from "Lost and Found in the Black Hole." As you read, pay close attention to the point of view of the characters as you answer the questions to prepare to write a narrative story.

Read the passage from "Lost and Found in the Black Hole." Then answer the questions.

from "Lost and Found in the Black Hole"

by J. Louis Messina

- 1 Darin sped across the schoolyard, holding onto his possessions with a whirlwind of hands, from head to back to chest to legs to feet and back up again.
- 2 Screeching to a halt, he checked his belongings. He'd lost three things already. He glanced suspiciously around him.
- 3 Was a black hole following him?
- 4 "All matter that comes within a certain distance of a black hole will be trapped forever," his teacher had said. "Even light, the fastest phenomenon known to exist."
- 5 At recess, he retraced his steps on foot, then on hands and knees, going over the same ground so often that he'd worn down his pants legs. But he'd come up empty.
- 6 *Only one thing left to do*, he thought: *visit the Lost & Found . . . again.*
- 7 Through the long, dreary room he plodded, the sound of his footsteps echoing down the gloomy hall. Mr. Grabber, the crusty guardian of the Lost & Found Department, sat behind the desk, watching Darin's arrival with dour eyes.
- 8 "You don't really expect to find your stuff here?" Mr. Grabber grunted.

GO ON ►

- 9 Darin peered over the counter into the vast array of lost and forgotten items.
- 10 "There's always a first time."
- 11 "Once an item goes into the last box, it's destroyed."
- 12 "But I've lost them today. They might be in the first one."
- 13 Mr. Grabber waved him over. Darin knelt and rummaged through the box.
- 14 "Trouble is," Mr. Grabber said, "no one puts any importance into a sweater, or lunchbox, or even a pair of glasses. These things are lost forever because nobody cares."
- 15 "They're not here. At this rate, I'll be paying \$30 a week, easy. I need help."
- 16 "No kidding," Mr. Grabber said.
- 17 "I need you guys to keep me from losing things," Darin told his best friends, Carlton and Elvin. "Can you follow me around?"
- 18 "No way!" said Carlton.
- 19 "Get lost," Elvin said sarcastically.
- 20 "I'll pay \$5 a week, each."
- 21 "We're in!" said Carlton and Elvin.
- 22 "Good," Darin said. "Cause I just lost my socks, and I need them back before I get home. They have my name on them."
- 23 Elvin and Carlton scrambled across the yard, searching in every trash bin, behind every building, until Elvin found one sock behind the batting cage, and Carlton found one 15 yards away under the drinking fountain.
- 24 "Here," Carlton said, wiping sweat from his brow.

GO ON ►

- 25 "I want a raise," Elvin wheezed, holding out the stinky sock.
- 26 On Tuesday, Carlton and Elvin rescued six items. Wednesday they found seven; Thursday, nine. Although the lost items were rising like a flood, by Friday, it looked as if Darin was home free. But he hadn't counted on losing one very important thing.
- 27 It happened while walking home.
- 28 The sky darkened as Darin, daydreaming about his recent success, floundered down the sidewalk, while Carlton and Elvin scanned the ground, like eager bloodhounds on a scent.
- 29 Darin, way ahead of his friends, turned blithely onto an unfamiliar street. He wandered down the block; gradually, he looked up, and realized he'd gone the wrong way. He turned. Carlton and Elvin were nowhere in sight.
- 30 "Guys?" he said, then shouted, "Hey, guys!"
- 31 For a moment he only stood, looking far down the road. He began to walk, then run, and slowed and stopped at the end of the block. He didn't recognize this place, either. Houses on either side, like insurmountable mountains, obscured his view.
- 32 His heart pounded; he spun around, trying to find his bearings, and took off in one direction, stopped, and tried another, circled a block and arrived at the same spot where he'd started.
- 33 "Lost," he croaked.
- 34 The dark, bleak clouds obliterated the sun. He felt as if he were falling through the black hole, toward the center, past event horizon. If he didn't find his way out soon, he'd be torn apart!
- 35 *Don't panic*, he thought. *Stop and think*. He'd been too careless, and now he'd lost himself.
- 36 Suddenly, he knew what he had to do: stay put, and remember where he'd been. Scrutinizing the area, he summoned his memory.
- Was he really lost, or simply misplaced? As he stood looking about, he realized he was in front of Elvin's house, only several blocks away from home. He'd simply missed his turn.
- 37 "There you are!" Carlton shouted. "We found you!"
- 38 Darin marched onward as Carlton and Elvin, keeping an eye on the ground, followed him back to his house.
- 39 "We're very proud of you, Darin," Dad said.
- 40 "You haven't lost anything for weeks!" Mom marveled.
- 41 Darin hadn't mislaid so much as a paper clip now that he cared about his things. And he had volunteered at the Lost & Found to help Mr. Grabber sort the lost items, even finding their owners.
- "Lost and Found in the Black Hole" by J. Louis Messina from BOYS' LIFE, February 2012 by J. Louis Messina. Used by permission of the author.

1. Part A

What does the simile **rising like a flood** mean as it is used in paragraph 26?

- A. The lost items were quickly disappearing.
- B. The number of lost items was steadily increasing.
- C. The boys found one of the lost items under the drinking fountain.
- D. The boys were stacking the lost items into a pile as they located them.

Part B

Which quotation from the story helps the reader understand the meaning of the simile in Part A?

- A. "Screeching to a halt, he checked his belongings." (paragraph 2)
- B. ". . . Elvin found one sock behind the batting cage, and Carlton found one 15 yards away under the drinking fountain." (paragraph 23)
- C. "Wednesday they found seven; Thursday, nine." (paragraph 26)
- D. "The sky darkened as Darin, daydreaming about his recent success, floundered down the sidewalk. . . ." (paragraph 28)

GO ON ►

2. Part A

How do Darin and Mr. Grabber differ in the story?

- A. Darin is angry about losing his items, but Mr. Grabber is pleasant.
- B. Darin can take care of himself, but Mr. Grabber needs help.
- C. Darin hopes to find his items in the Lost & Found, but Mr. Grabber is doubtful.
- D. Darin enjoys spending time alone, but Mr. Grabber enjoys being around other people.

Part B

Which **two** details from the story support how Darin and Mr. Grabber differ? Choose **one** detail that supports Darin and **one** detail that supports Mr. Grabber.

- A. "Mr. Grabber, the crusty guardian of the Lost & Found Department, sat behind the desk, watching Darin's arrival with dour eyes."
- B. "There's always a first time."
- C. "Once an item goes into the last box, it's destroyed."
- D. "No kidding, . . ."
- E. "I need you guys to keep me from losing things, . . ."
- F. "And he had volunteered at the Lost & Found to help Mr. Grabber sort the lost items, even finding their owners."

GO ON ►

3. Part A

How does getting lost affect Darin differently than losing his belongings?

- A. When Darin gets lost, he feels confident rather than fearful.
- B. When Darin gets lost, he panics rather than responding to the situation calmly.
- C. When Darin gets lost, he finds his own way rather than depending on other people.
- D. When Darin gets lost, he blames Elvin and Carlton rather than blaming himself.

Part B

Which quotation from the passage supports the answer in Part A?

- A. "The sky darkened as Darin, daydreaming about his recent success, floundered down the sidewalk, while Carlton and Elvin scanned the ground, like eager bloodhounds on a scent." (paragraph 28)
- B. "Suddenly, he knew what he had to do: stay put, and remember where he'd been." (paragraph 36)
- C. "Darin marched onward as Carlton and Elvin, keeping an eye on the ground, followed him back to his house." (paragraph 38)
- D. "Darin hadn't mislaid so much as a paper clip now that he cared about his things." (paragraph 41)

GO ON ►

4. Part A

What is a theme in the passage?

- A. Setting a good example is important.
- B. Problem solving requires calm thinking.
- C. Spending time with friends is rewarding.
- D. Achieving a goal requires practice.

Part B

Which paragraph from the passage illustrates the theme selected in Part A?

- A. paragraph 29
- B. paragraph 31
- C. paragraph 32
- D. paragraph 36

GO ON ►

5. In the passage from "Lost and Found in the Black Hole," Darin is always losing his things and depends on his friends Elvin and Carlton to find them.

Retell the passage from Elvin's point of view using details of the events in the passage.

GO ON ►

6. **Part A**
According to the story, how does Mr. Grabber's attitude toward the Lost & Found differ from Darin's?

- A. Mr. Grabber feels the Lost & Found serves an important purpose.
- B. Mr. Grabber feels it is a waste of time to look in the Lost & Found.
- C. Mr. Grabber is frustrated that so many things get lost in the Lost & Found.
- D. Mr. Grabber is angry because Darin is looking in the Lost & Found.

Part B

Select **two** pieces of evidence that support the answer to Part A

GO ON ►

- 7. Part A**
What is the purpose of the description in paragraphs 31–34?

- A. The description reveals Darin’s anger over losing things.
- B. The description reveals Darin’s reasons for losing himself.
- C. The description emphasizes Darin’s difficult situation and his fearfulness.
- D. The description emphasizes Darin’s conflict with his friends and his home.

Part B

Which sentence from the passage is used for the same purpose as the answer to Part A?

- A. “Darin sped across the schoolyard, holding onto his possessions with a whirlwind of hands, from head to back to chest to legs to feet and back up again.” (paragraph 1)
- B. “Through the long, dreary room he plodded, the sound of his footsteps echoing down the gloomy hall.” (paragraph 7)
- C. “The dark, bleak clouds obliterated the sun.” (paragraph 34)
- D. “As he stood looking about, he realized he was in front of Elvin’s house, only several blocks away from home.” (paragraph 36)

GO ON ►

- 8.** In *Lost and Found in the Black Hole*, the author introduces the reader to Mr. Grabber, who manages the school’s Lost & Found Department.
- Rewrite the story from the point of view of Mr. Grabber, the crusty guardian. Support your ideas with events and details from the passage.

STOP

Name _____

Date _____

Read the story and answer the questions that follow.

From "Gulliver's Travels"
By Jonathan Swift
"A Voyage to Lilliput"

My father had a small estate in Nottinghamshire. I, Gulliver, was the third of five sons. As a youth, I became an apprentice to Mr. James Bates, a surgeon in London. I continued with him for four years. With a small sum of money my father sent me, I learned navigation and other skills useful to those who intend to travel, as I always believed it was my fortune to do.

With the help of good Mr. Bates, I became ship's surgeon on the Swallow. After a voyage of three years, I returned to London. Mr. Bates encouraged me to settle down and take a wife, which I did. Several patients came to see me, at the recommendation of Mr. Bates.

But two years later, after the death of Mr. Bates, my business began to fail. I talked with my wife and determined again to go to sea. I became the surgeon on two ships, and made several voyages to the East and West Indies.

The last of these voyages was not very fortunate. I grew weary of the sea and intended to stay home with my wife. But when again my business did not succeed, I accepted an offer to go to sea once more.

In May of the year 1699, I set sail for the South Seas on the good ship Antelope. It was on this voyage that I found myself in the land of Lilliput, and encountered the people that live there, the Lilliputians.

It all began when, along the way, the winds of a violent storm drove us onto a rock and split our ship wide open. Six of our crew, of whom I was one, escaped in a lifeboat, but it was overturned by the crashing waves. I never saw the other sailors again.

I swam and swam, the wind and tide pushing me forward. Finally I could swim no more. Just then, my feet touched bottom. I must have struggled on a mile more before I reached the shore. I walked on, but found no sign of houses or inhabitants. Exhausted, I lay down on my back in the short, soft grass and fell asleep.

For more than nine hours, I slept more deeply than I ever have in my life. When I woke it was just daylight. I tried to stand, but found I could not. My arms and legs were tied to the ground. Even my hair, which was long and thick, was tied down in the same way. I could only look up. The sun began to grow hot, and the light hurt my eyes. I heard a confused noise around me, but I could see nothing except the sky.

Soon I felt something alive moving on my left leg. It advanced across my chest and came almost up to my chin, where I could see it. It was a man, not even six inches high. He held a bow and arrow in his hands and wore a quiver at his back. At least forty more tiny men followed the first.

Astonished, I roared so loud that they all ran back in a fright. Some of them leaped from my sides to the ground, and were hurt by the fall. The others soon returned, and one of them boldly came within full view of my face. He cried out, in a shrill voice, "Hekinah deguil!" The others repeated the words several times, but I did not know what these words meant.

I lay all this while in great uneasiness, struggling to get loose. At last I broke the strings that held my left arm to the ground. At the same time, with a violent pull that caused me great pain, I loosened the strings that held my hair just enough to turn my head.

There was a great shout, and I heard a cry of "Tolgo phonac!" In an instant a shower of arrows landed on my hand, pricking like needles. More arrows flew at my face. Some of the little people tried to stab me with their spears. Luckily, I wore a leather jacket, which they could not pierce.

I decided it was wiser to lie still for now. When they saw that I was quiet, they shot no more arrows.

For about an hour I could hear a knocking, like people at work. When I turned my head, I saw a stage, about a foot and a half from the ground, with ladders to climb up it. An important-looking man got on the stage and made me a long speech. I could not understand a word. Sometimes he seemed to threaten me. Sometimes he spoke with pity and kindness.

I put my finger to my mouth to show I was hungry. Quickly, they set ladders up against my side, and more than a hundred of them climbed up toward my mouth with baskets of food. There were delicious legs and shoulders like roasted mutton, but smaller than the wings of a lark. I ate them two or three at a mouthful, and took three loaves of bread at a time. As fast as they could, they brought me more, with many looks of wonder at my appetite.

I made a sign that I was thirsty. They rolled one of their largest wine barrels toward my hand, and knocked out the top. I drank it in one swallow. Then they brought me a second barrel. I asked for more, but that was all they had.

As I discovered later, they had mixed a sleeping potion in the barrels of wine. I soon felt very drowsy and fell asleep. When I awoke, I found myself tied to a wooden platform on wheels, being pulled by fifteen hundred horses toward the capital city.

The emperor and all his court came out to meet us. His guards chained me by my leg to the great city gate, then cut the strings that bound me. I stood up, and the watching crowd went wild.



© 2004 K12, Inc. All rights reserved.
Copying or distributing without K12's written consent is prohibited.

K12 Reading Placement Assessment #4 Part B

1 of 8



© 2004 K12, Inc. All rights reserved.
Copying or distributing without K12's written consent is prohibited.

K12 Reading Placement Assessment #4 Part B

2 of 8

<p>1. If Gulliver had not accepted the offer to go to sea on the Antelope in May of 1699,</p> <p>A. he might never have been tied up by the Lilliputians.</p> <p>B. his business as a surgeon would have been successful.</p> <p>C. he might not have become an apprentice to Mr. James Bates.</p> <p>D. some of the other sailors might have survived the storm.</p>	<p>2. Why can't Gulliver explain to the Lilliputians that he does not want to hurt them?</p> <p>A. Gulliver is so frightened by the Lilliputians that he cannot speak.</p> <p>B. The Lilliputians decide not to speak to Gulliver until he is before the emperor.</p> <p>C. Gulliver and the Lilliputians do not speak the same language.</p> <p>D. The sleeping potion Gulliver drinks makes him too tired to speak.</p>
<p>3. Gulliver decides to lie still when the Lilliputians shoot arrows at him and stab him with their spears. What does this tell you about Gulliver?</p> <p>A. He is weak and fearful.</p> <p>B. He is wise and patient.</p> <p>C. He is lazy and slow.</p> <p>D. He is angry and impatient.</p>	<p>4. How is Gulliver different from the Lilliputians?</p> <p>A. Gulliver is much smarter than the Lilliputians.</p> <p>B. Gulliver is much larger than the Lilliputians.</p> <p>C. Gulliver is much smaller than the Lilliputians.</p> <p>D. Gulliver is much older than the Lilliputians.</p>
<p>5. Gulliver is the narrator of the story, and readers see events from Gulliver's point of view. How might the story be different if the story were told from the Lilliputians' point of view?</p> <p>A. If a Lilliputian told the story, Gulliver might seem like a tiny stranger.</p> <p>B. If a Lilliputian told the story, Gulliver might seem like a friendly tourist.</p> <p>C. If a Lilliputian told the story, Gulliver might seem like a scary giant.</p> <p>D. If a Lilliputian told the story, Gulliver might seem like a normal person.</p>	

Read the story and answer the questions that follow.

“Thomas Jefferson’s Important Purchase”
Adapted by Vanessa Wright

Thomas Jefferson, the author of the Declaration of Independence, became the third President of the United States of America in 1801. It is said that on the day he was sworn into office, instead of riding in a fine carriage and being waited on by servants, he rode on horseback to the capital, hitched his horse to a post, and walked alone into the Senate chamber. Jefferson saw himself as a citizen of the United States, called to serve the public and help manage the people’s affairs, so he refused all marks of attention that would not have been given to him as a private person. He believed in America’s new form of government, the republic, where the people elected representatives to make decisions instead of being ruled by a king.

“Some honest men fear that [our] government is not strong enough,” he said. “[But] I believe it is the strongest on earth.”

President Jefferson did all he could to expand and improve the young and growing nation he led. In the early 1800s, the United States, as at the close of the Revolution, was still bounded on the west by the Mississippi River. The country beyond that river belonged to France, having been given up to the French by Spain only a short time before. The land was called Louisiana. No one knew exactly how large it was, what its resources were, or what its future value might be, because only a few parts of it had been explored. But France needed money, and Napoleon Bonaparte, who was at the head of French affairs, offered to sell the entire region to the United States.

So President Jefferson sent a man named James Monroe to the French capital, Paris, with full power to do what he believed best. A bargain was soon made. For the sum of fifteen million dollars, the vast territory of Louisiana was given up to the United States. America’s boundaries were extended to the Rocky Mountains, and its area was more than doubled.

In time, it was discovered that the Louisiana Purchase measured more than 800,000 square miles, and the territory came to be broken up into the present-day states of Arkansas, Missouri, Iowa, North Dakota, South Dakota, Nebraska, Oklahoma, nearly all of Kansas, the sections of Montana, Wyoming, and Colorado east of the Rocky Mountains, and the sections of Minnesota and Louisiana west of the Mississippi River.

The Louisiana Purchase gave explorers and pioneers the chance to go west and make their fortune in a rich new land, while those who stayed in the east enjoyed the discoveries and goods sent back to them from the frontier. As for Thomas Jefferson, when his first term as President ended in 1805, the Americans re-elected him by an even larger vote than he had received before!



© 2004 K12 Inc. All rights reserved.
Copying or distributing without K12's written consent is prohibited.



© 2004 K12 Inc. All rights reserved.
Copying or distributing without K12's written consent is prohibited.

<p>6. Which of the following is a fact?</p> <p>A. The land of the Louisiana Purchase is the most beautiful land in the United States.</p> <p>B. The United States purchased the land of Louisiana for fifteen million dollars.</p> <p>C. Napoleon Bonaparte should not have sold Louisiana to the United States.</p> <p>D. Thomas Jefferson was the best American President.</p>	<p>7. What was the consequence of the Americans' decision to buy the land of Louisiana from the French?</p> <p>A. James Monroe went to Paris.</p> <p>B. Napoleon Bonaparte offered to sell the entire region to the United States.</p> <p>C. The land of Louisiana belonged to the Spanish before it belonged to the French.</p> <p>D. America doubled in size.</p>
<p>8. Which is a main idea of the passage?</p> <p>A. Before the Louisiana Purchase, America's western border was the Mississippi River.</p> <p>B. Thomas Jefferson wrote the Declaration of Independence and was the third President of the United States.</p> <p>C. The Louisiana Purchase helped Thomas Jefferson make America a land of opportunity.</p> <p>D. The lands of the Louisiana Purchase used to belong to the French.</p>	<p>9. Which detail supports the main idea?</p> <p>A. The Louisiana Purchase turned out to be a very valuable area.</p> <p>B. The French were glad to give up Louisiana to the Americans.</p> <p>C. Meriwether Lewis and William Clark explored the land of the Louisiana Purchase.</p> <p>D. Thomas Jefferson was a wise president.</p>
<p>10. Which is the most likely reason why President Jefferson was re-elected in 1805?</p> <p>A. The American people were pleased with the decisions he made during his first term as President.</p> <p>B. Americans feared that the Louisiana Purchase would be returned to the French if President Jefferson were not elected.</p> <p>C. James Monroe supported President Jefferson's re-election.</p> <p>D. The Louisiana Purchase measured over 800,000 square miles.</p>	



<p>Read the poem and answer the questions that follow.</p> <p style="text-align: center;">from "Sing Song" by Christina Rossetti</p> <p>Hope is like a harebell trembling from its birth, Love is like a rose the joy of all the earth; Faith is like a lily lifted high and white, Love is like a lovely rose the world's delight; Harebells and sweet lilies show a thornless growth, But the rose with all its thorns excels them both.</p> <p>harebell: a slender blue flower</p>	
<p>11. Which of the following best describes the theme of this poem?</p> <p>A. Hope and faith are stronger feelings than love.</p> <p>B. Love is the most joyous emotion, even though it can sometimes hurt.</p> <p>C. Roses are prettier than other kinds of flowers.</p> <p>D. Flowers make the world a happier place to live in.</p>	<p>12. Poets use imagery to describe feelings and ideas. What idea is called forth by the imagery used in this line: "Faith is like a lily lifted high and white"?</p> <p>A. strength B. anger C. fear D. weakness</p>
<p>13. In the first three lines of the poem, the poet compares hope, love, and faith to three different flowers. All three comparisons are examples of:</p> <p>A. similes B. metaphors C. alliteration D. personification</p>	



Read the poem and answer the questions that follow.

from **"The Sea"**
by Barry Cornwall

I never was on the dull, tame shore,
But I loved the great sea more and more,
And backward flew to her billowy breast
Like a bird that seeketh its mother's nest:
And a mother she was and is to me;
For I was born on the open sea.

14. Which phrase is an example of alliteration?

- A. I was never on the dull, tame shore
- B. And backward flew to her billowy breast
- C. Like a bird that seeketh its mother's nest
- D. And a mother she was and is to me

15. What does the speaker mean when he says, "And backward flew to her billowy breast/ Like a bird that seeketh its mother's nest"?

- A. He feels at home on the sea and wants to go back.
- B. He feels confused, like a bird flying backward.
- C. He thinks that birds are lonely animals that need their mothers.
- D. He wishes he were on land where he could watch the birds in their nests.

Read the poem and answer the questions that follow.

from **"Sea-Fever"**
by John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song, and the white sail's shaking,
And a grey mist on the sea's face and a grey dawn breaking.

16. Which phrase is an example of personification?

- A. And all I ask is a tall ship
- B. a grey mist on the sea's face
- C. I must go down to the seas again
- D. the white sail's shaking

17. What does the line, "And a grey mist on the sea's face and a grey dawn breaking" tell you about how the speaker feels about the sea?

- A. He loves being on the sea, but not on cloudy days.
- B. He is scared to be on the grey sea at night and prefers the daytime.
- C. He no longer loves being on the sea because the weather is always bad in the morning.
- D. He loves the sea despite the grayness all around him.

18. In the poems "The Sea" and "Sea Fever," both authors do all of the following **except**.

- A. use detailed descriptions to create a mental picture of the sea for the reader.
- B. compare the sea to an animal.
- C. use language that shows how they miss the seas when they are not on it
- D. explain that the sea is a special place for them.



© 2004 K12 Inc. All rights reserved.
Copying or distributing without K12's written consent is prohibited.

K12 Reading Placement Assessment #4 Part B

7 of 8



© 2004 K12 Inc. All rights reserved.
Copying or distributing without K12's written consent is prohibited.

K12 Reading Placement Assessment #4 Part B

8 of 8

TOTAL SCORE: _____ out of 18 correct

4	3	2	1
<p>Demonstrates effective analysis of text and skillful writing</p> <ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<p>Demonstrates adequate analysis of text and appropriate writing</p> <ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<p>Demonstrates limited analysis of text and inconsistent writing</p> <ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts Limited reference to the main ideas and relevant details of the text(s) Limited use of transitions to link ideas within categories of textual and supporting information Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<p>Demonstrates minimal analysis of text and inadequate writing</p> <ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas Insufficient reference to the text(s) using few details, examples, quotes, and/or facts Minimal reference to the main ideas and relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Text: Walk Two Moons, Ch 8

1. This question has two parts. First, answer part A. Then, answer part B.

Part A

Read the paragraphs from the text.

The doorbell rang. Phoebe and I looked out the window. Standing on the porch was a young man who looked about seventeen or eighteen, although I am not as good at guessing people's ages as the blind Mrs. Partridge is. The young man was wearing a black T-shirt and blue jeans and his hands were stuffed into his pockets. He seemed nervous.

"My mother hates it when strangers come to the door," Phoebe said. "She is convinced that any day one of them will burst into the house with a gun and turn out to be an escaped lunatic."

"Oh, honestly, Phoebe," I said. "Do you want me to answer the door?"

Phoebe took a deep breath. "We'll do it together." She opened the door and said hello in a cool voice.

Select the statement that **best** describes how Phoebe's feelings develop in the paragraphs.

- a. Phoebe is eager to open the door until she realizes the young man is a lunatic.
- b. Phoebe is unhappy that she has to open the door but she changes her mind when she realizes the young man is good looking.
- c. Phoebe is nervous about opening the door for the young man but feels more confident when the narrator agrees to open it for her.
- d. Phoebe is reluctant to open the door because she is afraid the young man might be a lunatic but she feels reassured when she realizes the narrator will open the door with her.

Part B

Which sentences **best** support your answer in part A? Select **three** options.

- a. He seemed nervous.
- b. "My mother hates it when strangers come to the door," Phoebe said. "She is convinced that any day one of them will burst into the house with a gun and turn out to be an escaped lunatic."
- c. She opened the door and said hello in a cool voice.
- d. "Oh, honestly, Phoebe," I said. "Do you want me to answer the door?"
- e. Phoebe took a deep breath. "We'll do it together."

2. First read the dictionary definition. Then, complete the task.

(v) 1. To make a surprise attack from a concealed position.

Select the word that **most closely** matches the definition provided.

And then he left. He just turned around, walked slowly down the porch steps and on down the street. We waited until he had turned the corner before we left. We ran all the way to Mary Lou's. Phoebe was certain that the young man was going to ambush us. Honestly. Like I said, she has a vivid imagination.

Carefully read the passage. Then complete the task that follows.

My Trip to the City Aquarium

Most of the class was excited to find out we were going on a field trip to an aquarium. I was not. I had never been to an aquarium, so I didn't know what to expect. But something about the idea of spending the day looking at giant tanks filled with slimy creatures and fish did not excite me.

I knew I had to go; plus, my parents had always told me to learn about new things. I agreed with them. I decided I would try to be positive. I liked the idea of learning something new.

We boarded the bus and headed downtown, where the aquarium was located. When the bus pulled up to the building, I thought we were just stopping for a minute. Then I saw the sign that read "City Aquarium." I was amazed at the size of the building. It was massive with giant white pillars and wide stone steps. I wondered why they put fish in such a big building. It looked more like a state capitol building than an aquarium.

When we went inside, we were given our tickets. Because we were a school group, we each received a small souvenir. It was a postcard with a picture of shiny queen angelfish that is bright blue and yellow. I was surprised at how pretty the fish was.

As we moved into the giant building, our teachers had us get into groups. My group went down the first hallway toward a reef exhibit. At that point, I had no idea what to expect, but when we walked in, I was amazed! It was as if we were in the tank ourselves. The tank went from floor to ceiling and stretched down the entire hallway. It even went over our heads and under our feet. There were sharks above us and stingrays below us! I had never been so close to these unbelievable creatures. The sharks' skin looks like smooth leather as they quickly glided above us.

The rest of the aquarium, including a three-story tank, was just as fascinating. I never knew there were so many types of marine life living in different habitats. The colors of the coral and plant life were indescribable, as every color of the rainbow was present.

I will never forget my trip to the aquarium. It taught me to be open to new experiences, because there are some incredibly interesting things there. It also taught me that just because I don't know about something, it doesn't mean that I won't enjoy learning it..

The passage tells about a student taking a trip to an aquarium. **Write an essay analyzing how the student changes his or his opinion about the aquarium trip.** Use evidence from the passage to support your essay.

Use the Writer's Checklist to help you write your essay. You may reference the passage as often as you need.

Writer's Checklist

- _____ Does my essay have a clear idea that is connected to the writing prompt?
- _____ Does my essay show an understanding of the passage?
- _____ Do I stay focused on the writing prompt?
- _____ Do I support my ideas with strong evidence from the passage?
- _____ Do I need to take out evidence that DOES NOT support my ideas?
- _____ Is my response well-organized?
- _____ Have I used precise language and smooth transitions in my essay?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

PASSAGE

Read the following passage about two people with powerful memories. Then answer question *xx*.

Two Amazing Tales of Memory

by Valerie Rodgers

57463396874638586751. Read these numbers slowly, then close your eyes and say them in order. Seems impossible, doesn't it? Yet a man called Mr. S, born with an extraordinary memory, was able to remember lists four times this long. Even more surprising, a young man born with an ordinary memory taught himself to do the same. How can anyone develop a memory this powerful?

To answer this question, let's go back more than seventy years to Russia, where a stranger had just appeared, unannounced, at the laboratory of the famous psychologist Dr. Alexander Luria. The man's name was S. V. Shereshevskii, and he wanted the doctor to test his memory. Dr. Luria noted the man's ordinary appearance and somewhat puzzled expression. Little did he realize that this would be one of the most remarkable people he would meet in his long career of studying the mind.

Mr. S explained to the doctor that he worked as a reporter. Every day he and the other reporters met with their editor to hear their assignments. The instructions were long and detailed, so everyone scribbled notes to help them remember. Everyone, that is, but Mr. S. Seeing this day after day, the irritated editor finally asked him why he never took notes. Mr. S replied that it wasn't worth his effort because he remembered everything. When the editor seemed skeptical, Mr. S repeated, like a tape recorder, every instruction the man had just given. The editor was stunned and urged him to visit Dr. Luria to have his memory tested. Interestingly, this incident amazed Mr. S even more than his editor. Never before had he imagined that there was anything unusual about his memory.

Dr. Luria gave Mr. S a simple test. He slowly read to him a series of numbers, such as 7 . . . 4 . . . 2 . . . 6 . . . 8 . . . , and so on. Mr. S listened intently. When the doctor had finished, Mr. S repeated every number back in perfect order. The doctor presented thirty, fifty, and finally seventy-five numbers, but each time Mr. S recalled all of them. He remembered letters and words as well as numbers and could even repeat the lists backward. In fact, sixteen years later Mr. S could still remember these lists. Although Dr. Luria tested Mr. S extensively over the next thirty years, he never found a limit to the man's memory.

Why was Mr. S's memory so powerful? One reason was that he used powerful mnemonic strategies. The term mnemonic means related to memory, and it comes from Mnemosyne, the Greek goddess of memory. Mnemonic strategies are techniques that people use to aid their memories. Among those that Mr. S used were imagery and the method of loci, or location.

A good way to remember something is to create a picture of it in the mind, called an image. For example, Mr. S mentally pictured the word green as a green flowerpot and red as a man in a red

shirt. Even numbers became images. Six was a man with a swollen foot, seven a man twirling his mustache, and eight a woman. For larger numbers Mr. S combined images. Thus for eighty-seven he pictured a man twirling his mustache next to a woman.

Mr. S's mental images often included vivid details—sounds, colors, textures, and even tastes. For example, he once described a fence that he had seen as having a salty taste, rough feel, and sharp sound. This detail made Mr. S's images extremely memorable, because the more vivid and detailed an image, the better a person can remember it.

To remember items in order, Mr. S used another mnemonic strategy called "the method of loci," attributed to the Greek poet Simonides (556–468 B.C.). One evening Simonides left a banquet early. Simonides was able to name everyone present by recalling where each person had sat at the banquet table. This taught him that people remember information better when they relate it to a familiar location. Using this idea, he devised a mnemonic strategy, the method of loci. It helped Greek orators remember long speeches, Roman generals name the men under their command, and medieval scholars memorize long texts.

How did Mr. S use this strategy to remember a list of words? First he turned each word into an image. Then he pictured himself walking down a familiar street, placing each image in a different spot along the way. To recall the word list, he simply pictured himself strolling back up the street, naming each item as he passed it. This technique worked remarkably well and had only an occasional glitch. Once Mr. S needed to remember a list that included the word egg. Walking down a familiar street in his mind, he placed his image of an egg against a white wall. Unfortunately, the white egg blended so well with the white wall that when he walked up the street in his mind again, he failed to see it.

Can an average person use mnemonic strategies to develop a memory like Mr. S's? In the early 1980s, the scientist K. A. Ericsson and his colleagues investigated this question. They recruited S.F., a normal college student with average intelligence. Once a day, three to five times a week, they tested his memory with number lists, much as Dr. Luria had tested Mr. S, and recorded the results. Most adults can, without practice, remember between five and nine numbers immediately after they hear or read them. When first tested, S.F. remembered seven. But with practice his score steadily improved until, twenty months and 230 hours later, he could recall seventy-nine numbers. This is just as good as Mr. S's performance with Dr. Luria.

How did S.F. remember so many numbers? By using a mnemonic strategy that he invented himself and practicing it a lot. S.F. was a runner, so he converted the numbers he wanted to remember into running times in addition to other meaningful information, like ages or significant dates. To recall the number 34928921944, for example, he might remember 3492 as 3 minutes 49.2 seconds, 892 as 89.2 years old, and 1944 as "near the end of World War II." This strategy worked because we remember information more easily when it has meaning for us.

Did this show that S.F.'s memory was now as powerful as that of Mr. S? Unfortunately, no. Unlike Mr. S, whose mnemonic strategies helped him remember everything, S.F.'s strategy only worked for numbers. When the researchers later tested him with letters, he could recall only six of them.

On the surface, Mr. S's memory may seem tremendously useful. Imagine remembering the birth date, phone number, and address of everyone you know. Yet this great gift hid an even greater problem. The same images that helped Mr. S remember information often prevented him from understanding it. One example of this was his difficulty with reading. When Mr. S read a paragraph in a book, the words would form a series of images in his mind. By recalling these images, he could accurately repeat back the words he had read. When asked to tell the story, however, Mr. S was often in trouble. Again, he would recall his images, but too often they had little to do with the meaning of the writing. To tell the story, Mr. S would describe these images, but the resulting jumble of ideas made little sense to his listeners. This often left him confused and frustrated. Mr. S could handle simple, straightforward information with ease, but had difficulty with more complex or changing information.

Images also prevented Mr. S from expressing himself clearly in conversation. As Mr. S spoke, the words would create images in his mind that were often unrelated to what he was saying. Distracted from his train of thought, he would then begin to talk about these images. Making sense of his rambling conversation, as Dr. Luria admitted, was often a chore.

As the images in Mr. S's mind controlled his thoughts more and more, he began to confuse his imagination with reality. This affected his performance in everyday life. For example, once Mr. S needed to defend himself in court on some minor charge. Before going to the courthouse, he vividly pictured the scene that he expected to see. What he actually saw when he arrived in court, however, was not at all what he had imagined. The judge was on the left not the right, and the courtroom looked different. This so flustered Mr. S that he could not defend himself and lost his case. Incidents like this plagued Mr. S throughout his life.

Most of us will never be able to remember as much information as Mr. S. Yet we can still improve our memories if we practice using mnemonic strategies. Who knows how much improvement is possible? S.F.'s extraordinary feat suggests that even an ordinary memory can improve dramatically. With a little work, our minds may be capable of much more than we ever imagined.

- xx. In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.