

Teacher Instructions

Buckle Down New York English Language Arts, Level 7, has been developed to help your students become better readers and writers as they prepare for the New York state test. The workbook and practice tests also provide application and problem-solving opportunities. Four units divided into 19 lessons cover the New York English Language Arts Core Curriculum for Grade 7. By working through each workbook lesson, students gain a comprehensive review of the skills they should possess at Grade 7.

Buckle Down materials can be used for two purposes: (1) to help identify your students' strengths and weaknesses, and (2) to provide guidance for helping your students become proficient in the skills outlined in the state assessment program.

How to Use the Workbook

Buckle Down New York English Language Arts may be used either as a tutorial with individual students or as a group teaching tool in a classroom setting. Two recommended options for using the workbook are outlined on the following page. These options are merely suggestions. Feel free to modify the lesson plans to better accommodate your students' specific needs.

Before You Begin

We recommend that you read through each workbook lesson prior to using the material in class. It is important to understand the items and their answer explanations before assigning the exercises to students. For all workbook activities, students will need a pen or pencil. Space is provided within each workbook for students to complete the assignments.

Have students write their names on the covers of their workbooks. Using the same workbook throughout the program helps students identify, analyze, and correct errors in skill areas in which they are less than proficient.

Classroom Instruction with Homework

For students who need guidance getting started but who can handle some independent reading, we suggest the following:

1. Introduce each lesson and have volunteers take turns reading aloud the opening examples, tips, and reading passages. Stop to discuss the text at any point where students seem to need clarification or additional information.
2. Have students read the New York ELA Practice reading passages and answer the questions in their workbooks. Students should answer the questions as if they were taking an actual test.
3. Prior to checking their answers to the practice questions, give students an opportunity to discuss each question and relate it to the information presented in the reading passages. Also, encourage students to relate their answers to the instructions and tips presented in the lesson. This may be done in small groups or with the class as a whole.
4. Provide students with the correct answer to each question. Answers and their explanations can be found in this teacher's guide, beginning on page 13. Although most explanations are appropriate for reading aloud to students, some contain additional information that may be too sophisticated or complex for students to understand without your interpretation. We urge you, prior to the beginning of class, to read the explanations and decide which information to share with students.

New York English Language Arts Core Curriculum for Grade 7

Buckle Down New York English Language Arts, Level 7, is based on the New York English Language Arts Core Curriculum for Grade 7. The workbook has been designed to provide instruction and practice in the skills tested by the New York state test. The following table matches the goals and objectives with the workbook lessons in which they are addressed. (Please note that core performance indicators have been assigned capital letters, and grade-specific performance indicators have been assigned lowercase letters.)

READING PERFORMANCE INDICATORS	<i>Buckle Down</i> Lesson(s)
Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key idea of reading.	
GRADES 7–8 CORE PERFORMANCE INDICATORS	
A. Identify a purpose for reading	3
B. Adjust reading rate according to the purpose for reading	Classroom Activity
C. Use word recognition and context clues to read fluently	2
D. Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)	2
E. Distinguish between dictionary meaning and implied meaning of the author’s words	2
F. Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast	6
G. Use knowledge of punctuation to assist in comprehension	16
H. Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension	3
I. Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts	Classroom Activity
J. Maintain a personal reading list to reflect reading accomplishments	Classroom Activity

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READING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include	
Standard 1: Students will read, write, listen, and speak for information and understanding .	
a. Locate and use school and public library resources to acquire information	3
b. Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer	3, 6
c. Preview informational texts, with guidance, to assess content and organization and select texts useful for the task	3
d. Use indexes to locate information and glossaries to define terms	3
e. Use knowledge of structure, content, and vocabulary to understand informational text	2, 3
f. Distinguish between relevant and irrelevant information	7
g. Identify missing, conflicting, and/or unclear information	7
h. Formulate questions to be answered by reading informational text, with assistance	3
i. Compare and contrast information from a variety of different sources	12
j. Condense, combine, or categorize new information from one or more sources	2, 3
k. Draw conclusions and make inferences on the basis of explicit and implied information	1, 6
l. Make, confirm, or revise predictions	3
Standard 2: Students will read, write, listen, and speak for literary response and expression .	
a. Recognize that one text may generate multiple interpretations	Classroom Activity
b. Interpret characters, plot, setting, and theme, using evidence from the text	1, 4
c. Identify the author's point of view, such as first-person narrator and omniscient narrator	4
d. Recognize recurring themes in a variety of literary works	1
e. Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent	4, 5
f. Recognize how the author's use of language creates images or feelings	4, 5
g. Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry	5
h. Read silently and aloud from a variety of genres, authors, and themes	Classroom Activity

READING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
Standard 2: <i>(Continued)</i>	
i. Identify questions of personal importance and interest, and list works of literature that addresses them	Classroom Activity
j. Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives	4, 6
k. Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text	4
l. Compare a film, video, or stage version of a literary work with the written version	Classroom Activity
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
a. Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify propaganda, with assistance - identify techniques used to persuade, such as emotional and ethical appeals, with assistance - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning 	1, 6, 7
b. Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance	7
c. Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues	7
Standard 4: Students will read, write, listen, and speak for social interaction.	
a. Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups	Classroom Activity
b. Consider the age, gender, social position, and cultural traditions of the writer	Classroom Activity
c. Recognize conversational tone in social communication	Classroom Activity
d. Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication	Classroom Activity

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WRITING PERFORMANCE INDICATORS	<i>Buckle Down</i> Lesson(s)
<p>Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key idea of writing.</p>	
<p>GRADES 7–8 CORE PERFORMANCE INDICATORS</p>	
<p>A. Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings</p>	9, 10
<p>B. Identify the intended audience</p>	9, 10
<p>C. Use tone and language appropriate to audience and purpose</p>	11
<p>D. Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)</p>	10
<p>E. Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)</p>	10, 11, 19
<p>F. Write clear, concise, and varied sentences, developing a personal writing style and voice</p>	11, 13
<p>G. Observe rules of punctuation, italicization, capitalization, and spelling as follows:</p> <ul style="list-style-type: none"> - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters - use italics and underlining for titles - capitalize proper nouns, such as geographical names, academic courses, and organizations - spell correctly commonly misspelled words, homonyms, and content-area vocabulary 	16, 17, 18
<p>H. Use correct grammatical construction in</p> <ul style="list-style-type: none"> - parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use of active voice 	13, 14, 15
<p>I. Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts</p>	11
<p>J. Use dictionaries, thesauruses, and style manuals</p>	2
<p>K. Use computer software (e.g., word processing, import graphics) to support the writing process</p>	Classroom Activity
<p>L. Write for an authentic purpose, including publication</p>	Classroom Activity

WRITING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
<p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to write are</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> a. Use several sources of information, in addition to an encyclopedia, in developing research reports b. Identify an appropriate format for sharing information with an intended audience c. Take research notes, using a note-taking process, with assistance d. Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance e. Include relevant information and exclude irrelevant information f. Use paraphrase and quotation correctly g. Connect, compare, and contrast ideas and information from one or more sources h. Support ideas with examples, definitions, analogies, and direct references to the text i. Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information j. Cite sources in footnotes and bibliography, using correct form, with assistance k. Write accurate and complete responses to questions about informational material l. Maintain a portfolio that includes informational writing 	<p>3</p> <p>9, 10</p> <p>8</p> <p>9, 10</p> <p>8, 9</p> <p>Classroom Activity</p> <p>12</p> <p>9</p> <p>9</p> <p>Classroom Activity</p> <p>9</p> <p>Classroom Activity</p>

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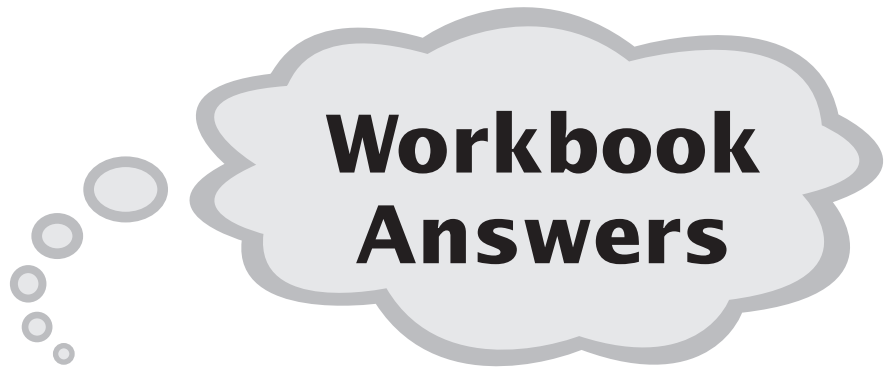
WRITING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <p>a. Write original literary texts</p> <ul style="list-style-type: none"> - develop a narrative, using an organizational plan such as chronology - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance - develop complex characters and create a setting - use literary devices - maintain a consistent point of view that enhances the message - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance - use language that is creative <p>b. Write interpretive and responsive essays of approximately three pages to</p> <ul style="list-style-type: none"> - express opinions and support them through specific references to the text - demonstrate understanding of plot and theme - identify and describe characters and their motivations - analyze the impact of the setting - explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance - make connections between literary text and personal experience or knowledge <p>c. Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing</p>	<p>Classroom Activity</p> <p>12</p> <p>Classroom Activity</p>

WRITING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation .	
a. Present clear analysis, using examples, details, and reasons from text	9, 12
b. Present a hypothesis and predict possible outcomes	9
c. Select content and choose strategies for written presentation on the basis of audience, purpose, and content	9, 11, 12
d. Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects)	Classroom Activity
e. Explain connections between and among texts to extend the meaning of each individual text	Classroom Activity
f. Compare and contrast literary elements in more than one genre and/or by more than one author	12
g. Maintain a writing portfolio that includes writing for critical analysis and evaluation	Classroom Activity
Standard 4: Students will read, write, listen, and speak for social interaction .	
a. Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups	Classroom Activity
b. Respect the age, gender, position, and cultural traditions of the recipient	Classroom Activity
c. Develop a personal voice that enables the reader to get to know the writer	11
d. Write personal reactions about experiences, events, and observations, using a form of social communication	Classroom Activity
e. Identify the social communication techniques of published writers	Classroom Activity
f. Maintain a portfolio that includes writing for social communication	Classroom Activity
g. Use the conventions of email	Classroom Activity

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LISTENING PERFORMANCE INDICATORS	<i>Buckle Down Lesson(s)</i>
<p>Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key idea of listening.</p> <p>GRADES 7–8 CORE PERFORMANCE INDICATORS</p> <p>A. Adapt listening strategies to different purposes and settings</p> <p>B. Listen respectfully and responsively</p> <p>C. Identify own purpose for listening</p> <p>D. Recognize content-specific vocabulary or terminology</p>	<p>8</p> <p>8</p> <p>8</p> <p>8</p>
<p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to listen include</p> <p>Standard 1: Students will read, write, listen, and speak for <i>information and understanding</i>.</p> <p>a. Identify essential information for note taking</p> <p>b. Listen in planning or brainstorming sessions with peers</p> <p>c. Listen to and follow multistep directions that provide information about a task or assignment</p> <p>d. Recall significant ideas and details, and describe the relationships between and among them</p> <p>e. Distinguish between relevant and irrelevant oral information</p> <p>f. Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information</p> <p>g. Draw conclusions and make inferences on the basis of explicit information</p> <p>h. Recognize that the speaker’s voice quality and delivery impact communication, with assistance</p> <p>Standard 2: Students will read, write, listen, and speak for <i>literary response and expression</i>.</p> <p>a. Interpret and respond to texts on a variety of themes from different genres and authors</p> <p>b. Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text</p> <p>c. Recognize different levels of meaning in presentations</p> <p>d. Identify how the author’s choice of words/characterization and use of other literary devices affect the listener’s interpretation of the oral text, with assistance</p> <p>e. Identify how the poet’s use of repetition, rhythm, and rhyming patterns affects the listener’s interpretation of poetry, with assistance</p>	<p>8</p> <p>Classroom Activity</p> <p>Classroom Activity</p> <p>8</p> <p>8</p> <p>8</p> <p>Classroom Activity</p> <p>Classroom Activity</p> <p>Classroom Activity</p> <p>8</p> <p>8</p>

LISTENING PERFORMANCE INDICATORS <i>(Continued)</i>	<i>Buckle Down Lesson(s)</i>
Standard 2: <i>(Continued)</i>	
f. Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate	Classroom Activity
g. Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response	Classroom Activity
h. Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings	Classroom Activity
i. Recognize social, historical, and cultural features in presentations of literary texts, with assistance	8
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	
a. Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences	8
b. Recognize multiple levels of meaning	Classroom Activity
c. Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives	Classroom Activity
d. Recognize persuasive techniques, such as emotional and ethical appeals, in presentations	8
e. Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance	Classroom Activity
f. Identify missing or unclear information	Classroom Activity
g. Evaluate the organization of presentations	Classroom Activity
h. Evaluate the quality of the speaker’s presentation style by using criteria such as voice quality and enunciation	Classroom Activity
Standard 4: Students will read, write, listen, and speak for social interaction.	
a. Participate as a listener in social conversation with one or more people who are friends or acquaintances	8
b. Respect the age, gender, social position, and cultural traditions of the speaker	8
c. Listen for more than one level of meaning	8
d. Withhold judgment	8
e. Appreciate the speaker’s uniqueness	8



Answers to exercises in the student workbook are listed by unit, review, and page number. Answers to unnumbered, open-ended questions that appear within the review are bulleted and are given in the order in which they appear on the page. You might wish to consider transferring these answers into your copy of the student workbook for easy reference.

Part 1 — Writing

Unit 1 – Reading Basics

Lesson 1: Main Idea, Theme, and Details

Pages 6–11

1. Responses will vary. Possible responses include the following: The king's men search for a happy man to help cure the king's illness. OR: The happiest man in the kingdom had almost nothing he could call his own.
2. D The other choices are supporting details, not the main idea of the story.
3. A and B are details. Choice C does not occur in the passage.
 - Responses will vary. Possible responses include the following: The king turned to his advisor, accepted the cure, and fell asleep.
4. C The point of the paragraph is that the king accepts his young advisor's proposal for a cure.
5. D The story teaches that it is possible to be happy even when one has nothing. The happy man has no clothes, so the right answer probably isn't choice A. Choice B doesn't really have anything to do with the story. Although the story is about finding a cure, choice C doesn't fit the main idea.
6. D All the king's men (A) are trying to find a cure, but the story doesn't focus on them. Fashion (B) isn't really important to the story. Choice C is close, but the story does not go so far as to teach that happiness is the cure for any illness. Choice D hints at the search and what the king's men find, as well as what the king might need to get well.
7. D This is the event that serves as the turning point, or climax, of the story.

New York ELA Practice

Pages 12–14

1. D Choices A, B, and C give details that are in the passage, while choice D covers what the passage is mostly about: the making of an important scientist who once struggled in school.
2. G Einstein might never have become the famous scientist that the world knows and respects today if he had given up when school was difficult.
3. A Talmey brought Einstein college-level books and discussed science and mathematics with him for hours. The other choices are not mentioned in the article.
4. H The final paragraph says that Einstein was “admitted to a university in Switzerland.”
5. C The fourth paragraph says that Max Talmey was a “family friend.”

Lesson 2: Vocabulary

Pages 15–21

1. Responses will vary. Possible responses include the words *hard-working*, *workman*, and *work*.
2. C Choice C fits best in the context of the paragraph.
3. B See the answer explanation in the student workbook.
4. D Lincoln’s father is shouting out a command to hitch up. His voice is said to “ring out,” so he is not speaking softly (A), hesitantly (B), or reluctantly (C).
5. B According to the footnote, the *coulter* is the cutting part of the plow.
6. C In context, the word *drag* is used as a noun to which Lincoln’s “daily toil” is compared. His heart is sometimes bitter and rebellious because of his heavy burden. The other choices do not fit as well in the context.
7. B Mike’s car is attractive. See the answer explanation in the student book.
8. history
9. *Prehistoric* means “before history was recorded,” combining the prefix *pre*, meaning “before,” and *historic*, meaning “dating from or preserved from a past time.”
10. *Substitute* means “a secondary stand-in.”
11. Responses will vary. Possible responses include *self*, *book*, *speech*, *letter*, *word*, and *write*.

New York ELA Practice

Pages 22–25

1. D Plug the answer choices into the sentence in which the word appears. Pay close attention to other words in the sentence that may act as clues: “If you *study them closely*, you can probably *figure out* their meaning.”
2. G Many linguists are probably school teachers (F), but since the area of their study is languages, B is the best choice.
3. D The term is explained in the last part of the sentence in which it appears.

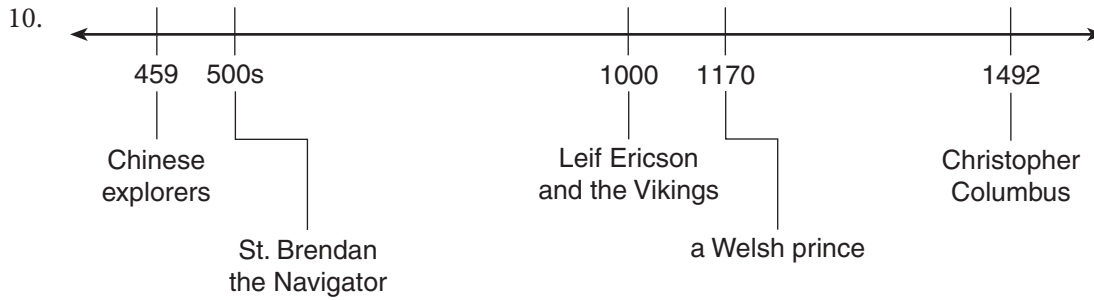
4. G Definition 2 is the best definition because Gullah was more well known to African Americans in South Carolina and Georgia than English was.
5. C Again, refer to context. It would be most important for a group of people to speak the country's primary language if that group of people were mixed (A) with the main groups of people in a nation.
6. J Choices A, B, and C are details that are contained in the passage, but the passage mainly tells about a creole language developed by African Americans.
7. A The passage says in the fifth paragraph, "Many educated people thought Gullah was simply 'uneducated' English."
8. H The passage states: "Through the people's efforts to communicate, a new language was born . . . Gullah continues to remind us of the *significant* role language plays in our lives . . ." Students may infer from this context that *significant* is a synonym for *important*.
9. C In paragraph 7, the passage tells us that Gullah was most commonly spoken in South Carolina and Georgia.

Lesson 3: Reading Strategies

Pages 27–36

1. Responses will vary. The passage is about early European exploration of North America.
2. A The passage is based on actual historical research and findings.
3. Responses will vary.
4. C The passage describes various claims of pre-Columbian exploration, focusing on the Vikings led by Ericson. It refers briefly to the popular belief that Columbus discovered America (A), but that is only a detail. Choice B is not supported by the passage. Choice D is also a detail supporting the main idea.
5. Responses will vary. Possible response: Viking sagas tell of explorers around A.D. 1000 finding new lands in the West. Descriptions of Vinland seem to describe Nova Scotia and Cape Cod accurately. Archaeologists found remains of a Viking settlement in Newfoundland.
6. Responses will vary. Students should briefly describe the main idea and important points of the passage.
7. C Columbus' discovery of the Bahamas would be in the information about voyages.
8. D The passage states a thesis, that Columbus was not the first explorer to reach America, and then lists the evidence for earlier explorers. The writer also uses subheadings to list various theories and evidence to support his claim.
9. C All facts listed describe Christopher Columbus.

Workbook Answers



11. B The passage states that there is no evidence supporting the legends of the Buddhist monk, St. Brendan, or the Welsh prince.
12. C Paragraph 8 describes the physical evidence archaeologists found in 1961 to support the notion that Ericson had been in Newfoundland.

New York ELA Practice

Pages 37-40

1. A This is a fictional story that would best be described as one of Poe's "tales of terror."
2. F After the narrator shines the light on the old man's eye, he begins to hear the old man's heart beat. See paragraph 8.
3. C By plugging in each of the answer choices, the only choice that makes sense is C.
4. J The narrator describes the events in the order in which they occurred.
5. B The best prediction is that the officers will arrest the narrator after he has admitted to the crime.
6. G See paragraph 12. The police officers tell the narrator that they want to search the building because a shriek had been heard by the neighbor.
7. A The narrator feels so guilty about what he has done that he imagines the old man's heart is beating. His guilt drives him to confess his crime to the police.
8. H The word "waned" means "to diminish." Choice H is the best choice.

Unit 2 – Reading Critically

Lesson 4: Story Elements

Pages 42–53

1. The third-person narrator is omniscient because the narrator gets into the mind of both Simon and Pearl.
2. D The narrator is an outsider who is not part of the action but who is able to get inside the mind and emotions of all the characters.
3. Responses will vary. Students should circle words and phrases such as *Young, supercargo, he suffered much secret worry, and lack of experience.*
4. D Raoul suffers “much secret worry from his lack of experience.” When Mapuhi shows him the pearl, he manages “to suppress the startle it gave him, and to maintain a careless, commercial expression.” He asks Mapuhi its price “with a fine assumption of nonchalance.”
5. Students should underline all of Mapuhi’s dialogue.
6. D Over and over, Mapuhi returns to his demand for a house and how it should be built. Only Raoul laughs (A) and asks questions (C). Mapuhi never complains (B).
7. A Mapuhi displays a fierce stubbornness in demanding the house, never accepting Raoul’s counteroffer, even when Raoul calls him a fool and walks away. Nothing in the passage suggests that Mapuhi is obedient (B), curious (C), or lazy (D).
8. Responses will vary. See the answer explanation for question 7.
9. B Raoul doesn’t want Mapuhi to know how valuable the pearl is because he wants to buy it for a low price.
10. Responses will vary. Possible responses include the following:

time of day	Late morning or midday: Even after several hours of argument, when the squall hits, “the day [grows] suddenly dark.”
location	a beach on the island of Hikueru in the South Pacific
objects	a pandanus tree, a pearl, coconuts, the ship Aorai, two smaller boats
buildings	Mapuhi’s shack
other	Responses will vary. Students may describe the weather.
11. B Most of the action takes place at Mapuhi’s shack under the pandanus tree. The ship (D) is in the bay, but Raoul is already on the island when the action begins. Raoul only passes over the beach (C) on his way to and from the shack. The house on Fakarava (A) has not been built.
12. A The heavy rain and the description of the waves indicate that the mood is dangerous.
13. D Mapuhi’s main conflict is with Raoul. Mapuhi wants a house in return for his pearl, but Raoul offers him only cash.

Workbook Answers

- Responses will vary. Based on the passage, the most likely answer is that a hurricane would hit Hikueru.
- B Raoul resolves his conflict with Mapuhi by walking away. Although he hasn't succeeded in acquiring the pearl, he has ended his conflict. Arguing with Mapuhi (A) is the conflict, not its resolution. After considering the demand (C), Raoul offers to compromise, but Mapuhi doesn't budge on the issue, so this attempt at resolving the conflict is a failure. Choice D is not mentioned in the passage.
- Possible Response: A character: Mapuhi; wants to: sell his pearl in exchange for a house; But: Raoul only offers money; So: Mapuhi argues with Raoul until Raoul leaves. Responses will vary but should reflect the plot of the passage from Mapuhi's point of view.

New York ELA Practice

Pages 54–56

- C “Daedalus and Icarus” is told from the point of view of an outside narrator.
- F Daedalus can be best described as daring because his plan to get off the island was very dangerous. He left the island because he was imprisoned not because he was curious (G). There is no reason to think he is fatigued (H) or dishonest (J).
- A “Daedalus and Icarus” is a Greek myth (A). It is not an informative article (B and D), nor is it a tale of accomplishment (C).
- G The mood of the passage is tragic (A) because Icarus loses his life.
- B If Icarus had listened to his father, he would still be alive.
- H The passage says that “Icarus was filled with wonder and excitement.”
- D *Concerned* (D) is the best choice because Daedalus warns Icarus more than once about flying
- H King Minos kept them imprisoned on Crete.
- A Daedalus does not plan to make Icarus wings, but his son pleads with him. See paragraph 2.

Lesson 5: Poetry Elements

Pages 58–63

- D
- Responses will vary. Some possible responses include the following: *brillig, slithy, toves, gimble, wabe, mimsy, borogoves*, and so on.
- D
- B
- Responses will vary. Possible responses include *burbled* and *snicker-snack*.
- C See lines 9 and 10. “. . . stars appear/Like skaters . . .”
- C The poet says the sun is a ruddy boy.

8. Responses will vary. Possible responses include the following:
 . . . fog trails . . . / . . . mist creeps . . . / . . . whistle . . . / Calls and cries . . . / . . . harbor's breast . . .
 / . . . harbor's eyes.
9. Responses will vary. Possible responses include the following: The poem creates an image of a lone boat in a harbor on a foggy night.
10. Responses will vary.

New York ELA Practice

Pages 64–67

1. B The poet uses a metaphor to compare the image of Captain Super atop a building to an eagle on a mountain.
2. G The repeated *st* sound in the phrase “steely strength” shows that this is an example of alliteration.
3. B The Captain is not merely likened to a chess master, but his situation—the certainty of his strategy—is similar to that of a master during a chess game. The Captain is not said actually to *be* a chess master (A).
4. F The poet is making a humorous comparison by saying that Captain Super landed as softly as a brick.
5. C The repetition of the “st” sound in *steely* and *strength* is an example of alliteration.
6. F All of these are definitions of the word *scanned*, but one is most correct. Captain Super is looking carefully for trouble. Nothing suggests he is glancing (choice H, as in “scanned the classified ads”). Choices G and J are not appropriate to the context.
7. A Captain Super, a strong and heroic character, leaps from a rooftop only to crash to the ground, showing that even the mighty may fail. (Lesson 1: Main Idea, Details, and Theme)
8. Responses will vary. Responses may say that Captain Super is brave, and that he is not as skilled as he thinks he is.

Lesson 6: Making Connections

Pages 68–73

1. Grace gives Charlie a dirty look and turns away.
 2. A
 3. B Because Grace kept talking to Charlie after he told her he didn't like reggae (C), something else must have offended her, namely the joke about her appearance.
 4. Responses will vary. Students might underline the last sentence in the passage.
 5. Responses will vary. They should include the following: *Since, For this reason, leads to.*
 6. C Charlie notices that Grace is wearing the same T-shirt that she wore at the dance.
- 7–9. Responses will vary. Possible responses are shown below:
- he doesn't want Grace to be mad at him.
 - she is mad at him over his insult of her T-shirt.
 - he realizes he has insulted her and he doesn't want her to be mad.

Workbook Answers

10. B

11. D

New York ELA Practice

Pages 74–77

1. C The article describes how Michaels gets the final say about which sketches make it on the show.
2. F The third paragraph of the article says the writers discuss the biggest news stories of the week to decide what will be in the opening. A presidential election (F) would be the biggest as well as the only national story.
3. B Students should infer from the article that being a writer for *SNL* would be stressful because there is so little time to prepare.
4. G Michaels gauges the audiences reaction to determine which sketches should appear first. Then he changes the order of the sketches depending on which ones are funniest.
5. D Because the writers on SNL have gone without sleep to get all of their writing done, they would most likely agree that there isn't enough time to prepare for the show.
6. G According to the second paragraph, SNL has remained popular because of the celebrities that have hosted the show. Although the cast members may do funny impressions (F), this information is not in the article. The article does not mention advertisements (H), nor does it say that 11:29 p.m. on a Saturday is a convenient time for people to watch television.
7. C Students should use context clues to determine that *grueling* means *exhausting*.

Lesson 7: Author's Purpose

Pages 79–83

1. A The passage was written primarily to inform readers about the artist Dzine. While the author does seem to want to influence readers to admire Dzine (B), this is not the main purpose.
2. Responses will vary. Students may underline such words or phrases as the following: *known throughout the world, honored, streetwise business sense, quite a success story, transformed ugliness into beauty, successful, respect, never strayed from his roots, "legitimate" artist*
3. D The writer is consistently enthusiastic and complimentary about Carlos. This shows that his attitude is strongly positive.
4. D It has already been established that the writer is strongly positive toward Carlos Rolon (see question 3). The most positive answer choice is *admiration*, which is supported by the positive words used to describe the young man and his work.
5. B Only choices B and C fit with the positive tone of the passage. Choice C is not supported by the passage.
6. D This shows that Dzine's work is highly regarded in the art world.

Practice Activity, page 85

1. O “History comes alive” is a clue that this statement is an opinion. Other visitors might be bored by the Harriet Tubman Home.
2. F This statement can be checked for accuracy.
3. F This statement can be checked for accuracy.
4. O *Best* is an opinion word. Other readers might have another science-fiction story they like better.
5. F This statement can be checked for accuracy.
6. F This statement can be checked for accuracy.
7. O *Funniest* is an opinion word. Other people might have a different opinion about the movie *Over the Hedge*.
8. O If you like to travel by hot air balloon, you might agree. A person who doesn’t like hot air balloons, or has never traveled that way, would probably have a different opinion.
9. F This is a fact that can be checked. In this case, however, the fact is ambiguous; Elvis died in 1977, so the person seen at the movie theater could not have actually been Elvis.

Page 88

7. A To reduce all graffiti art to vandalism ignores the style and quality of some of the art. It would be fairer to say that some graffiti is vandalism, and some is art.

New York ELA Practice

Pages 89–92

1. A Throughout the essay, the author is very enthusiastic about both kinds of music, beginning and ending the passage by noting that these are the two types of music that “ring [his] bell.”
2. H The article informs readers about the two styles of music (H). It is not instructional (F). It does not persuade readers that blues is better than jazz (G) or that they should become jazz musicians (J).
3. B Choice B is the only response that does not contain opinion words and phrases such as “an outlet that eases pain” (A), “masters of their instruments” (C), and “have their good points” (D).
4. F Because the article stresses that jazz is about “bringing something new to a piece,” it would make sense that jazz musicians valued improvisation.
5. C Choice C is the only choice that supports the idea that blues music deals with emotions and experiences. Choice A could apply to any type of music. Choices B and D do not make sense in the context.
6. J According to the article, a few styles developed after jazz moved to the concert halls (J). Jazz musicians have always had to be masters of their instruments. Choices F and G refer to blues.
7. B See paragraph 3.
8. Responses will vary. Students should use at least one detail to support their opinion about each kind of music.

Part 2 — Writing

Unit 3 – Responding to Texts

Lesson 8: Listening and Note-Taking New York ELA Practice

Pages 97–101

Read the following listening passage aloud twice, with a short pause between readings. Students should take notes during the second reading.

The Greatest Businessman of All Time

by Max Shadrach

Imagine the United States government being in big trouble and one man being rich and powerful enough to bail them out. In 1895, that man was J. P. Morgan.

John Pierpont Morgan was born in Hartford, Connecticut, in 1837. Banking was in his blood. His father was a partner in a large banking firm. After attending schools in Boston and Germany to learn about banking, J. P. followed his father into the family business. He worked at several banking firms in New York City, the nation's center of wealth and power.

In 1895, Morgan created his own banking firm called J. P. Morgan and Co. It was one of the most powerful banking firms in the world. Morgan invested money in railroads, coal mines, electric companies, and steel factories. He also bought several steel factories and formed U.S. Steel, one of the biggest corporations in the world, and the first billion-dollar corporation to ever exist.

All of his power and wealth enabled him to save the United States government from bankruptcy. In 1895, the United States government was running out of gold. Morgan offered to trade the government 3.5 million ounces of gold for 65 million dollars in U.S. savings bonds. Bonds represent a loan that government has to pay back. Because Morgan gave the government gold, which was more valuable than dollars, he was able to keep the country financially stable. If the country had become bankrupt, thousands of people would have lost their jobs, and items such as food and clothing would have become scarce.

J. P. Morgan also liked to spend money and give money to charity. He collected works of art and rare books. He also gave money to hospitals, schools, and churches. After his death, his large art collection was given to the world famous New York Metropolitan Museum of Art. J. P. Morgan was a great businessman because he used his money to help people and to help his country, rather than hoarding his money for himself.

When he died, J. P. Morgan had only 69 million dollars to his name (1.2 billion in today's dollars). This wasn't an impressive sum compared to his peers at the time, but his power was in the wealth he controlled through his companies. The world's richest man at the time, John D. Rockefeller (who made his money in oil and gas) commented: "And to think he wasn't even a rich man." Rockefeller liked to give dimes to children and lecture them on saving money. His comment would have made J. P. Morgan laugh. The ways that J. P. Morgan used his money made Rockefeller's seem like "small change."

1. B The only thing that kept the U.S. out of bankruptcy was Morgan trading his gold for savings bonds.
2. F Morgan's father was a banker. The passage does not address his math skills (G), nor does it say that banking was the only job he could get (H), or that he studied banking since he was a child (J).
3. C Because the passage is mostly about how Morgan helped out the U.S. government, Choice C makes the most sense. The passage also discusses the charitable ways that Morgan spent his money. The passage does not indicate that businessmen need to invest in order to succeed (A). The passage is not about flaunting money (B), or investing (D).
4. J Students should infer that Morgan became one of the most powerful people in the U.S. after he formed his own firm and started buying companies (J). He wasn't one of the most powerful men when he first started his job (H), and he was already powerful when he helped the U.S. (G). The passage says nothing about Morgan turning fifty.
5. A Choice A makes the most sense because Rockefeller, the richest man in America would only give children dimes and tell them to save. The other choices are not addressed in the passage.

Lesson 9: Responding to Short-Answer Items

Pages 103–105

1. Responses will vary. Students may say that the story is about a soldier who meets a ghost while he sleeps in a house in the bayou. The ghost's name is Jean Lafitte, and he wants the soldier to take a treasure chest so Lafitte can have his soul back. The soldier refuses and keeps his own soul.
2. C The soldier is tempted by the treasure until he sees Lafitte's "hand of death," at which point he firmly tells the ghost that he wants no part of the treasure being offered.
3. Responses will vary. Students may point out the soldier's reaction after seeing Lafitte's hand. They may also explain that the other choices are not supported by the story. In any case, students should refer to the specifics of the story for support.
4. Responses will vary. Students should point out that the soldier protects himself in the swamp by traveling during the day and sleeping in houses at night. Students should point out that the soldier protects himself in the house by refusing to take Lafitte's treasure.

New York ELA Practice

Pages 106–109

To mimic the New York state test, read the listening passage from Lesson 8 two times with a short pause in between readings. If students have heard the passage recently, you may skip this step or reread the passage only once. You may wish to instruct students to remove from the workbook the pages containing their notes in Lesson 8.

1. Responses will vary. Students may point out that the author attempts to convince readers that Morgan was the greatest businessman of all time by saying that Morgan balanced making money with giving money to charity.
2. Responses will vary. Students may say that Morgan learned his business skills in school, and that he used his business skills to help out the U.S. government.
3. Responses will vary. Students may write that Rockefeller wasn't nearly as charitable as Morgan was. Therefore, the charity that Rockefeller did give, was considered less important, or "small change."
4. Responses will vary. Students may say that Morgan enjoyed collecting art, and he later gave his art collection to the Metropolitan Museum of Modern Art.

Lesson 10: Planning Your Writing

Practice Activity 1, page 111

1. Responses will vary but should be related to the topic (something in your school, community, or world that is unfair, and how to change it).
2. readers of a local newspaper
3. changing a specific unfair situation
4. a letter to a local newspaper

Practice Activity 2, page 113

- Brainstorming and freewriting responses will vary. Students should focus their prewriting on the subject of the writing prompt introduced on page 110.

New York ELA Practice

Pages 117 and 118

To mimic the New York state test, read the listening passage from Lesson 8 two times with a short pause in between readings. If students have heard the passage recently, you may skip this step or reread the passage only once. Students should then be given an opportunity to use freewriting techniques to plan an essay.

Lesson 11: Composing an Essay

Practice Activity 1, page 120

1–7. Responses will vary.

Page 121

- Responses will vary.

Practice Activity 2, page 122

- Responses will vary.

Pages 123–126

1. B Although the paragraph deals with native people or traditional cultures, it is not limited to practical uses of insects or creation myths. The broader message tells that native people tend to honor insects.
2. B Choices A, C, and D all involve other members of the club. Only choice B is about the writer alone.
3. C The complaint in this paragraph is about the way the athletic department works. Only choice C sums up the author’s argument.
4. B Sentence 2 says that “nothing grows there.” Then, sentence 3 starts by talking about plants in the water. A reader might ask, “Where did this come from? I thought nothing grew in the ocean.” By warning the reader that you are about to make an exception, you make it easier to follow your thinking.
5. C Here, you are defining cause and effect. Paragraph 1 says the woman’s hut was a run-down place. Why? It’s *because* she was very poor.
6. A Here, you are telling the order in which things happened.

New York ELA Practice

Pages 127–129

To mimic the New York state test, read the listening passage from Lesson 8 two times with a short pause in between readings. If students have heard the passage recently, you may skip this step or reread the passage only once. Students should then be given an opportunity to compose an essay using their notes and plans from Lessons 8 and 10. To evaluate the essay, refer to the rubric on page 42 of this teacher’s guide.

Lesson 12: Comparing Passages

Pages 130–133

1. A Both passages offer ideas about resolving conflicts. “Heracles and Athena” hints that Heracles turned to the gods for help (B), but this is not the main idea. Neither passage offers advice on defeating enemies (C), and only “Waging Peace” explicitly talks about international conflicts (D), though it does not describe their role in today’s world.
2. D Athena explains that violence causes Strife to grow and urges Heracles to leave it alone.
3. C Carter urges discussion and compromise as the solutions to most conflicts.

New York ELA Practice

Pages 134–142

1. Responses will vary.
2. Responses will vary. Students should infer that “losing face” means looking bad or embarrassing oneself.
3. Responses will vary. Students should use details, such as that Maggie knows the type of plane, the correct altitude for jumping, and military time, to show that she is knowledgeable about skydiving.
4. Responses will vary. To evaluate student essays, refer to the rubric on page 42 of this teacher’s guide.

Unit 3 Practice

Pages 143–152

1. Responses will vary. Students should say that getting Mama Red Tail to fly again is Jake’s main problem. It will probably be resolved by Jake teaching the hawk to fly in the flight cage.
2. Responses will vary. *Caring* makes the most sense in the context because Jake runs a center where he cares for injured birds. Students may also point out that Jake is a caring foster-father.
3. Responses will vary. Student responses should refer to Peter’s extensive diving experience in faraway places.
4. Responses will vary. To evaluate student essays, refer to the rubric on page 42 of this teachers’ guide.

Unit 4 – Revising, Editing, and Proofreading

Lesson 13: Sentences

Practice Activity 1, page 158

1–10. Responses will vary.

Practice Activity 2, page 159

- | | |
|--------|--------|
| 1. CS | 6. SS |
| 2. XS | 7. CS |
| 3. XS | 8. XS |
| 4. CXS | 9. XS |
| 5. XS | 10. XS |

Lesson 14: Agreement

Practice Activity 1, page 161

1. C
2. A
3. D
4. D
5. C

Practice Activity 2, page 163

1. Stephon Marbury is
2. Darin and his brother wear
3. we have
4. Steve and Terry worry
5. Judy worries

Practice Activity 3, page 165

- Tom's band practiced in his garage yesterday. Tom plays guitar. He also plays the piano. His friend, Leo, plays bass. Sometimes, Tom lets his cousin Barry sit in, but he has to lend Barry his guitar because Barry doesn't have one.

Practice Activity 4, pages 168 and 169

Responses will vary. Possible rewrites include the following:

1. After Andy won the art contest, he went out to dinner with Jasper.
2. Popular magazines present an ideal of physical beauty that is unattainable by most people.
3. A newspaper reports that giant grasshoppers have invaded Ithaca.
4. Even though Marla wanted to go, she had too much homework to see a movie with Ann.
5. StuffMart has some great new shirts that come in all sorts of freaky colors.
6. The drama teacher thought the student's best stage work had been in musicals, and she told her so.
7. Daryl's cup broke when he dropped it on a plate.

Lesson 15: Modifiers

Practice Activity 1, pages 172 and 173

1. Possible response: Wendell decided on the bus that he was going to change his name to Zoltan.
2. Possible response: Before we dated, he always pretended that he didn't like me.
3. Possible response: Sharon liked Buffalo, but she liked Albany even better.
4. Possible response: I was surprised to see my neighbor in a swimsuit walking his dog.
5. Possible response: Larry begged everyone to keep playing for five more minutes, but they went home.
6. Possible response: Hugh leaned on the horn, loudly blasting the driver of the car ahead.
7. Possible response: Carrie munched on a donut, still puzzled about the cause of the fire.
8. Possible response: My father, a devoted New York Jets fan, bought season tickets.

Practice Activity 2, page 175

1. Tired of cleaning her room, Jane decided to go to a movie.
 - Jane
2. Larry, rounding the corner at full speed, nearly knocked over the lamp.
 - Larry
3. After having been soaked from head to toe, Maria didn't feel like playing anymore.
 - Maria

Page 176

- Responses will vary.

Page 177

- more loving, most loving
- more terrible, most terrible
- more sensibly, most sensibly

Practice Activity 3, pages 178 and 179

- | | |
|------------------|--------------------|
| 1. prettier | 6. oldest |
| 2. better | 7. worse |
| 3. fiercest | 8. weirdest |
| 4. more fearless | 9. more |
| 5. purer | 10. more carefully |

Lesson 16: Punctuation

Practice Activity, page 184

All necessary punctuation marks have been added.

It was a quiet night in Dr. Malone's lab. Above me, the radio telescope's giant eye scanned the skies, watching and listening. Malone's telescope was searching for space signals that could be from extraterrestrial civilizations. It was like looking for one special grain of sand on a very large beach, but all we could do was be patient.

I had three official jobs: watch the video screens, listen for unusual sounds on the speakers, and fill out reports. My unofficial job, to be honest, was also to keep Dr. Malone company.

Malone asked me, "Do you have anything to report?"

"Not a thing," I said. Some nights were like this. A person could fall asleep very easily.

Just as I was beginning to doze off, I heard a strange sound on the speakers. It sounded like a police siren in the distance, rising and falling. I shouted, "Dr. Malone! What's that?"

"It's probably nothing," he said. Suddenly, the video screens began to flicker strangely. "Or it might be something big," he said with a smile.

Lesson 17: Spelling

Practice Activity 1, page 186

1-9. Responses will vary, but each word should be used correctly.

Practice Activity 2, page 188

- | | |
|----------|--------------------|
| 1. whose | 6. know |
| 2. there | 7. threw |
| 3. pear | 8. you're |
| 4. mail | 9. seen, principal |
| 5. flour | 10. whole, week |

Practice Activity 3, page 190

1. relief
2. reign
3. shield
4. sleigh
5. freight
6. view

Workbook Answers

Practice Activity 4, page 191

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

Lesson 18: Capitalization

Practice Activity, page 194

1. My sister will stay in Schenectady, New York, this summer.
2. Jim said that October is his favorite month and fall is his favorite season.
3. My aunt from Dallas, Texas, likes to visit the antique stores in the east village.
4. She hasn't seen Uncle Johann since she moved to the United States.
5. Is the movie *Invasion of the Giant Hamsters* out on DVD yet?
6. The Catskill Mountains are southwest of Lake Champlain.
7. I have never been to Thailand, but I really like Thai food.
8. Did you know that my cousin Jackie was a dancer in a Hilary Duff video?

Lesson 19: Revising and Editing

New York ELA Practice

Pages 198 and 199

1. Last year, my cousin Jamal ran for city council. He let me help out. Jamal has always been very involved in our community. He volunteers at the hospital on weekends. He even organized a huge fund-raiser at the fairgrounds. Jamal said I should get involved, too. I thought that was a good idea. First, I painted red, white, and blue signs that people could put in their yards. Then, I went door to door in our neighborhood, asking folks to vote. Most people gave us big smiles and wished us luck. When it was all over, it turned out that Jamal was running unopposed!
2. Felisa Rincón de Gautier was a Puerto Rican woman who worked hard to care for the poor and advance the position of women on the island of Puerto Rico. Rincón de Gautier grew up in a wealthy family, but she never turned her back on those less fortunate than herself. She helped the poor nurse their sick and care for their babies. She also helped people who felt powerless. In 1946, she ran for and was elected mayor of San Juan, the capital of Puerto Rico, where she served for nearly 25 years. The people of San Juan loved her because she had taken care of them. They gave her the name "La Madrecita," or "Little Mother." Felisa Rincon de Gautier will always be remembered as a sweet and caring person.

Unit 4 Practice

Pages 200 and 201

Responses will vary. Students should revise and edit their response to question 4 in the Unit 3 Practice.



The *Buckle Down New York English Language Arts, Level 7*, practice tests have been developed to provide practice for your students and to assess their need for special intervention. You may wish to consider using one test as a pretest and the other as a posttest.

Pretest

If you wish to determine which students need intensive content review, administer a test to all students. Or, if you have already identified a group of students who need intervention, administer a test to that group. Use the results of the test to focus practice sessions on the areas in which your students need the most review.

Posttest

After students have worked through the *Buckle Down* workbook, use one of the tests as application practice or to identify areas for further intervention.

Directions for Administration

Each *Buckle Down New York English Language Arts* practice test is designed to measure the skills assessed by the New York state test. Students will be asked to apply a variety of reading and listening strategies to comprehend a wide range of literary and informational texts. Students will also be asked to respond to short-response questions and to edit a paragraph.

Time Limits

Each test is administered in two sessions. Students should be given 50 minutes to complete Session 1 and 30 minutes to complete Session 2 (including time to read directions but not including time spent reading the listening selection aloud). During the test, you may allow students at least one break. Feel free to adapt the time frame to suit your students' needs.

Test Administration

1. Make sure each student has a No. 2 pencil with an eraser.
2. Distribute test books to students.
3. Have students write their names in the test books.
4. Read aloud the “Directions to Be Read to Students.”
5. At the end of the testing session, collect tests for scoring. Answers begin on pages 38 and 40 of this teacher’s guide.

Before marking an answer, students should read all answer choices. They should then mark their answers directly in the test books. Multiple-choice items should be answered by darkening the bubble of the correct answer. Short-response questions and the editing paragraph require students to write a response in the space provided in the test book. Students should be encouraged to check their answers.

Directions to Be Read to Students for Session 1

At the beginning of the test period, say:

Today, you are going to take Session 1 of an English language arts test. This test will show you how well you are doing in the reading and writing skills outlined by the state.

While distributing the test books, say:

Turn to page 37 and find the answer sheet. Remove the answer sheet by folding and tearing along the dotted line. (Pause.) You will mark your answers to multiple-choice questions on this sheet. You will do this by filling in the circle for the letter that matches your answer. Remember not to mark outside of the circle.

After distributing the test books, say:

Now turn to the front of the test book and write your name on the cover. (Pause.)

Today you are going to read passages and answer questions about what you have read. You will answer most of the questions by marking your answer in the answer sheet. For the short-response questions, you will write your answer in the test book.

Are there any questions? (Pause.)

Now open your test book. Read along to yourself as I read the Tips for Taking the Test out loud. (Read the Tips for Taking the Test in the practice test to students.)

Now look at page 5. Read along to yourself as I read the directions out loud. (Read the directions in the practice test to students.) Are there any questions? (Pause.)

You may look back at the reading passages as you answer questions. When you see the word STOP at the bottom of a page, do not turn the page. You may go back and check your work, but do not go on until I say so.

Now turn to page 6. Read the passage and answer the questions. When you come upon the word STOP, do not turn the page. I will write the time on the board. You may begin.

Allow students 50 minutes to read the passages and provide responses to the questions. At the end of the test session, say:

This is the end of Session 1. Place the answer sheet inside the front cover of your test book and close the test book.

Directions to Be Read to Students for Session 2

At the beginning of the test period, say:

Today, you are going to take Session 2 of an English language arts test.

While distributing the test books, say:

Use your answer sheet to mark your answer to multiple-choice questions. Remember to fill in the circle for the letter that matches your answer to each question.

After distributing the test books, say:

Today you will listen to an article and answer questions about that article. You will mark your answer to multiple-choice questions in your answer sheet. For short-response questions, you will write your answers in the test book.

For the editing paragraph, you will read a short paragraph that has some mistakes in grammar, usage, capitalization, and punctuation. You will correct the mistakes you find by writing the corrections in your test book.

Turn to page 25 (Form A) 27 (Form B) in your test book and read along silently as I read the directions out loud. (Read the directions.) Are there any questions? (Pause.)

When you see the word STOP at the bottom of a page, do not turn the page. You may go back and check your work, but do not go on until I say so.

Now listen as a I read the article to you. (Read the listening passage on page 35 [Form A] 36 [Form B] of this teacher's guide twice to students. Be sure to read the title, the name of the author, and any introductory material. Read at a moderate pace and speak with expression. Each reading should take approximately five minutes.)

After reading the listening passage twice, say:

You will now answer questions about the article you just listened to. Turn to page 28 (Form A) 30 (Form B) and answer questions 29 through 34. For question 32 (Form A) 31 (Form B), write your answers in the test book. For all other questions, mark your answers in the answer sheet.

You may look back at your notes as needed.

You will have 15 minutes to answer the questions. I will write the time on the board. You may begin.

Practice Tests

After 15 minutes have passed, say:

Please stop working. If you are not finished, and you have time left over after the next section of the test, you may go back and finish this section.

Turn to page 32. Look at the sample paragraph. There are some mistakes in grammar, usage, capitalization, and punctuation. Let's make corrections to the paragraph together.

Draw a line through each part of the paragraph that has a mistake. If a correction is needed, write that correction above the mistake. Write your answers in the test book. You may begin.

Allow time for the students to correct the sample paragraph. Review proper corrections with students, then say:

Now you are going to correct a paragraph on your own. If you finish early, you may go back over the other section of the test to check your answers.

Turn to page 33 and read along silently as I read the directions aloud. You will have 10 minutes to make corrections to the paragraph. I will write the time on the board. You may begin.

At the end of the test session, say:

This is the end of Session 2. Place the answer sheet inside the front cover of your test book and close the test book.

Listening Passage for NY ELA Practice Test Form A

George Eastman's Gift: Anyone Can Take a Picture, and Anyone Can Make a Difference

by Rolf Winsome

George Eastman was born in Waterville, N.Y., in 1854, and was raised in Rochester. His father died when George was young. To help the family, George quit school at 14 and went to work in an office. He was hard-working, and in spite of his limited education, he saw opportunity all around him. He used his quick mind and strong work habits to revolutionize the photography industry. Eastman wanted to make photography something that anyone could do.

At the time, taking pictures was a difficult process. Cameras were heavy and stood on tripods (triangular stands that held up the weighty cameras). Pictures were imprinted on glass plates. The whole process was difficult and time consuming. If you look at the photographs taken with these early cameras, remember that the photographers often did not work alone. Real-life photos were staged because it took quite a while to set up the camera and keep people still for the camera to catch their image.

George Eastman changed all that. He had started work at an insurance company, and later went to work for a bank. He was getting ready to take a vacation when someone suggested he take pictures of his trip. Eastman bought a camera, but realized it wouldn't be much of a vacation if he had to go through the difficulties of taking photos. He decided that a new type of film had to be created that was light and portable. He worked nights to develop a new type of film called roll-film, which was so small it could fit in the palm of the photographer's hand. He also created a camera to go with it. To support himself, he kept working his day job while developing his film and camera.

Once he had created the film and camera, he created a company to keep making changes in the photography industry. Since he called his camera and film *Kodak*, his company was called Eastman Kodak. He hired good workers, and they continued to make improvements in picture-taking. The company also developed a film used by Thomas Edison and others to make movies, or "moving pictures."

To help his company grow, Eastman used advertising to make people aware that photography was now inexpensive and easy to use. He put his ads in magazines and had a slogan: "You press the button, we do the rest." He wanted to make taking pictures "as convenient as the pencil," and he succeeded.

In the process, George Eastman became a very rich man. He understood he was fortunate. In spite of being a school dropout, he was able to change the world. He wanted to give others the same opportunity. So he gave money to Rochester schools, hospitals, and museums. He established the Eastman School of Music, which has become one of the finest music schools in the country. He also gave large donations to Massachusetts Institute of Technology (M.I.T.), a school that trains scientists, mathematicians, and engineers, and he gave money to the southern black colleges of Tuskegee and Hampton. In George Eastman's words: "The progress of the world depends almost entirely on education."

Listening Passage for NY ELA Practice Test Form B

Nancy Lieberman's Magic

by Ann Petosky

When Nancy Lieberman was in her basketball prime, she was known as the female Magic Johnson. She was a 5'10" point guard who could play all aspects of the game: run, shoot, rebound, pass, and play defense. When it came time to write her biography in 1991, she titled it *Lady Magic*. But in some ways, Nancy Lieberman went beyond Magic Johnson. She was a pioneer who helped pave the way for women's basketball.

Nancy was born in Brooklyn in 1958 and raised in the Far Rockaway section of Queens. Although Nancy was a naturally talented athlete, her mother didn't want her to play sports. However, Nancy told her that not only was she going to play sports, she was going to be "the best player ever."

Basketball was Nancy's favorite sport, and once she started playing it, she did little else. In order to improve her skills, she would often play with guys. Some of her fondest memories include riding the subway to Harlem, and playing with that area's best male athletes. Nancy also played by herself and gave up going to the prom and hanging out with friends so she could shoot hoops. She doesn't regret the sacrifices she made for basketball. In fact, she says it kept her from getting involved with drugs and made her a more responsible person.

In 1974, at the age of 16, Nancy earned a spot on the U.S. team that played in the World Championship and Pan American games. She was playing with adults while still in her mid-teens. Two years later, she became the youngest basketball player in Olympic history to win a silver medal—and she had just graduated from high school.

She took her game to a new level for college. Attending Old Dominion, a small school in Norfolk, Virginia, she led her team to two national championships, was a three-time All American, and was twice named women college basketball's Player of the Year. She finished her college career having scored 2,430 points, and making more than 700 steals.

Women's professional-basketball was relatively new to the national scene in 1980. That year, Nancy was the number one draft pick of the Dallas Diamonds. Four years later, she helped her team win the WABA Championship, leading the league in scoring and being named league MVP. Two years after that, she made history again, as the first woman to play in a men's league, the United States Basketball League. Following that, she toured the world as a member of the Washington Generals, playing against another all-male team, the legendary Harlem Globetrotters. Finally, her last stint in the pros was in 1997, when she played in the WNBA for the Phoenix Mercury at the age of 38.

Although Nancy no longer plays the game, basketball is still a large part of her life. She currently works as an analyst and commentator for ESPN, runs basketball camps across the country, and gives inspirational speeches to civic groups.

In 1996, she became the first woman inducted into the Basketball Hall of Fame. Three years later, she entered the Women's Basketball Hall of Fame. Some people feel Nancy has one more first to accomplish. "She should be coaching in the NBA," says her friend, the All-American football player Deion Sanders. "I don't understand why men can coach in the WNBA but women can't coach in the NBA. I don't know anyone who has better credentials."

If such a thing were to happen, it would only be another instance of Nancy Lieberman's magic.

Scoring the Practice Tests

The self-scoring guide should not be used as a predictor of a student's performance on the New York state test. Rather, it is an effective instructional tool designed to target objectives that require review and remediation, in the classroom or as part of a more individualized study program.

Using the Self-Scoring Guide (Optional)

At the end of the testing period, say:

Please stop working. Turn to page 35. As I read the answers to the multiple-choice questions, write the letter of the correct answer next to each question number. This will help you later when you are reviewing the workbook lessons.

Read the multiple-choice answers to the test. The answer keys are on pages 38–39 and 40–41. Then collect the tests to score the short-answer responses and error paragraph. The general scoring rubrics are on page 42 of this teacher's guide.

Upon returning the test books, say:

Now we'll look at how you can use this test to guide your review in reading, writing, and listening skills. Carefully remove the self-scoring guide from the back of your test book. (Demonstrate with one test book.) Complete your self-scoring guide by following the directions at the top of the guide.

Give students time to complete this exercise. Watch to be sure they understand the directions. If they are having trouble, walk them carefully through the first few items. When students have completed the guide, say:

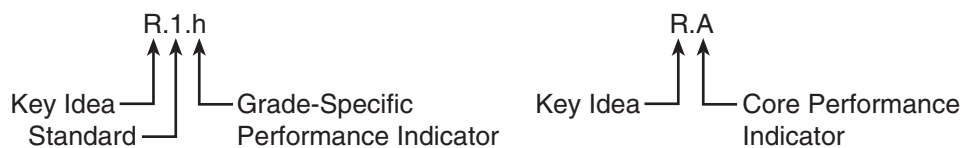
Keep your self-scoring guide and test book in a safe place. Be sure your name is written on the front of both items. You will be using these materials to help you focus your review.

If you prefer, collect the test books and redistribute them during each review period.

NY ELA Practice Test Answer Key, Form A

Question	Key	Standard ¹	Skill Assessed	<i>Buckle Down Lesson</i>
Session 1 – Reading				
1	A	R.2.b	Interpret Characters	4
2	J	R.2.e	Literary Devices	5
3	D	R.1.k	Draw Conclusions	1
4	G	R.2.f	Author’s Language	4
5	A	R.1.k	Draw Conclusions	6
6	F	R.2.e	Literary Devices	5
7	B	R.2.c	Point of View	4
8	J	R.1.e	Graphic Organizer	3
9	C	R.1.e	Vocabulary	2
10	G	R.3.a	Supporting Ideas	8
11	D	R.1.k	Draw Conclusions	1
12	J	R.1.e	Vocabulary	2
13	C	R.3.a	Supporting Ideas	7
14	See page 43	R.3.a	Supporting Details	6
15	A	R.2.b	Interpret Plot	4
16	H	R.2.b	Interpret Characters	4
17	D	R.1.k	Make Inferences	6
18	J	R.2.c	Point of view	4
19	A	R.2.k	Cultural Context	4
20	F	R.2.e	Literary Devices	5

¹ Sample code:



Key Ideas:

- R = Reading
- W = Writing
- L = Listening

Question	Key	Standard ¹	Skill Assessed	<i>Buckle Down Lesson</i>
Session 1 – Reading (<i>Continued</i>)				
21	B	R.1.k	Draw Conclusions	1
22	F	R.2.f	Author's Language	5
23	C	R.2.e	Literary Devices	5
24	G	R.2.e	Literary Devices	5
25	D	R.1.e	Vocabulary	2
26	G	R.2.f	Author's Language	5
27	C	R.2.b	Interpret Characters	4
28	See page 43	R.1.k	Draw Conclusions	6
Session 2 – Listening/Writing				
29	B	L.1.d	Significant Details	8
30	H	L.1.d	Significant Details	8
31	C	L.1.d	Significant Details	8
32	See page 43	L.1.g	Draw Conclusions	9
33	See page 43	L.1.d	Significant Details	9
34	G	L.1.g	Make Inferences	8
35	See page 43	W.E	Editing	19

NY ELA Practice Test Answer Key, Form B

Question	Key	Standard	Skill Assessed	<i>Buckle Down Lesson</i>
Session 1 – Reading				
1	C	R.1.k	Draw Conclusions	6
2	H	R.1.d	Use indexes	3
3	B	R.3.a	Multiple Levels of Meaning	7
4	F	R.D	Vocabulary	2
5	D	R.1.b	Interpret Data	3
6	F	R.1.k	Draw Conclusions	6
7	B	R.3.a	Supporting Details	4
8	See page 44	R.3.a	Supporting Ideas	3
9	D	R.2.c	Point of View	4
10	H	R.2.b	Interpret Plot	4
11	B	R.2.b	Interpret Character	4
12	F	R.2.b	Interpret Character	4
13	C	R.3.f	Author’s Language	4
14	J	R.2.b	Interpret theme	1
15	D	R.3.a	Multiple Levels of Meaning	7
16	H	R.1.k	Draw Conclusions	6
17	B	R.1.j	Categorize Information	3
18	H	R.2.e	Literary Devices	5
19	A	R.3.a	Supporting Ideas	1
20	H	R.3.a	Supporting Ideas	1

Question	Key	Standard	Skill Assessed	<i>Buckle Down Lesson</i>
Session 1 – Reading (<i>Continued</i>)				
21	B	R.1.j	Categorize Information	3
22	See page 44	R.1.k	Draws Conclusions	6
23	C	R.2.c	Point of View	4
24	G	R.2.b	Interpret Character	4
25	B	R.1.d	Use Indexes and Glossaries	2
26	F	R.2.b	Interpret Plot	4
27	D	R.2.e	Literary Devices	5
28	H	R.3.a	Multiple Levels of Meaning	7
Session 2 – Listening/Writing				
29	A	L.1.d	Significant Details	8
30	H	L.1.d	Significant Details	8
31	See page 44	L.1.d	Significant Details	9
32	G	L.1.g	Draw Conclusions	8
33	See page 44	L.1.d	Significant Details	9
34	C	L.1.g	Make Inferences	8
35	See page 44	W.E	Editing	19

General Scoring Rubrics

Short-response items will be scored on a two-point scale based on this general rubric from the New York State Department of Education's Scoring Guide for Grade 7:

Rubric:

- 2 points The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
- 1 point The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.
- 0 points The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

The editing paragraph will be scored according to the following three-point rubric from the New York State Department of Education's Scoring Guide for Grade 7:

Rubric:

- 3 points no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
- 2 points 2 to 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
- 1 point 4 to 5 errors, either introduced or not corrected, remain after the student has corrected the paragraph
- 0 points 6 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

Exemplary Responses for NY ELA Practice Test Form A

14. Possible Exemplary Response:

The article says that Barbara Jordan ran for senator three times before she was elected. This shows her devotion to civil rights because she would be able to make changes once she was a senator.

28. Possible Exemplary Response:

The speaker might be addressing her son or daughter because the speaker says her song will “wind its music around you, my child, like the fond arms of love.” The speaker also could be addressing her child since the poem is loving and supportive.

32. Possible Exemplary Response:

One obstacle that George Eastman overcame in order to become a successful businessman was his lack of education. He overcame this obstacle by working hard. He worked at a bank during the day and on his invention of roll-film at night. Eastman’s invention of roll-film led to his success in business.

33. Possible Exemplary Response:

Early cameras and film: They were heavy and not very portable.

Eastman’s new camera and film: It was small and portable.

35. Possible Exemplary Response:

Suzy looked at the ten bowling pins in front of her. She wanted to go home. It was already the ninth frame and she had thrown a gutter ball every time. She turned around to look at her mom, dad, and little brother Tommy. Her parents smiled, but Tommy made a zero with his hands and laughed meanly. It was his fault they were here. He had been begging their parents to take them to Bowlerama for weeks. Suzy stuck her tongue out at Tommy, and turned back around. “We can do this,” Suzy whispered to the bowling ball. She took five steps and sent the ball hurtling toward the center pin.

Exemplary Responses for NY ELA Practice Test Form B

8. Possible Exemplary Response:

The article says that Sarah Winchester bought an eight-room farmhouse and hired several full-time carpenters to add on rooms for the spirits to occupy. This shows her devotion to the spirits because she never stopped building in order to please them, and the house eventually had over 160 rooms.

22. Possible Exemplary Response:

The article says that rather than limiting Doc Watson, his disability is the reason that he went into music. He now travels around the country performing his music. This shows that despite his blindness, Doc Watson is able to do what he loves and live an exciting life.

31. Possible Exemplary Response:

Yes, I agree. Nancy Lieberman paved the way for women's basketball by being the first woman to play in a men's league and the first woman to be inducted into the Basketball Hall of Fame. She also works as a commentator for ESPN and gives inspirational speeches. All of these accomplishments have helped women's basketball to grow as a sport.

Possible Exemplary Response:

No, I don't agree. While Nancy Lieberman has had many professional highlights, women's basketball still receives little notice. Nancy Lieberman's induction into the Basketball Hall of Fame is a great accomplishment, but the fact that it didn't happen until 1996, as well as the fact that there are still no women coaching in the NBA, shows just how far women's basketball has left to go before it is taken seriously.

33. Possible Exemplary Response:

How basketball had a positive effect on her early life: It kept her from getting involved with drugs.

How basketball has had a positive effect on her current life: She now works as an analyst and commentator for ESPN.

35. Possible Exemplary Response:

Seinfeld was one of the most popular sitcoms in television history. Jerry Seinfeld and Larry David created the show in 1989. It was based loosely on Jerry Seinfeld's life as a comedian in New York. When *Seinfeld* first started, NBC almost cancelled it because so few people watched it. However, it became the most watched show in America by the fourth season. *Seinfeld* was many people's favorite show because of its wacky characters. For example, Cosmo Kramer made people laugh every time he walked into a room. His hair stuck straight up, he wore interesting clothes, and he would often trip over things.

Part 2 — Writing

Unit 3 – Responding to Texts

Lesson 8: Listening and Note-Taking New York ELA Practice

Pages 97–101

Read the following listening passage aloud twice, with a short pause between readings. Students should take notes during the second reading.

The Greatest Businessman of All Time

by Max Shadrach

Imagine the United States government being in big trouble and one man being rich and powerful enough to bail them out. In 1895, that man was J. P. Morgan.

John Pierpont Morgan was born in Hartford, Connecticut, in 1837. Banking was in his blood. His father was a partner in a large banking firm. After attending schools in Boston and Germany to learn about banking, J. P. followed his father into the family business. He worked at several banking firms in New York City, the nation's center of wealth and power.

In 1895, Morgan created his own banking firm called J. P. Morgan and Co. It was one of the most powerful banking firms in the world. Morgan invested money in railroads, coal mines, electric companies, and steel factories. He also bought several steel factories and formed U.S. Steel, one of the biggest corporations in the world, and the first billion-dollar corporation to ever exist.

All of his power and wealth enabled him to save the United States government from bankruptcy. In 1895, the United States government was running out of gold. Morgan offered to trade the government 3.5 million ounces of gold for 65 million dollars in U.S. savings bonds. Bonds represent a loan that government has to pay back. Because Morgan gave the government gold, which was more valuable than dollars, he was able to keep the country financially stable. If the country had become bankrupt, thousands of people would have lost their jobs, and items such as food and clothing would have become scarce.

J. P. Morgan also liked to spend money and give money to charity. He collected works of art and rare books. He also gave money to hospitals, schools, and churches. After his death, his large art collection was given to the world famous New York Metropolitan Museum of Art. J. P. Morgan was a great businessman because he used his money to help people and to help his country, rather than hoarding his money for himself.

When he died, J. P. Morgan had only 69 million dollars to his name (1.2 billion in today's dollars). This wasn't an impressive sum compared to his peers at the time, but his power was in the wealth he controlled through his companies. The world's richest man at the time, John D. Rockefeller (who made his money in oil and gas) commented: "And to think he wasn't even a rich man." Rockefeller liked to give dimes to children and lecture them on saving money. His comment would have made J. P. Morgan laugh. The ways that J. P. Morgan used his money made Rockefeller's seem like "small change."

Listening Passage for NY ELA Practice Test Form A

George Eastman's Gift: Anyone Can Take a Picture, and Anyone Can Make a Difference

by Rolf Winsome

George Eastman was born in Waterville, N.Y., in 1854, and was raised in Rochester. His father died when George was young. To help the family, George quit school at 14 and went to work in an office. He was hard-working, and in spite of his limited education, he saw opportunity all around him. He used his quick mind and strong work habits to revolutionize the photography industry. Eastman wanted to make photography something that anyone could do.

At the time, taking pictures was a difficult process. Cameras were heavy and stood on tripods (triangular stands that held up the weighty cameras). Pictures were imprinted on glass plates. The whole process was difficult and time consuming. If you look at the photographs taken with these early cameras, remember that the photographers often did not work alone. Real-life photos were staged because it took quite a while to set up the camera and keep people still for the camera to catch their image.

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Nancy Lieberman's Magic

by Ann Petosky

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Nancy was born in Brooklyn in 1958 and raised in the Far Rockaway section of Queens. Although Nancy was a naturally talented athlete, her mother didn't want her to play sports. However, Nancy told her that not only was she going to play sports, she was going to be "the best player ever."

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