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## VIII. English Language Arts, Grade 10

A. Composition

B. Reading Comprehension

# Grade 10 English Language Arts Test

## Test Structure

The grade 10 English Language Arts test was presented in the following two parts:

- the ELA Composition test, which used a writing prompt to assess learning standards from the **Writing** strand in the Massachusetts *Curriculum Framework for English Language Arts and Literacy* (March 2011)
- the ELA Reading Comprehension test, which used multiple-choice and open-response questions (items) to assess learning standards from the **Reading** and **Language** strands in the *Curriculum Framework for English Language Arts and Literacy*

## A. Composition

The spring 2013 grade 10 English Language Arts (ELA) Composition test and Composition Make-Up test were based on learning standards in the grades 6–12 **Writing** strand of the Massachusetts *Curriculum Framework for English Language Arts and Literacy* (March 2011). The learning standards for the grades 6–12 **Writing** strand appear on pages 53–59 of the *Framework*, which is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

ELA Composition test results are reported under the reporting categories **Composition: Topic Development** and **Composition: Standard English Conventions**.

## Test Sessions and Content Overview

The ELA Composition test included two separate test sessions, administered on the same day with a short break between sessions. During the first session, each student wrote an initial draft of a composition in response to the appropriate writing prompt on the next page. During the second session, each student revised his or her draft and submitted a final composition, which was scored in the areas of Topic Development and Standard English Conventions. The Scoring Guides for the MCAS English Language Arts Composition are available at [www.doe.mass.edu/mcas/student/elacomp\\_scoreguide.html](http://www.doe.mass.edu/mcas/student/elacomp_scoreguide.html).

## Reference Materials

At least one English-language dictionary per classroom was provided for student use during ELA Composition test sessions. The use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only. No other reference materials were allowed during either ELA Composition test session.

## Cross-Reference Information

Each grade 10 ELA writing prompt assesses standard 1, 2, or 3 in the grades 6–12 **Writing** strand in the 2011 *Framework*. All grade 10 writing prompts assess standards 4 and 5 in the grades 6–12 **Writing** strand.

## English Language Arts Test

### Grade 10 Writing Prompt

#### WRITING PROMPT

Often in works of literature, a character's traits can cause his or her downfall.

From a work of literature you have read in or out of school, select a character who displays **one** of the traits listed in the box below.

- pride
- greed
- envy
- selfishness

In a well-developed composition, identify the character, describe how this **one** trait causes the downfall of the character, and explain how the character's downfall is important to the work as a whole.

### Grade 10 Make-Up Writing Prompt

#### WRITING PROMPT

Often in works of literature, a character confronts a threatening environment or situation.

From a work of literature you have read in or out of school, select a character who confronts a threatening environment or situation. In a well-developed composition, identify the character, describe the threatening environment or situation the character confronts, and explain how the character's experience is important to the work as a whole.

## B. Reading Comprehension

The spring 2013 grade 10 English Language Arts Reading Comprehension test was based on grades 6–12 learning standards in two content strands of the Massachusetts *Curriculum Framework for English Language Arts and Literacy* (March 2011) listed below. Page numbers for the learning standards appear in parentheses.

■ Reading (*Framework*, pages 47–52)

■ Language (*Framework*, pages 64–67)

The *Curriculum Framework for English Language Arts and Literacy* is available on the Department website at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

ELA Reading Comprehension test results are reported under two MCAS reporting categories, **Reading** and **Language**, which are identical to the two framework content strands listed above.

### Test Sessions and Content Overview

The grade 10 ELA Reading Comprehension test included three separate test sessions. Sessions 1 and 2 were both administered on the same day, and Session 3 was administered on the following day. Each session included reading passages, followed by multiple-choice and open-response questions. Common reading passages and test items are shown on the following pages as they appeared in test booklets. Due to copyright restrictions, certain reading passages cannot be released to the public on the website. For further information, contact Student Assessment Services at 781-338-3625.

### Reference Materials

The use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only, during all three ELA Reading Comprehension test sessions. No other reference materials were allowed during any ELA Reading Comprehension test session.

### Cross-Reference Information

The table at the conclusion of this chapter indicates each item's reporting category and both the 2011 grades 6–12 *Framework* standard and the 2001 *Framework* general standard it assesses. The correct answers for multiple-choice questions are also displayed in the table.

# English Language Arts

## READING COMPREHENSION: SESSION 1

### DIRECTIONS

This session contains three reading selections with sixteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*There is no cure for the common cold, but there are plenty of ways to catch it. In this excerpt from the book Ah-Choo!, Jennifer Ackerman describes the germiest places in our homes, schools, and playgrounds. Read the excerpt and answer the questions that follow.*

*from Ah-Choo!*  
by Jennifer Ackerman

- 1 Not long ago, Charles Gerba, a microbiologist at the University of Arizona, sought to identify public areas where risk of exposure to all sorts of pathogens<sup>1</sup> might be greatest. Gerba is a man obsessed with the germs that lurk in our daily lives. A professor of environmental microbiology, he has for the last two decades or so focused his beam on everyday hangouts for viruses and bacteria. He once invented what he calls a “commodograph” to measure the aerosol of droplets emitted with each flush from a toilet bowl. After an investigation revealed the presence of *E. coli* in laundry machines, including his own, he started running an empty load with bleach to “mouthwash” the machine.
- 2 In 2005, Gerba and his team reported trawling more than 1,000 public surfaces in four U.S. cities, from shopping centers, day-care facilities, offices, airports, movie theaters, restaurants, and other public locations, looking for biochemical markers of substances that would carry pathogens—blood, saliva, feces, urine, mucus, etc. They found that surfaces from children’s playground equipment and day-care centers were the most contaminated—perhaps not shocking, but distressing nonetheless. When Gerba’s team members used an invisible fluorescent resin to artificially contaminate surfaces, they revealed that 86 percent of people who touched the surfaces carried away the tracer. Eighty percent transferred it to their personal belongings or took it home hours later. Biggest offenders were children’s playground equipment and bus rails and armrests, followed by shopping cart handles, chair armrests, vending machine buttons, and escalator handrails.
- 3 Gerba and other researchers more tightly focused on the whereabouts of cold viruses have journeyed into hotels, doctors’ offices, child-care facilities, and people’s homes to parse where they hang out. So what are the hot havens for cold viruses?
- 4 **The Doctor’s Office.** If you have small children, you probably suspect as much: toys in pediatric waiting rooms almost certainly harbor cold viruses. Dr. Diane Pappas and her team at the University of Virginia used DNA sampling to test toys in three locations in

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<sup>1</sup> *pathogens* — microorganisms that cause disease

pediatricians’ offices in Fairfax, Virginia: a sick-child waiting room, a well-child waiting room, and a bag of new toys offered to reward little patients after their doctor visits. Some 17 percent of the toys in the waiting room for well children were contaminated; 20 percent of those in the room for sick children were buggy. The bag of new toy “rewards” was the worst, with some 30 percent of the toys carrying remnants of viruses. What’s more, says Pappas, cleaning the toys according to office protocol with disinfectants only minimally decreased the presence of viral remnants, from 40 percent to 26 percent.

- 5 **The (Jungle) Gym.** Children’s playground equipment is the germiest of surfaces. But cold bugs catch rides not just on jungle gyms and swings. When researchers looked for pathogens at two fitness centers in a military community in Hawaii, they found the presence of viruses (primarily rhinoviruses) on 63 percent of hand-contact surfaces. Especially contaminated were barbells, dumbbells, and weight plates, as well as grips for bicycles and stair-climbers.
  
- 6 **The Elevator and Other Public Transportation.** In Gerba’s four-city study, bus rails and armrests were second only to playground equipment in contamination. As for elevators: I have a friend who works on the 17th floor of an office building in downtown Manhattan. Every morning she avoids the elevator and instead takes the stairs up to her office. Though she’s aware of the health benefits of stair-climbing, it’s not the exercise she craves. And while the crowding is considerable in the lift,<sup>2</sup> it’s not the claustrophobia factor that drives her to the stairwell. Rather, she sees the elevator as a virus’s way of gaining perpendicular passage. She may have a point. Some experts suspect that the SARS epidemic spread when a professor from China, sick with the virus, stayed for a single night in room 911 on the ninth floor of Hong Kong’s Metropole Hotel. By touching an elevator button, he may have unwittingly spread the disease to fellow guests. All 16 people who contracted SARS had stayed on the ninth floor or had a connection to it and would have been pressing that ninth-floor elevator button. Over the next few days, those 16 hotel guests spread the virus far and wide, to some 30 countries.

. . .

- 7 **Day-Care Centers and Schools.** “Unlike the old days, when we had our young children playing outside much of the day, now we concentrate them in little spaces,” says Birgit Winther—“optimal circumstances for spreading viruses.” While many kids with colds stay home from school (the average schoolchild takes 11 days off for colds each year), others hop on the bus anyway. It’s now common knowledge that epidemics of colds start up with the start of school in late summer and early fall. “Some 17 days after children return to school, we see a peak in occurrence of respiratory infections three to four times the background rate,” notes Sebastian Johnston of Imperial College London. “People go on vacation, come home with viruses, and the schoolchildren share them with all their friends.” According to

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<sup>2</sup> *lift* — elevator

the Centers for Disease Control and Prevention, there are more than 52 million cases of the common cold each year among Americans under the age of 17.

8 In a study of the occurrence of viruses on elementary school classroom surfaces in 2009, Gerba found that half of the surfaces tested positive for virus. Frequently used fomites<sup>3</sup> were the most contaminated: desktops, faucet handles, paper towel dispensers, and entrance doorknobs. (Teachers’ desks are also germ havens, Gerba discovered in a previous study, harboring up to 20 times more microbes per square inch compared with desks of people in other professions—the reason my sister, a special education teacher in Maryland, slathers her desk with cleanser and washes her hands some 30 times a day.)

9 Studying virus transmission in a school or child-care facility is tricky. No scientist wants to plant real bugs for kids to pick up, so one enterprising group of scientists came up with a safe way of studying virus transmission in child-care facilities. They used a fragment of a plant virus, the cauliflower mosaic virus, as a surrogate marker to mimic a real human viral pathogen and smeared it onto toy balls; then they introduced the toy balls into several child-care settings. Within just a few hours of handling, the viral DNA on the toy balls had spread—to other, unsmeared balls, to the hands of the children and caregivers, to benches and boxes touched frequently by the children. Although the smeared balls were removed after a day, the viral DNA continued circulating in the facilities for as long as two weeks and showed up in the children’s homes, on the hands of family members, and on several surfaces, including high chairs, toys, cribs, and bathtub rims.

10 **The Home.** Unfortunately, when children get colds at school or day care, they usually bring them home. Indeed, the presence of infants or children in a household doubles the cold rate for the adults living there. “If you have kids, chances are good that you’ll get infected,” says Ron Turner. “Our children transmit viruses efficiently because of the way we interact with them. We love them, so we wipe their noses.”

11 But even households without kids are hardly bug-free. In sleuthing germs in 15 homes, Gerba discovered that the cleanest spot in the house—at least where bacteria are concerned—was the toilet seat; the dirtiest, the sponge or drain. “The cutting board was very bad,” he writes. “There are 200 times more faecal coliforms [bacteria] on a cutting board than a toilet seat. From these data it would appear that the safest place to make a salad in the home seems to be on the top of the toilet seat.”

12 In 2008 Winther’s team looked specifically for rhinoviruses in the homes of people with colds. The team asked 30 cold-ridden adults to indicate 10 spots in their houses that they had touched in the past 18 hours, then tested the spots for the genetic fingerprints of the viruses. Sixty-seven of the 160 surfaces tested positive for rhinovirus. The genetic fingerprinting may have yielded some false positives. Nonetheless, says Winther, “surfaces in the home that are commonly touched by people are far more important than we ever imagined in the spread of colds.”

<sup>3</sup>fomites — objects that transfer germs from one person to another

- 13 To follow up, the team later deliberately contaminated commonly touched surfaces with the subjects' mucus and asked them to turn on the lights, answer the phone, and do other kinds of daily activities to see whether the virus on the object would stick to their fingers. After 1 hour, the virus fused to fingertip close to 90 percent of the time; after 24 hours, it had dropped only to 70 percent; and after 48 hours, to 53 percent. So even a full two days after the mucus was smeared, participants got the virus on their fingertips more than half the time.
- 14 Cold viruses may also lurk in less obvious spots. The tucks and folds of clothing, for instance—especially hankies and the shirtsleeves of children. “I never realized how risky doing laundry was,” says Gerba. “It may be one of the major transfer points in the home for pathogenic microorganisms. . . . Anyone transferring a load of underwear [from washer to dryer], for example, will get *E. coli* on their hands.” Washing eliminates 99 percent of the bacteria, but if there are a million to begin with, that leaves some 10,000. And viruses are even harder to wash out of fabric than bacteria. “So laundry is a hazardous activity in the home,” notes Gerba, “particularly if that home includes an ill individual or a small child: all those children’s underwear and diapers, and soiled handkerchiefs when somebody has a cold.”

*Ah-Choo!* by Jennifer Ackerman. Copyright © 2010 by Jennifer Ackerman. Reprinted by permission of Grand Central Publishing.

- 1 What does the last sentence in paragraph 4 **mainly** emphasize?
- A. how careless doctors are
  - B. how curious children are
  - C. how persistent viruses are
  - D. how busy waiting rooms are
- 2 In paragraph 6, what is the **most likely** reason the author includes the anecdote about her friend?
- A. to show that a fear of heights is a common phobia
  - B. to emphasize that her friend's physical health was important
  - C. to emphasize that elevators can be filled with germs
  - D. to show that her friend's workplace was overcrowded
- 3 Based on paragraphs 7–9, why do teachers often catch colds?
- A. They have stressful jobs.
  - B. They work among children.
  - C. They have limited time for vacations.
  - D. They keep few plants in the classroom.
- 4 What is the **main** irony in paragraph 11?
- A. Vegetables are dirtier than we realize.
  - B. Homes with no children contain bacteria.
  - C. Bacteria are not always present where we expect them to be.
  - D. People clean their bathrooms more often than they clean their kitchens.

- 5 The excerpt **mainly** focuses on which way that viruses can spread?
  - A. through food
  - B. through the air
  - C. from person to person
  - D. from surfaces to people
  
- 6 What is the author’s **main** source of support for the excerpt?
  - A. discoveries made by scientists
  - B. studies done by school officials
  - C. personal experience with illness
  - D. information from government records

- 7 Read the sentence from paragraph 2 in the box below.

In 2005, Gerba and his team reported trawling more than 1,000 public surfaces in four U.S. cities, . . . looking for biochemical markers of substances that would carry pathogens—blood, saliva, feces, urine, mucus, etc.

- What does the dash in the sentence **mainly** introduce?
- A. supporting data
  - B. specific examples
  - C. common definitions
  - D. alternate viewpoints
- 
- 8 In paragraph 9, which of the following is the **best** replacement for the word *enterprising*?
    - A. creative
    - B. frustrated
    - C. competitive
    - D. sympathetic

**Question 9 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 9 in the space provided in your Student Answer Booklet.**

- 9** Based on the excerpt, explain the methods researchers use to study cold viruses. Support your answer with relevant and specific information from the excerpt.

*Zoya fled from Afghanistan in the 1990s when her country was taken over by the Taliban, religious fundamentalists who denied women many individual rights. After arriving in Pakistan, she attended a school that had a much different philosophy. Read the excerpt from Zoya's Story and answer the questions that follow.*

*from* **Zoya's Story**  
*by Zoya with John Follain and Rita Cristofari*

Students read an excerpt from *Zoya's Story* and then answered questions 10 through 13 that follow on page 126 of this document.

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*Zoya's Story* by John Follain and Rita Cristofari. Copyright © 2002 by John Follain and Rita Cristofari. Reprinted by permission of HarperCollins Publishers.

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- 10 What point does the narrator **most** strongly emphasize in paragraph 1?
- A. how dangerous it is to attend her school
  - B. how deeply education is valued at her school
  - C. how friendly she feels toward teachers in her school
  - D. how many hours are worked by the teachers in her school
- 11 Based on paragraphs 8 and 9, what is the **main** reason the narrator is bothered by “the complaints session”?
- A. She worries that she will be disciplined.
  - B. She feels that some people are excluded.
  - C. She believes it is insulting to the teachers.
  - D. She thinks it will divide the loyalties of the students.

- 12 Based on paragraph 14, what does the guard at the gate **mainly** symbolize?
- A. the hazards of the area
  - B. the defense of freedom
  - C. the strictness of the school
  - D. the limitations of instruction
- 13 In paragraph 11, what does the word *admonished* mean?
- A. scolded
  - B. evaluated
  - C. neglected
  - D. questioned

*Sparta was one of the most powerful city-states in ancient Greece. While other city-states were known for their philosophers and writers, Sparta had a different identity. Read “The Spartan Creed” and answer the questions that follow.*

**THE SPARTAN CREED**

Translated by Richmond Lattimore

I would not say anything for a man nor take account of him  
 for any speed of his feet or wrestling skill he might have,  
 not if he had the size of a Cyclops and strength to go with it,  
 not if he could outrun Bóreas, the North Wind of Thrace,  
 5 not if he were more handsome and gracefully formed than Tithónos,  
 or had more riches than Midas had, or Kínyras too,  
 not if he were more of a king than Tantalid Pelops,  
 or had the power of speech and persuasion Adrastos had,  
 not if he had all splendors except for a fighting spirit.  
 10 For no man ever proves himself a good man in war  
 unless he can endure to face the blood and the slaughter,  
 go close against the enemy and fight with his hands.  
 Here is courage, mankind’s finest possession, here is  
 the noblest prize that a young man can endeavor to win,  
 15 and it is a good thing his city and all the people share with him  
 when a man plants his feet and stands in the foremost spears  
 relentlessly, all thought of foul flight completely forgotten,  
 and has well trained his heart to be steadfast and to endure,  
 and with words encourages the man who is stationed beside him.  
 20 Here is a man who proves himself to be valiant in war.  
 With a sudden rush he turns to flight the rugged battalions  
 of the enemy, and sustains the beating waves of assault.  
 And he who so falls among the champions and loses his sweet life,  
 so blessing with honor his city, his father, and all his people,  
 25 with wounds in his chest, where the spear that he was facing has  
 transfixed  
 that massive guard of his shield, and gone through his breastplate as  
 well,  
 why, such a man is lamented alike by the young and the elders,  
 30 and all his city goes into mourning and grieves for his loss.

His tomb is pointed to with pride, and so are his children,  
 and his children’s children, and afterward all the race that is his.  
 His shining glory is never forgotten, his name is remembered,  
 and he becomes an immortal, though he lies under the ground,

35 when one who was a brave man has been killed by the furious War  
 God  
 standing his ground and fighting hard for his children and land.  
 But if he escapes the doom of death, the destroyer of bodies,  
 and wins his battle, and bright renown for the work of his spear,  
 40 all men give place to him alike, the youth and the elders,  
 and much joy comes his way before he goes down to the dead.  
 Aging, he has reputation among his citizens. No one  
 tries to interfere with his honors or all he deserves;  
 all men withdraw before his presence, and yield their seats to him,  
 45 the youth, and the men his age, and even those older than he.  
 Thus a man should endeavor to reach this high place of courage  
 with all his heart, and, so trying, never be backward in war.

—*Tyrtaeus*

“The Spartan Creed” by Tyrtaeus, translated by Richmond Lattimore, from *Greek Lyrics*. Copyright © 1960 by Richmond Lattimore. Reprinted by permission of the University of Chicago Press.

- 14 What does the repetition of the word “not” in lines 1–9 **mainly** emphasize?
- A. how unimportant money is to the Spartans
  - B. the insufficient qualities of a man
  - C. how feared the Spartans are
  - D. the nature of life
- 15 In the poem, which phrase signals a transition to the true meaning of being a Spartan?
- A. “take account of him” (line 1)
  - B. “more handsome and gracefully formed” (line 5)
  - C. “except for a fighting spirit” (line 9)
  - D. “and it is a good thing” (line 15)
- 16 In the poem, what is the **main** persuasive technique the poet uses?
- A. He includes quotes from other Spartans.
  - B. He provides descriptions of heroic Spartans.
  - C. He describes the honors that brave men will receive.
  - D. He shows what can happen to men who disobey orders.
- 17 A “creed” is defined as a statement of beliefs, principles, or opinions. Which of the following lines **best** express the poet’s creed?
- A. lines 1 and 2
  - B. lines 21 and 22
  - C. lines 31 and 32
  - D. lines 46 and 47

**Question 18 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 18 in the space provided in your Student Answer Booklet.**

- 18** Based on the poem, explain the relationship between the city of Sparta and its soldiers. Support your answer with relevant and specific information from the poem.

# English Language Arts

## READING COMPREHENSION: SESSION 2

### DIRECTIONS

This session contains one reading selection with eight multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*Franz Kafka's absurdist novel The Trial is set in an unnamed European town in the early twentieth century. In the excerpt, K. wakes up in his room to find two warders, or jailers, who tell him he has been arrested. Law-abiding K. has no idea why he is being detained, and the warders, Franz and Willem, will not tell him. His landlady, Frau Grubach, is afraid of the warders. Read the excerpt and answer the questions that follow.*

### *from* **The Trial** by Franz Kafka

“You can’t go out, you are arrested.” “So it seems,” said K. “But what for?” he added. “We are not authorized to tell you that. Go to your room and wait there. Proceedings have been instituted against you, and you will be informed of everything in due course. I am exceeding my instructions in speaking freely to you like this. But I hope nobody hears me except Franz, and he himself has been too free with you, against his express instructions. If you continue to have as good luck as you have had in the choice of your warders, then you can be confident of the final result.” K. felt he must sit down, but now he saw that there was no seat in the whole room except the chair beside the window. “You’ll soon discover that we’re telling you the truth,” said Franz, advancing toward him simultaneously with the other man. The latter overtopped K. enormously and kept clapping him on the shoulder. They both examined his nightshirt and said that he would have to wear a less fancy shirt now, but that they would take charge of this one and the rest of his underwear and, if his case turned out well, restore them to him later. “Much better give these things to us than hand them over to the depot,” they said, “for in the depot there’s lots of thieving, and besides they sell everything there after a certain length of time, no matter whether your case is settled or not. And you never know how long these cases will last, especially these days. Of course you would get the money out of the depot in the long run, but in the first place the prices they pay you are always wretched, for they sell your things to the best briber, not the best bidder, and anyhow it’s well known that money dwindles a lot if it passes from hand to hand from one year to another.” K. paid hardly any attention to this advice. Any right to dispose of his own things which he might possess he did not prize very highly; far more important to him was the necessity to understand his situation clearly; but with these people beside him he could not even think. The belly of the second warder—for they could only be warders—kept butting against him in an almost friendly way, yet if he looked up he caught sight of a face which did not in the least suit that fat body, a dry, bony face with a great nose, twisted to one side, which seemed to be consulting over his head with the other warder. Who could these men be? What were they talking about? What authority could they represent? K. lived in a country with a legal constitution, there was universal peace, all the laws were in force;

who dared seize him in his own dwelling? He had always been inclined to take things easily, to believe in the worst only when the worst happened, to take no care for the morrow even when the outlook was threatening. But that struck him as not being the right policy here, one could certainly regard the whole thing as a joke, a rude joke which his colleagues in the Bank had concocted for some unknown reason, perhaps because this was his thirtieth birthday, that was of course possible, perhaps he had only to laugh knowingly in these men’s faces and they would laugh with him, perhaps they were merely porters from the street corner—they looked very like it—nevertheless his very first glance at the man Franz had decided him for the time being not to give away any advantage that he might possess over these people. There was a slight risk that later on his friends might possibly say he could not take a joke, but he had in mind—though it was not usual with him to learn from experience—several occasions, of no importance in themselves, when against all his friends’ advice he had behaved with deliberate recklessness and without the slightest regard for possible consequences, and had had in the end to pay dearly for it. That must not happen again, at least not this time; if this was a comedy he would insist on playing it to the end.

But he was still free. “Allow me,” he said, passing quickly between the warders to his room. “He seems to have some sense,” he heard one of them saying behind him. When he reached his room he at once pulled out the drawer of his desk. Everything lay there in perfect order, but in his agitation he could not find at first the identification papers for which he was looking. At last he found his bicycle license and was about to start off with it to the warders, but then it seemed too trivial a thing, and he searched again until he found his birth certificate. As he was re-entering the next room the opposite door opened and Frau Grubach showed herself. He saw her only for an instant, for no sooner did she recognize him than she was obviously overcome by embarrassment, apologized for intruding, vanished, and shut the door again with the utmost care. “Come in, do,” he would just have had time to say. But he merely stood holding his papers in the middle of the room, looking at the door, which did not open again, and was only recalled to attention by a shout from the warders, who were sitting at a table by the open window and, as he now saw, devouring his breakfast. “Why didn’t she come in?” he asked. “She isn’t allowed to,” said the tall warder, “since you’re under arrest.” “But how can I be under arrest? And particularly in such a ridiculous fashion?” “So now you’re beginning it all over again?” said the warder, dipping a slice of bread and butter into the honey-pot. “We don’t answer such questions.” “You’ll have to answer them,” said K. “Here are my papers, now show me yours, and first of all your warrant for arresting me.” “Oh, good Lord,” said the warder. “If you would only realize your position, and if you wouldn’t insist on uselessly annoying us two, who probably mean better by you and stand closer to you than any other people in the world.” “That’s so, you can believe that,” said Franz, not raising to his lips the coffee-cup he held in his hand, but instead giving K. a long, apparently significant, yet incomprehensible look. Without wishing it K. found himself decoyed into an exchange of speaking looks with Franz, none the less he tapped his papers and repeated: “Here are my identification papers.” “What are your papers to us?” cried the tall warder. “You’re behaving worse than a child. What are you after? Do you think you’ll bring this fine case of yours to a speedier end by wrangling with us, your warders, over papers and warrants? We are humble subordinates who can scarcely

- 70 find our way through a legal document and have nothing to do with your case except to stand guard over you for ten hours a day and draw our pay for it. That’s all we are, but we’re quite capable of grasping the fact that the high authorities we serve, before they would order such an arrest as this, must be quite well informed about the reasons for the arrest and the person of the prisoner. There can be no mistake about that. Our officials, so far as I know them, and
- 75 I know only the lowest grades among them, never go hunting for crime in the populace, but, as the Law decrees, are drawn toward the guilty and must then send out us warders. That is the Law. How could there be a mistake in that?”

*The Trial* by Franz Kafka, translated by Willa and Edwin Muir. Translation copyright © 1937, 1956 and renewed 1964, 1984 by Alfred A. Knopf, Inc. Reprinted by permission of Schocken Books, a division of Random House, Inc.

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| <p><b>19</b> What do the warders’ instructions to K. in lines 1–7 emphasize?</p> <ul style="list-style-type: none"> <li>A. K.’s hunger</li> <li>B. K.’s powerlessness</li> <li>C. the warders’ suspicion toward K.</li> <li>D. the warders’ eagerness to befriend K.</li> </ul> | <p><b>20</b> In lines 24 and 25, what does the description of Franz’s “dry, bony face with a great nose, twisted to one side” suggest?</p> <ul style="list-style-type: none"> <li>A. that Franz’s appearance contradicts his unthreatening manner</li> <li>B. that K. remembers Franz from a previous encounter</li> <li>C. that Franz arouses K.’s sympathy</li> <li>D. that Franz and Willem look alike</li> </ul> |
|---|--|

- 21 Read the sentence from lines 41 and 42 in the box below.

That must not happen again, at least not this time; if this was a comedy he would insist on playing it to the end.

Based on the excerpt, what is the **most likely** reason K. believes his situation might be a comedy?

- A. His warders are entertaining.
- B. His warders are people he knows.
- C. His situation is too ridiculous to be true.
- D. His situation is similar to a joke he once heard.

- 22 Based on lines 48–56, how does Frau Grubach’s strange behavior affect K.?

- A. It makes him believe that he will not get a chance to eat.
- B. It reignites his confusion about his detention.
- C. It makes him believe he is having a dream.
- D. It convinces him that she can help him.

- 23 What is the **most likely** reason K. taps his papers in line 66?

- A. to show his immaturity
- B. to show they are significant
- C. to suggest that he is nervous
- D. to make sure they are still there

- 24 In lines 59–77, how do the warders respond to K.’s assertiveness?

- A. with brutality
- B. with patience
- C. with irritation
- D. with compassion

- 25 Read the sentences from lines 76 and 77 in the box below.

“That is the Law. How could there be a mistake in that?”

Why are the sentences ironic?

- A. K. has begun to trust his warders.
- B. K. believes the warders will leave soon.
- C. K. has been wrongly accused of a crime.
- D. K. thinks his colleagues have caused his predicament.

- 26 Based on lines 30–32, what is the meaning of the word *concocted*?

- A. investigated
- B. invented
- C. rejected
- D. blamed

**Question 27 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 27 in the space provided in your Student Answer Booklet.**

- 27** Based on the excerpt, explain how the author reveals the unfairness of K.'s situation. Support your answer with relevant and specific information from the excerpt.

# English Language Arts

## READING COMPREHENSION: SESSION 3

### DIRECTIONS

This session contains two reading selections with twelve multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*The Internet has put the world's knowledge at our fingertips, but according to Nicholas Carr, it might be changing us in fundamental ways. Read the excerpt from "Is Google Making Us Stupid?" and answer the questions that follow.*

### *from Is Google Making Us Stupid?* by Nicholas Carr

- 1 "DAVE, STOP. STOP, WILL YOU? STOP, DAVE. WILL YOU STOP, DAVE?" So the supercomputer HAL pleads with the implacable\* astronaut Dave Bowman in a famous and weirdly poignant scene toward the end of Stanley Kubrick's *2001: A Space Odyssey*. Bowman, having nearly been sent to a deep-space death by the malfunctioning machine, is calmly, coldly disconnecting the memory circuits that control its artificial brain. "Dave, my mind is going," HAL says, forlornly. "I can feel it. I can feel it."
- 2 I can feel it, too. Over the past few years I've had an uncomfortable sense that someone, or something, has been tinkering with my brain, remapping the neural circuitry, reprogramming the memory. My mind isn't going—so far as I can tell—but it's changing. I'm not thinking the way I used to think. I can feel it most strongly when I'm reading. Immersing myself in a book or a lengthy article used to be easy. My mind would get caught up in the narrative or the turns of the argument, and I'd spend hours strolling through long stretches of prose. That's rarely the case anymore. Now my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, begin looking for something else to do. I feel as if I'm always dragging my wayward brain back to the text. The deep reading that used to come naturally has become a struggle.
- 3 I think I know what's going on. For more than a decade now, I've been spending a lot of time online, searching and surfing and sometimes adding to the great databases of the Internet. The Web has been a godsend to me as a writer. Research that once required days in the stacks or periodical rooms of libraries can now be done in minutes. A few Google searches, some quick clicks on hyperlinks, and I've got the telltale fact or pithy quote I was after. Even when I'm not working, I'm as likely as not to be foraging in the Web's info-thickets—reading and writing e-mails, scanning headlines and blog posts, watching videos and listening to podcasts, or just tripping from link to link to link. (Unlike footnotes, to which they're sometimes likened, hyperlinks don't merely point to related works; they propel you toward them.)

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\* *implacable* — immovable

- 4 For me, as for others, the Net is becoming a universal medium, the conduit for most of the information that flows through my eyes and ears and into my mind. The advantages of having immediate access to such an incredibly rich store of information are many, and they've been widely described and duly applauded. "The perfect recall of silicon memory," *Wired's* Clive Thompson has written, "can be an enormous boon to thinking." But that boon comes at a price. As the media theorist Marshall McLuhan pointed out in the 1960s, media are not just passive channels of information. They supply the stuff of thought, but they also shape the process of thought. And what the Net seems to be doing is chipping away my capacity for concentration and contemplation. My mind now expects to take in information the way the Net distributes it: in a swiftly moving stream of particles. Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.
- 5 I'm not the only one. When I mention my troubles with reading to friends and acquaintances—literary types, most of them—many say they're having similar experiences. The more they use the Web, the more they have to fight to stay focused on long pieces of writing. Some of the bloggers I follow have also begun mentioning the phenomenon. Scott Karp, who writes a blog about online media, recently confessed that he has stopped reading books altogether. "I was a lit major in college, and used to be [a] voracious book reader," he wrote. "What happened?" He speculates on the answer: "What if I do all my reading on the Web not so much because the way I read has changed, i.e., I'm just seeking convenience, but because the way I THINK has changed?"
- 6 Bruce Friedman, who blogs regularly about the use of computers in medicine, also has described how the Internet has altered his mental habits. "I now have almost totally lost the ability to read and absorb a longish article on the Web or in print," he wrote earlier this year. A pathologist who has long been on the faculty of the University of Michigan Medical School, Friedman elaborated on his comment in a telephone conversation with me. His thinking, he said, has taken on a "staccato" quality, reflecting the way he quickly scans short passages of text from many sources online. "I can't read *War and Peace* anymore," he admitted. "I've lost the ability to do that. Even a blog post of more than three or four paragraphs is too much to absorb. I skim it."
- 7 Anecdotes alone don't prove much. And we still await the long-term neurological and psychological experiments that will provide a definitive picture of how Internet use affects cognition. But a recently published study of online research habits, conducted by scholars from University College London, suggests that we may well be in the midst of a sea change in the way we read and think. As part of the five-year research program, the scholars examined computer logs documenting the behavior of visitors to two popular research sites, one operated by the British Library and one by a U.K. educational consortium, that provide access to journal articles, e-books, and other sources of written information. They found that people using the sites exhibited "a form of skimming activity," hopping from one source to another and rarely returning to any source they'd already visited. They typically read no more than one or two pages of an

article or book before they would “bounce” out to another site. Sometimes they’d save a long article, but there’s no evidence that they ever went back and actually read it. The authors of the study report:

It is clear that users are not reading online in the traditional sense; indeed there are signs that new forms of “reading” are emerging as users “power browse” horizontally through titles, contents pages, and abstracts going for quick wins. It almost seems that they go online to avoid reading in the traditional sense.

- 8 Thanks to the ubiquity of text on the Internet, not to mention the popularity of text-messaging on cell phones, we may well be reading more today than we did in the 1970s or 1980s, when television was our medium of choice. But it’s a different kind of reading, and behind it lies a different kind of thinking—perhaps even a new sense of the self. “We are not only *what* we read,” says Maryanne Wolf, a developmental psychologist at Tufts University and the author of *Proust and the Squid: The Story and Science of the Reading Brain*. “We are *how* we read.” Wolf worries that the style of reading promoted by the Net, a style that puts “efficiency” and “immediacy” above all else, may be weakening our capacity for the kind of deep reading that emerged when an earlier technology, the printing press, made long and complex works of prose commonplace. When we read online, she says, we tend to become “mere decoders of information.” Our ability to interpret text, to make the rich mental connections that form when we read deeply and without distraction, remains largely disengaged.
- 9 Reading, explains Wolf, is not an instinctive skill for human beings. It’s not etched into our genes the way speech is. We have to teach our minds how to translate the symbolic characters we see into the language we understand. And the media or other technologies we use in learning and practicing the craft of reading play an important part in shaping the neural circuits inside our brains. Experiments demonstrate that readers of ideograms, such as the Chinese, develop a mental circuitry for reading that is very different from the circuitry found in those of us whose written language employs an alphabet. The variations extend across many regions of the brain, including those that govern such essential cognitive functions as memory and the interpretation of visual and auditory stimuli. We can expect as well that the circuits woven by our use of the Net will be different from those woven by our reading of books and other printed works.

“Is Google Making Us Stupid?” by Nicholas Carr, from *The Atlantic*, July/August 2008. Copyright © 2008 by Nicholas Carr. Reprinted by permission of the author.

- 28 According to paragraph 3, what does the author claim is the difference between hyperlinks and footnotes?
- A. Footnotes become outdated faster.
  - B. Hyperlinks are usually more numerous.
  - C. Hyperlinks provide easier access to material.
  - D. Footnotes usually contain more unfamiliar words.

- 29 Read the sentences from paragraph 4 in the box below.

Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.

- What is the **most likely** meaning of the figurative language in the sentences?
- A. The author now spends more time reading.
  - B. The author used to be confused by difficult texts.
  - C. The author now feels overwhelmed by information.
  - D. The author used to engage with language more deeply.

- 30 What is the **main** function of paragraphs 5 and 6?
- A. to explain why people may lose interest in reading
  - B. to present contrasting viewpoints on the nature of the Web
  - C. to provide background information on the cause of the main problem
  - D. to report the experiences of people whose reading habits have been affected
- 31 Based on paragraph 7, what is the **most likely** reason the author uses the sentence “Anecdotes alone don’t prove much”?
- A. to admit that his theory has serious flaws
  - B. to indicate the need to study the theory further
  - C. to suggest that writers have unique points of view
  - D. to suggest that other people may disagree with him

- 32 In paragraph 8, the author refers to the printing press as an invention that
- A. brought literature to the public.
  - B. was more popular than the Web.
  - C. predicted the origins of the Web.
  - D. was quickly embraced by the public.

- 33 According to paragraph 9, how is reading different from speech?
- A. Speech is acquired more naturally.
  - B. Speech requires personal interaction.
  - C. Reading ability deteriorates over time.
  - D. Reading ability is greater in certain countries.

- 34 In paragraph 4, the word *boon* means
- A. benefit.
  - B. balance.
  - C. purpose.
  - D. pressure.

**Question 35 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 35 in the space provided in your Student Answer Booklet.**

- 35** Based on the excerpt, describe how the Web is changing the way people read. Support your answer with relevant and specific details from the excerpt.

*The speakers of “Insomnia” and “When They Sleep” describe their different nighttime experiences. Read both poems and answer the questions that follow.*

*Insomnia*

Even though the house is deeply silent  
and the room, with no moon,  
is perfectly dark,  
even though the body is a sack of exhaustion  
5 inert on the bed,

someone inside me will not  
get off his tricycle,  
will not stop tracing the same tight circle  
on the same green threadbare carpet.

10 It makes no difference whether I lie  
staring at the ceiling  
or pace the living-room floor,  
he keeps on making his furious rounds,  
little pedaler in his frenzy,  
15 my own worst enemy, my oldest friend.

What is there to do but close my eyes  
and watch him circling the night,  
schoolboy in an ill-fitting jacket,  
leaning forward, his cap on backwards,  
20 wringing the handlebars,  
maintaining a certain speed?

Does anything exist at this hour  
in this nest of dark rooms  
but the spectacle of him  
25 and the hope that before dawn

I can lift out some curious detail  
that will carry me off to sleep—  
the watch that encircles his pale wrist,  
the expandable band,  
30 the tiny hands that keep pointing this way and that.

—Marge Piercy

*When They Sleep*

All people are children when they sleep.  
 There's no war in them then.  
 They open their hands and breathe  
 in that quiet rhythm heaven has given them.  
 5 They pucker their lips like small children  
 and open their hands halfway,  
 soldiers and statesmen, servants and masters.  
 The stars stand guard  
 and a haze veils the sky,  
 10 a few hours when no one will do anybody harm.

If only we could speak to one another then  
 when our hearts are half-open flowers.  
 Words like golden bees  
 would drift in.  
 15 - God, teach me the language of sleep.

—*Rolf Jacobsen*

“Insomnia” by Marge Piercy. Copyright © 1975 by Marge Piercy and Middlemarsh Inc. Reprinted by permission of the Wallace Literary Agency.  
 “When They Sleep” by Rolf Jacobsen, translated by Robert Hedin, from *The Roads Have Come to an End Now*. Copyright © 2001 by Robert Hedin. Reprinted by permission of the translator.

- 36 In “Insomnia,” the change from the first stanza to the second stanza can **best** be described as a transition from
- A. darkness to light.
  - B. acceptance to denial.
  - C. stillness to movement.
  - D. desperation to excitement.

- 37 Read lines 6 and 7 of “Insomnia” in the box below.

someone inside me will not / get  
off his tricycle,

- The “someone” in line 6 **most likely** refers to
- A. an old friend of the speaker’s.
  - B. the force keeping the speaker awake.
  - C. a childhood memory of the speaker’s.
  - D. the conflict the speaker has with her child.

- 38 Read lines 5–7 of “When They Sleep” in the box below.

They pucker their lips like small  
children / and open their hands  
halfway, / soldiers and statesmen,  
servants and masters.

- The **most likely** reason the poet includes the pair of contrasts in line 7 is to show that
- A. sleep makes all people equal.
  - B. sleep helps people to do their work.
  - C. children never outgrow their need to sleep.
  - D. adults are as troubled by dreams as children are.

- 39 In “When They Sleep,” stars are personified as
- A. servants.
  - B. teachers.
  - C. protectors.
  - D. statesmen.

- 40 What does the speaker wish for in lines 11 and 12 of “When They Sleep”?
- A. someone to talk to at night
  - B. a closer relationship with nature
  - C. an appreciation for the benefits of rest
  - D. peaceful communication among people

**Grade 10 English Language Arts  
Reading Comprehension  
Spring 2013 Released Items:  
Reporting Categories, Standards, and Correct Answers\***

Item No.	Page No.	Reporting Category**	Standard**	Correct Answer (MC)*	2001 Standard***
1	121	Reading	1	C	13
2	121	Reading	5	C	13
3	121	Reading	1	B	13
4	121	Reading	6	C	13
5	122	Reading	2	D	13
6	122	Reading	5	A	13
7	122	Language	2	B	5
8	122	Language	4	A	4
9	123	Reading	2		13
10	126	Reading	2	B	12
11	126	Reading	1	C	12
12	126	Reading	8.a	B	12
13	126	Language	4	A	4
14	129	Reading	4	B	15
15	129	Reading	5	C	14
16	129	Reading	6	C	14
17	129	Reading	2	D	11
18	130	Reading	3		14
19	133	Reading	3	B	12
20	133	Reading	4	A	15
21	134	Reading	2	C	12
22	134	Reading	3	B	12
23	134	Reading	1	B	12
24	134	Reading	3	C	8
25	135	Reading	8.a	C	12
26	135	Language	4	B	4
27	136	Reading	6		12
28	140	Reading	1	C	13
29	140	Reading	4	D	15
30	140	Reading	5	D	13
31	140	Reading	5	B	13
32	141	Reading	1	A	8
33	141	Reading	1	A	13
34	141	Language	4	A	4
35	142	Reading	2		13
36	145	Reading	5	C	15
37	145	Reading	4	B	14
38	145	Reading	4	A	14
39	146	Reading	8.a	C	15
40	146	Reading	2	D	14

\* Answers are provided here for multiple-choice items only. Sample responses and scoring guidelines for open-response items, which are indicated by the shaded cells, will be posted to the Department's website later this year.

\*\* The Reporting Category and Standard columns refer to the current (2011) *Curriculum Framework for English Language Arts and Literacy*. More information about reporting categories for ELA is available at [www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign](http://www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign).

\*\*\* The Department is providing the standard from the previous (2001) curriculum framework for ELA for reference purposes.