

Directions: Read the passage below and answer the question(s) that follow.

The Frog-Prince

Adapted from *The Fairy Book The Best Popular Stories Selected and Rendered Anew*, the story of "The Frog Prince," by Dinah Maria Mulock, public domain.

Narrator: *In times of old, when wishes still helped one, lived a king whose daughter was striking and exceptionally lovely. On a day which was very hot, the king's daughter skipped to the wood near the old linden tree and sat herself at the edge of the cool well. She took a golden ball, threw it up in the air, and caught it again. Then it happened that her golden ball, instead of falling back into her outstretched hand, dropped on the ground, and immediately disappeared into the water. The king's daughter followed it with her eyes, but the ball had vanished. The well was so deep that no one could see down to the bottom. Then she began to weep, wept louder and louder every minute, and could not console herself at all.*

Scene I

(Backdrop: Large dark forest with tall trees surrounding a well.)

Frog: What is the matter, Princess? You weep so that you would touch the heart of an arctic stone.

Narrator: *While glaring throughout to see whence the voice came, the princess looked upon a frog extending his unsightly head out of the waters.*

Princess: Is that you, old water-paddler? I am lamenting, for my golden ball dropped into the well.

Frog: You can be comforted for I will offer you sensible advice. However, what will you give me in return?

Princess: Whatever you wish! You may have my pearls, jewels, even my golden crown.

Frog: I do not fancy such silly treasures, but if you will love me I will fetch your golden ball.

Princess: *(with hand over her heart)* Yes! I promise you everything!

Narrator: *In the meantime, however, the princess thought, "What nonsense the ridiculous frog talks! The croaking frog cannot be anybody's friend!" But the frog dipped his head beneath the water and returned with the ball in his mouth. Overjoyed, the King's daughter beheld the golden orb again and loped away.*

Frog: *(lamenting)* Halt! Take me with you, for I am not able to lope at your speed.

Narrator: Alas! He croaked after her as loud as he could. She would not listen, but hastened home, and soon forgot the feeble frog, who was obliged to plunge again to the bottom of his fount.

Scene II

(Backdrop: The inside of the King's stone castle with generously proportioned stained-glass windows.)

Narrator: *The next morn, while eating dinner with the King and courtiers, there came a sound of something clambering up the marble staircase—splish, splash. When the frog reached the top, it knocked at the door.*

Frog: My fair Princess, open to me.

Directions: Read the passage below and answer the question(s) that follow.

Narrator: *She raced to the door to see who was outside, nevertheless, when she opened the door, there sat the frog. The princess hastily flung it away and sat down at the table, feeling very, very unnerved. The king noticed her uneasiness.*

King: My child, why are you afraid? Is a giant standing outside the door to steal you away?

Princess: It is no giant, but a nasty frog, who yesterday, when I was playing in the wood near the well, fetched my golden orb out of the water. For this I promised him he should be my companion, but I never thought he could come out of his well. Now he is at the door, and wants to come in.

Narrator: *Again, the second time there was a knock.*

Frog: My beloved, open to me. How quickly you fail to remember your promise.

Narrator: *The honorable king took pity on the frog and made his daughter fulfill her promise. Regretfully, she opened the door and let the frog in. Hopping and following the frog did, till he came to her chair. She begrudgingly lifted him to her, as her father commanded, and he ate from her golden plate. The king and courtiers could easily see that she did it unwillingly.*

Frog: I have eaten enough, and am tired; carry me to your little room, and make your little silken bed smooth for me to sleep.

Princess: I will not do any such thing. You disgust me decrepit nasty reptile.

King: *(Slamming down a scepter)* What you have promised you must perform. The frog is your companion.

Narrator: *The princess realized it was of no use to complain, for she was obliged to take the frog up to her room. While picking him up with her thumb and a finger, she bitterly carried him upstairs.*

Scene III

(Backdrop: The princess's room with finely draped linens, elegant furniture, and a tall standing mirror.)

Narrator: *When she entered her room, the princess pitched the modest frog against the wall.*

Princess: Now you nasty thing, there will be an end to you.

Narrator: *Although, what fell down was not an injured frog, but a living handsome prince, with gorgeous skin, who at once became, her dear companion and husband, because of her own promise.*

Princess: *(shocked and confused)* I don't understand.

Prince: Dear beloved, I had been cursed by a wicked sorceress, and no one but the King's daughter could release me from enchantment and take me out of the well.

Narrator: *The Frog-Prince and the Princess lived happily ever after, for the Frog-Prince was a frog no more.*

Directions: Read the passage below and answer the question(s) that follow.

1 TEACHER READS:

Read the question to yourself and select the best answer(s).

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

How does the narrator's point of view create a sense of empathy for the frog?

- A. The narrator shows the frog's strength and persistence.
- B. The narrator shows the king's belief that the frog deserves pity.
- C. The narrator shows an inconsiderate attitude toward the frog.
- D. The narrator shows the princess has dishonest intentions while the frog has honest intentions.

Master ID: 434304 Revision: 1

Correct: **DA**

Rationale:

- A. Student(s) may have incorrectly concluded that the plausibility of the statement implied the answer choice was correct.
- B. Student(s) may have applied faulty reasoning to conclude the king's beliefs (pity on the frog) are the method through which the narrator creates a sense of empathy for the frog.
- C. Student(s) may have confused the narrator's perspective with the princess's attitude toward the frog.
- D. Correct answer

Standards:

CCSS.LA.8.RL.CCR.6

CCSS.LA.8.RL.8.6

Which line(s) from the play *best* support(s) your answer in part A?

- A. **Narrator:** *In the meantime, however, the princess thought, "What nonsense the ridiculous frog talks! The croaking frog cannot be anybody's friend!" But the frog dipped his head beneath the water and returned with the ball in his mouth.*
- B. **Narrator:** *The next morn, while eating dinner with the King and courtiers, there came a sound of something clambering up the marble staircase—splish, splash. When the frog reached the top, it knocked at the door.*
- C. **Narrator:** *She raced to the door to see who was outside, nevertheless, when she opened the door, there sat the frog. The princess hastily flung it away and sat down at the table, feeling very, very unnerved.*
- D. **Narrator:** *The honorable king took pity on the frog and made his daughter fulfill her promise.*

Directions: Answer the following question(s) relating to the passage titled "The Frog-Prince".

Master ID: 434304 Revision: 1

Correct: **DA**

Rationale:

- A. Correct answer
- B. Student(s) may have believed these lines supported the incorrect answer option showing the persistence and strength of the frog.
- C. Student(s) may have believed these lines supported the incorrect answer option showing the princess as inconsiderate; or student(s) may have incorrectly believed these lines best supported the narrator's perspective on the princess' ill-intentioned thoughts (and the frog's honest-intentioned thoughts).
- D. Student(s) may have incorrectly believed that these lines provided evidence of empathy due to the inclusion of the word "pity"; or student(s) may have believed that these lines supported the incorrect answer choice regarding the king's perspective on the frog.

Standards:

CCSS.LA.8.RL.CCR.6
CCSS.LA.8.RL.8.6

2 **TEACHER READS:**

Read the question to yourself and select the best answer.

What is the overall theme of the passage?

- A. Be accepting of others.
- B. Persistence is about effort.
- C. Life is filled with surprises.
- D. Obedience is an expectation.

Master ID: 84562 Revision: 1

Correct: **A**

Rationale:

- A. Correct answer
- B. Student(s) may have determined that this was the theme due to the frog's continued efforts to be accepted by the Princess.
- C. Student(s) may have interpreted this as the theme because the Princess was surprised that the frog was a Prince.
- D. Student(s) may have believed this was the theme because the Princess had to obey the commands of her father.

Standards:

CCSS.LA.8.RL.CCR.2
CCSS.LA.8.RL.8.2

Directions: Read the passage below and answer the question(s) that follow.

The Legends

by Zitkala-Sa

During the summer days my mother built her fire in the shadow of our wigwam.

In the early morning our simple breakfast was spread upon the grass west of our tepee. At the farthest point of the shade my mother sat beside her fire, toasting a savory piece of dried meat. Near her, I sat upon my feet, eating my dried meat with unleavened bread, and drinking strong black coffee.

The morning meal was our quiet hour, when we two were entirely alone. At noon, several who chanced to be passing by stopped to rest, and to share our luncheon with us, for they were sure of our hospitality.

My uncle, whose death my mother ever lamented, was one of our nation's bravest warriors. His name was on the lips of old men when talking of the proud feats of valor; and it was mentioned by younger men, too, in connection with deeds of gallantry. Old women praised him for his kindness toward them; young women held him up as an ideal to their sweethearts. Everyone loved him, and my mother worshiped his memory. Thus it happened that even strangers were sure of welcome in our lodge, if they but asked a favor in my uncle's name.

Though I heard many strange experiences related by these wayfarers, I loved best the evening meal, for that was the time old legends were told. I was always glad when the sun hung low in the west, for then my mother sent me to invite the neighboring old men and women to eat supper with us. Running all the way to the wigwams, I halted shyly at the entrances. Sometimes I stood long moments without saying a word. It was not any fear that made me so dumb when out upon such a happy errand; nor was it that I wished to withhold the invitation, for it was all I could do to observe this very proper silence. But it was a sensing of the atmosphere, to assure myself that I should not hinder other plans. My mother used to say to me, as I was almost bounding away for the old people: "Wait a moment before you invite any one. If other plans are being discussed, do not interfere, but go elsewhere."

The old folks knew the meaning of my pauses; and often they coaxed my confidence by asking, "What do you seek, little granddaughter?"

"My mother says you are to come to our tepee this evening," I instantly exploded, and breathed the freer afterwards.

"Yes, yes, gladly, gladly I shall come!" each replied. Rising at once and carrying their blankets across one shoulder, they flocked leisurely from their various wigwams toward our dwelling.

My mission done, I ran back, skipping and jumping with delight. All out of breath, I told my mother almost the exact words of the answers to my invitation. Frequently she asked, "What were they doing when you entered their tepee?" This taught me to remember all I saw at a single glance. Often I told my mother my impressions without being questioned.

Directions: Read the passage below and answer the question(s) that follow.

While in the neighboring wigwams sometimes an old Indian woman asked me, "What is your mother doing?" Unless my mother had cautioned me not to tell, I generally answered her questions without reserve.

At the arrival of our guests I sat close to my mother, and did not leave her side without first asking her consent. I ate my supper in quiet, listening patiently to the talk of the old people, wishing all the time that they would begin the stories I loved best. At last, when I could not wait any longer, I whispered in my mother's ear, "Ask them to tell an Iktomi story, mother."

Soothing my impatience, my mother said aloud, "My little daughter is anxious to hear your legends." By this time all were through eating, and the evening was fast deepening into twilight.

As each in turn began to tell a legend, I pillowed my head in my mother's lap; and lying flat upon my back, I watched the stars as they peeped down upon me, one by one. The increasing interest of the tale aroused me, and I sat up eagerly listening to every word. The old women made funny remarks, and laughed so heartily that I could not help joining them.

The distant howling of a pack of wolves or the hooting of an owl in the river bottom frightened me, and I nestled into my mother's lap. She added some dry sticks to the open fire, and the bright flames leaped up into the faces of the old folks as they sat around in a great circle.

On such an evening, I remember the glare of the fire shone on a tattooed star upon the brow of the old warrior who was telling a story. I watched him curiously as he made his unconscious gestures. The blue star upon his bronzed forehead was a puzzle to me. Looking about, I saw two parallel lines on the chin of one of the old women. The rest had none. I examined my mother's face, but found no sign there.

After the warrior's story was finished, I asked the old woman the meaning of the blue lines on her chin, looking all the while out of the corners of my eyes at the warrior with the star on his forehead. I was a little afraid that he would rebuke me for my boldness.

Here the old woman began: "Why, my grandchild, they are signs,—secret signs I dare not tell you. I shall, however, tell you a wonderful story about a woman who had a cross tattooed upon each of her cheeks."

It was a long story of a woman whose magic power lay hidden behind the marks upon her face. I fell asleep before the story was completed.

Ever after that night I felt suspicious of tattooed people. Wherever I saw one I glanced furtively at the mark and round about it, wondering what terrible magic power was covered there.

It was rarely that such a fearful story as this one was told by the camp fire. Its impression was so acute that the picture still remains vividly clear and pronounced.

Public domain

Directions: Read the passage below and answer the question(s) that follow.

Directions: Read the passage below and answer the question(s) that follow.

3 TEACHER READS:

Read the question to yourself and select the best answer(s).

The community in "The Legends" is clearly close-knit, relying on tradition and social norms to stay that way. One of the story's main themes deals with respect for elders.

Which of the following explain how the narrator adheres to this theme of the story? Select all that apply.

- A. The narrator and her mother choose to eat a small, meager breakfast together.
- B. The narrator and her mother often invited the community elders to eat supper with them.
- C. The narrator always waited patiently at the doors of her neighbors' wigwams until they addressed her.
- D. The narrator could remember everything she saw at a single glance in order to relayed it to her mother.
- E. The narrator liked to watch the stars while lying in her mother's lap.
- F. The narrator was afraid that the aged warrior would be angry with her if she asked an older woman a question.

Master ID: 345859 Revision: 1

Correct: **BCF**

Rationale:

- A. Student(s) may have chosen this answer because it seemed like they chose to have a small breakfast so that they could entertain others as they traveled by.
- B. Correct answer
- C. Correct answer
- D. Student(s) may have assumed that, since the narrator often relayed what she saw of her elders, that this would be a sign of respect.
- E. Student(s) may have assumed that the stars had something to do with elders, but the story did not explicitly say so.
- F. Correct answer

Standards:

CCSS.LA.8.RL.CCR.2

CCSS.LA.8.RL.8.2

Directions: Answer the following question(s).

4 **TEACHER READS:**

Read the question to yourself and select the best answer(s).

The principal of Woodley High School has suggested that seniors with good grades and good behavior be allowed to leave campus for lunch. A student is writing a letter to the principal on this new lunch policy. The student wants to revise the first paragraph of his letter to clarify his main claim. Read the following excerpt from the student's draft and complete the task that follows it.

Dear Principal Henderson,

Thank you so much for giving the students a voice in the new lunch policy next year. Some people have said that creating more space in the cafeteria for the freshman is not a priority, but there are more benefits to this policy than mere space. Students desire to know that their efforts are noticed. Thank you for suggesting a policy that acknowledges these efforts. Further, the opportunity to go off-campus for lunch would allow students to experience greater responsibilities in their journey to adulthood. Just like adults, students would have to leave and return promptly to school. Also, students would have to conduct themselves appropriately while they are out. Thank you for believing in us and giving us a chance to show you that we can handle responsibility.

Which two sentences could be added after the *underlined* sentence to clarify the main claim? Select *two* sentences from the choices below.

- A. From my perspective, I believe the policy should be approved.
- B. Off-campus lunch is a great way to reward deserving seniors.
- C. It is my opinion that all seniors should be allowed to leave campus for lunch.
- D. The cafeteria can safely accommodate ~~the~~ the incoming students next year.
- E. Seniors who do not meet the qualifications

Directions: Answer the following question(s).

Master ID: 449796 Revision: 1

Correct: **AB**

Rationale:

- A. Correct answer
- B. Correct answer
- C. Student(s) may have misinterpreted the details of the text to infer that the student believes all seniors should be permitted to leave (rather than just those that have good grades and good behavior).
- D. Student(s) may have identified evidence that supports the opposing viewpoint.
- E. Student(s) may have identified an additional reason in support of the opposing viewpoint.
- F. Student(s) may have identified a piece of evidence to support the student's reasons (i.e. students desire to know that their efforts are noticed) rather than clarifying the main claim.

Standards:

CCSS.LA.8.W.8.1

CCSS.LA.8.W.8.1.a