



**PASSING THE
GEORGIA END OF COURSE TEST
9TH GRADE LITERATURE & COMPOSITION**

WRITTEN TO THE NEW 9TH GRADE GPS STANDARDS

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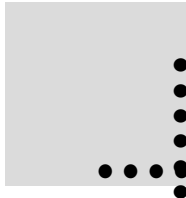


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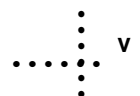
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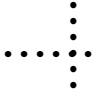
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Georgia 9th Grade Literature & Composition Diagnostic Pretest

The purpose of this diagnostic pretest is to measure your progress in reading comprehension, grammar, and critical thinking. This pretest is based on the **Georgia Performance Standards** and adheres to the sample question format provided by the Georgia Department of Education.

General Directions:

1. Read all directions carefully.
2. Read each question or sample. Then choose the best answer.
3. Choose only one answer for each question. If you change an answer, be sure to erase your original answer completely.
4. After taking the test, you or your instructor should score it using the answer key that accompanies this book. Then use the evaluation chart to review and practice for the reading comprehension and critical thinking skills tested on the End of Course Test.

Ninth Grade Literature & Composition

Read this selection. Then answer the questions that follow it.

The Making of a Marine

- 1 The large, bulky bus slowed down as it turned onto a long, narrow bridge. The bridge led to an obscure island in the distance and was lined with dimly lit street lamps. The vibration, caused by the bus rolling over the planks of the bridge, startled me out of my listless sleep. I cupped my hands around my eyes and peered out of the dust-covered window. All that was visible, as far as I could see, was the somber water leisurely moving below the bridge. Little did I realize that this bridge was the beginning of my passage from boyhood to manhood in the Marines.
- 2 Suddenly, the interior bus lights flashed on. I had to blink several times to adjust my eyes to the unexpected flow of bright light. A husky, darkly tanned man stood up and faced the group of boys on the bus. He was immaculately dressed in a sharply pressed uniform, with rows of ribbons and badges over his left pocket. He looked like my grandfather, in the picture that had inspired me to join the military. The bus jerked to a stop, and the man who stood up introduced himself as the drill instructor. Then I and the rest of the boys on the bus were issued the first of many commands: “Recruits, get off the bus, NOW! Move, move, move!”
- 3 I joined the ranks of many other boys coming off the bus, and they all moved through the small door leading to the receiving barracks. Glancing at the sign above the door, I silently read to myself: “THROUGH THIS PORTAL PASS PROSPECTS FOR THE WORLD’S FINEST FIGHTING FORCE: THE UNITED STATES MARINE CORPS.” This was it. The process of becoming a Marine was beginning for me, and I couldn’t turn back now.
- 4 The first few weeks were the toughest. The drill instructors concentrated on breaking down the morale and hard-fast habits of all the recruits in our group. I had to learn to start living all over, I had to learn how to dress, eat, even go to the bathroom. I learned that every action of the day was limited to a certain time period. When it was time for chow, all of us recruits marched to the chow hall together. Inside the chow hall every recruit carried all of the trays, plates, and utensils the same way. We were taught how to fold our clothes, brush our teeth, and make a bed (known as a rack). There was even a specific form of vocabulary we were instructed to use. We were also introduced to the basics of military life which included marching, shining boots, and the use of a rifle (never called a gun).
- 5 The first phase examined the recruits’ mental processes and was the hardest emotionally. The second phase began to test our physical abilities. Day after day was spent running in the scorching heat, with a ten-pound backpack on my back. I quickly learned that the purpose of running is more than just exercise: it is for the sake of staying alive. I and my group learned how to repel off seventy-five foot towers, crawl through live mine fields, run through obstacle courses, and tread water.
- 6 Boot camp became progressively harder as I moved from the second phase of training to the third phase of actually performing certain procedures. All of the recruits in my group had to fire their rifles and pistols, throw live grenades, and successfully complete their individual combat training courses. Several recruits began to drop out in the third phase due to the stress and difficulty of this stage. I began to see changes occurring in my life. I was becoming physically fit, more confident, and proficient in a leadership role.
- 7 The fourth, and final phase of training was graduation. As graduation approached, I found it difficult to sleep due to all the excitement. I quickly learned how to control my anxiety because there was still a great deal of work to prepare for in the final drill. The sun sparkled off of the neatly polished shoes of the recruits as we marched onto the parade deck. The feeling of pride in ourselves, our country, and our sense of accomplishment radiated from all the Marines in the group. I made a sharp right turn into the sunlight to face the crowd of onlookers. A smile turned up the corners of my mouth as I straightened my back to stand just a little taller.



Ninth Grade Literature & Composition

8 I had made it through the process of becoming a Marine, an accomplishment not everyone can claim. I had also achieved a personal goal that changed me from a boy to an independent man. I had become a Marine!

1 Read this sentence from paragraph 1. 9RL5

“All that was visible, as far as I could see, was the somber water leisurely moving below the bridge.”

As used in the sentence, somber means

- A quiet. C flooded.
B dark. D polluted.
- 2 Which of these contains a simile? 9RL4

- A Suddenly, the interior bus lights flashed on.
B He looked like my grandfather, in the picture that had inspired me to join the military.
C The drill instructors concentrated on breaking down the morale and hard-fast habits of all the recruits in our group.
D I learn that every action of the day was limited to a certain time period.

3 Which of the following best explains the targeted audience of the passage? 9W2

- A people who have retired from the military
B young people who may be thinking of joining the military
C drill sergeants
D people who have dropped out of basic training

4 Which of the following explains the author’s point of view? 9RL1

- A first person
B second person
C third person limited
D third person omniscient

5 The reader learns about the young man mainly through 9RL1

- A dialogue.
B his own actions.
C what others say about him.
D his physical characteristics.

6 What is the correct punctuation for this sentence from paragraph 4? 9C2

- A I had to learn to start living all over: I had to learn how to dress, eat, even go to the bathroom.
B I had to learn to start living all over I had to learn how to dress, eat, even go to the bathroom.
C I had to learn to start living all over; I had to learn how to dress, eat, even go to the bathroom.
D I had to learn to start living all over? I had to learn how to dress, eat, even go to the bathroom.

Read the following selection. Then answer the questions that follow it.

Mahalia Jackson Sang Pure Gospel

by Reginald Taylor
from *Turner Hill Times*, 20 September 2003

- 1 Her voice could be heard pouring out from many places: churches, symphonic halls, and even the Lincoln Memorial.
2 “Don’t need any microphone,” she said. “Just open the windows and the doors. And let the sound pour out.”
3 Born in New Orleans in 1911, Mahalia Jackson grew up in the midst of urban poverty and the black exodus to the industrial cities of the North. In spite of this, Jackson was a happy person. She credits her happiness to her religious background which she was immersed in from a young age.

Georgia English I End of Course Test Diagnostic Pretest

EVALUATION CHART

Directions: On the following chart, circle the question numbers that you answered incorrectly and evaluate the results. Then turn to the appropriate topics (organized by chapters), read the explanations, and complete the exercises. Review other chapters as necessary. Finally, complete the **two practice tests** to further prepare yourself for the Georgia English I EOCT.

Chapter	Performance Standards	Questions
Chapter 1: Strategies to Improve Understanding	ELA9RL1, ELA9RL3, ELA9RL5, ELA9RC3	1, 7, 10, 14, 22, 27, 31, 32, 36, 37, 38, 40, 41, 42, 46, 49, 55, 58, 59, 62, 64, 66, 80
Chapter 2: Literary Elements & Devices	ELA9RL1, ELA9RL2, ELA9RC2	4, 5, 26, 28, 30, 31, 33, 35, 41, 48, 50, 51, 52, 53, 54, 56, 57, 62, 64, 71, 73, 74, 77, 78, 80
Chapter 3: Fiction, Nonfiction, Poetry & Drama	ELA9RL1, ELA9RL3, ELA9RL4, ELA9RC1, ELA9RC4	2, 4, 5, 14, 31, 32, 33, 37, 41, 42, 43, 45, 46, 47, 50, 51, 52, 53, 54, 58, 61, 62, 64, 73, 74, 75, 76, 80
Chapter 4: Information Gathering & Research Skills	ELA9W2, ELA9W3	3, 8, 9, 12, 15, 16, 18, 21, 24, 42, 67, 69, 72, 79
Chapter 5: Planning & Drafting the Written Composition	ELA9W1, ELA9W2, ELA9W3	3, 8, 9, 11, 12, 14, 15, 16, 21, 23, 24, 25, 27, 29, 34, 38, 39, 41, 42, 56, 59, 60, 65, 67, 68, 69, 78, 79
Chapter 6: Revising the Written Composition	ELAW3, ELA9W4	11, 12, 16, 17, 18, 21, 24, 29, 59, 69, 72
Chapter 7: Grammar & Conventions	ELA9C1, ELA9C2	6, 13, 17, 19, 20, 44, 63, 70
Chapter 8: Speaking, Listening & Viewing	ELA9LSV1, ELA9LSV2	General review of chapter is helpful.

Context Clues	Signal Words
Comparison	<i>also, like, resembling, too, both, than</i> Look for clues that show an unfamiliar word is similar to a familiar word or phrase. Example: The accident <i>felled</i> the utility pole like tree for timber.
Contrast	<i>but, however, while, instead of, yet, unlike</i> Look for clues that indicate an unfamiliar word is the opposite of a familiar word or phrase. Example: Stephanie is usually in a state of <i>composure</i> , while her sister is mostly boisterous.
Definition or Restatement	<i>is, or, that is, in other words, which</i> Look for words that define the term or restate it in other words. Example: The principle's idea is to <i>circuit</i> — or move around — the campus weekly to make sure everything is secure.
Example	<i>or example, for instance, such as</i> Look for examples used in context that reveal the meaning of an unfamiliar word. Example: People use all sorts of <i>vehicles</i> such as cars, bicycles, rickshaws, airplanes, boats, and motorcycles.

Practice 5: Using Context Clues

Above each bolded word, write its meaning. Use context clues to help you.

- Those who cannot afford **bail** cannot be freed on pre-trial release.
- Hank said the ocean was very **tranquil**; I also thought the ocean was peaceful.
- Sometimes strong **herbicides** are needed to eliminate weeds from the garden.
- As the snow **accumulates**, traveling the roads becomes more dangerous.
- At the sound of Silver's **clattering** footsteps, the stable boy turned with a start.
- Residues** such as ammonia even show up in grain sprayed with **pesticides**.
- While Greenland is an island, Antarctica's larger size makes it a **continent**.
- You could smell the freshly caught catfish **sizzling** over the fire.
- Mulch**, which is composed of grass clippings and leaves, keeps soil moist around trees and shrubs.
- Instead of **incarcerating** youthful offenders, let's educate them so that they can hold well-paying jobs in the workplace.





THEME

Writing is really the act of communicating through words, so a literary work always relates a central idea that its author wants to share with the audience. This “big idea” is the **theme** communicated in the work. Theme is not the *subject* of a work but rather *the insight about that subject* that the work relates to its audience. Themes are most often messages about life or human nature. For example, many stories are written about love. A very common theme in literature is that “love always triumphs over evil.”



We sometimes understand themes without realizing. For example, have you ever watched a movie or television program and thought, “That was just preachy” or “That tried too hard”? When a work’s theme is too obvious, we grow impatient because our mind feels “cheated” of reaching its own conclusions.



When a theme is obviously meant to reach an audience, we say it is an **explicit** theme. Fables and folk tales often include explicit, or directly stated, themes. The theme of “The Tortoise and the Hare” is clearly understood to be “slow and steady wins the race.”

Themes may also be **abstract**, which in this sense means open to reader interpretation. Abstract themes usually appear in **genre** fiction such as science fiction or detective novels. But remember, any work of *literature* — which is to say, a story of great fame and stature — has a theme. For example, the implied theme of *Call of the Wild* is that loyalty and friendship conquer obstacles too big for one person to face alone. Sometimes great works have many themes, and scholars argue about the author’s purpose in creating them. After 150 years, people are still discussing the themes of *Moby Dick*.

A theme is something the mind discovers for itself after considering the story as a whole. Do not confuse a book’s theme with its subject. The **subject** is *who* and *what* the story is about — the characters, places and events.

<i>The Tragedy of Romeo and Juliet</i>	
Subject:	Theme:
Two young people fall in love, despite their families’ wishes.	Love conquers everything, even the demand of the world around us.

On the left, you see the events of the story itself. But the theme (the “message”) applies not just to the story but to life in general — at least, according to the author. That message is the **theme**.

4. The car told me it was running out of gas.
 A. alliteration B. symbolism C. simile D. personification
5. Whistle while you work.
 A. simile B. onomatopoeia C. allusion D. alliteration

RHYTHM AND RHYME SCHEME

Many forms of poetry require a definite structure to the words used. Such structures, called **fixed forms**, appear in poetry such as sonnets, odes, and ballads. The opposite of this structure is called **free forms** or **free verse**, which has no regular meter or rhythm. Until the 20th century, however, free verse was not widely respected.

It may help you to think of rhythm and rhyme scheme as the skeleton or structure of a poem. From these two components, poets “build” their poems, developing a sense of where certain words must go for the poem to conform to its shape.

RHYTHM

We understand **rhythm** as the arrangement of sounds or movement, in a definite pattern, over a period of time. Rhythm appears in music, in athletics, dance, and even in some fiction. Our minds and bodies react instantly to a perceived pattern of sound. If you’ve ever found yourself nodding your head or tapping your foot along to music, you’ve participated in the effects that patterns of sound can have on our consciousness.

Rhythm in poetry is the movement or sense of movement conveyed by a pattern of stressed or unstressed syllables. The pattern has a regular *repetition*, or rate of repeated use.

Rhythm is similar to **meter** (a word pattern of stressed and unstressed syllables) except that rhythm includes the duration of the pattern. To express this another way, rhythm is meter drawn out through the whole of the poem. While meter is the pattern itself, rhythm is its beat. The two work together within the poem’s design.

Poets use rhythm to create a movement of words the reader will appreciate. In this excerpt from Edgar Allan Poe’s “The Raven,” rhythm figures prominently in the poem’s sound. Note the stressed and unstressed syllables. Stressed sounds are marked with a (˘) and unstressed syllables with a (~)

Fõr t̃hẽ rare ãnd ràdiãnt màidẽn whòm t̃hẽ àngẽls nàme Lẽnòre –

Read the line aloud, stressing the syllables indicated. Do you “hear” its rhythm and meter?



CHAPTER 5 REVIEW

1. Rewrite the following paragraph, using vivid images and concrete words to enhance the description.

There is a park not far from the center of town. At its edges, a variety of trees provide shade. In the center is an open field and a baseball diamond. Many people use this area for different sports and recreation. They can also just relax there and take in nature. In nice weather, many people gather in the park. All summer long, there are festivals and other fun activities that keep the area lively. The park is a favorite place for young and old alike.



For questions 2 – 6, decide if the word used is a cliché or an example of simple language.

2. old as the hills
3. black as night
4. full of energy and vigor
5. blue as the sky
6. expect the unexpected
7. Which of the following will *not* help develop coherence?
 - A. planning an order
 - B. using transitions
 - C. avoiding generalizations
 - D. repeating key words and phrases
8. Which of the following is *not* a feature of informal language?
 - A. broader vocabulary
 - B. simple sentences
 - C. loose following of grammatical rules
 - D. use of slang
9. Rewrite the following sentence in active voice:


All the controls were damaged by him prior to landing.
10. A strong argument includes all *but* which of the following?
 - A. clear logic
 - B. valid facts
 - C. blind, idiot shouting
 - D. credible sources

great we were. I shook everybody's hand. I had a little fever that day. I found out later that I had strep throat. A lot of students were out sick the next week.

4. There's a new student in our school. His name is Omar. Most of his friends are in the chess club. He wasn't very popular. He wanted to run for student council. There was another student who was coming up for re-election. Her name is Theresa. Omar's friends were excited about his campaign. They put up a lot of posters all around the school. Omar gave a good speech. He had some good ideas. This was the first time he did something like this. He won by a small margin.

Practice 5: Revising

Based on the skills you learned in this chapter, revise the following paragraphs.

1. I do not believe in superstitions. But I like to learn about them. The one I'm reading about now says that people act weirder than usual during a full moon. The last full moon was the Worm Moon on March 9th. Different studies have recorded the number of people taken into mental wards, jails, and morgues when the moon lights the sky "as bright as day." The results, though, do not enlighten you. Some studies showed an increase in violent behavior. Some don't. There are theories that the added time of light helps people to do mischief or act out in weird ways. There are other which place blame for believed weirdness on the particular gravitational pull due to the fact of the moon's position. I know only that I always enjoyed seeing the full moon and that is all I need to know.
2. At first, do not be scared when people in public tried to talk with you. We Americans are much more outgoing than I saw in Britain. They are the kind of people who are more subdued. They put a smile on their face that is polite. People were very emotional here in the United States. When Americans are happy and cheerful, they will show it. When they are unhappy and sad, they are not embarrassed to cry in front of the other many people.
3. Becoming popular in life has one big part of people getting into groups. To become popular may cause a person to join a group because they want to prove themselves to someone. This happens usually to new students at a new school. Becoming popular and well-known in the working area is about the same as school. This happens when someone gets a job they would like to keep. They try to impress the boss. People also join groups to become popular to be cool, so other people around them will like them.

PARALLEL VERB TENSE

To keep verbs parallel, make sure there are no unnecessary shifts in tense and that tenses match their intended meaning.

Non-Parallel Tiffany finishes her homework and will do the dishes.

Parallel Tiffany finished her homework and did the dishes.
Tiffany will finish her homework and will do the dishes.

Practice 5: Parallel Verb Tense

In the following passage, correct the verbs so that they contain parallel tenses. Use a separate sheet of paper for your revisions.

(1) Tamika is quite adventurous and liked to take action-packed vacations. (2) Last year, she rode a bike through Tuscany and see the beautiful countryside. (3) She had never tasted so many delicious dishes and was glad the cycling works off all the calories in them! (4) Before that, she visits the pyramids in Egypt and stayed for a week in Cairo. (5) During that trip, she rides a camel in the desert and learned to belly dance! (6) On another excursion, she will raft down the Snake River and then exchanged her raft for a kayak in the middle of the trip. (7) She says that traveling makes her feel alive and helped her understand other cultures. (8) Considering all the activities she includes in her trips, she'll get plenty of exercise, too! (9) On her upcoming vacation, Tamika hiked in Tibet and will backpack in the Himalayas. (10) While there, she learns more about the small country's traditions and will meet some of its people. (11) One day, Tamika likes to write a book about her adventures and would like the sale of that book to fund further travels.



MISPLACED AND DANGLING MODIFIERS

A **modifier** is a phrase or clause that helps to clarify the meaning of another word.

Example: Tripping over the trash can, our cat was looking for food.

In this sentence, the phrase *tripping over the trash can* modifies the word **cat**. It describes a condition or tells of a circumstance relevant to the subject.

In modern English usage, however, modifiers are frequently misused, leading to their either becoming **misplaced** or left **dangling**.

MISPLACED MODIFIERS

A misplaced modifier is a word or phrase that modifies a clause ambiguously; the modifier could possibly apply to either the subject or object of the clause.

Example: Two students competed against the school record diving in the swimming pool.



Georgia 9th Grade Literature & Composition Post-Test One

The purpose of this post-test is to measure your progress in reading comprehension, grammar and critical thinking. This test is based on the **Georgia Performance Standards** and adheres to the sample question format provided by the Georgia Department of Education.

General Directions:

- 1 Read all directions carefully.
- 2 Read each question or sample. Then choose the best answer.
- 3 Choose only one answer for each question. If you change an answer, be sure to erase your original answer completely.
- 4 After taking the test, you or your instructor should score it using the answer key that accompanies this book. Then review and practice for the reading comprehension and critical thinking skills tested on the EOCT.

Read the following passage. Then answer the questions that follow it:

Cherokee Indians' Removal to Oklahoma

We wish to remain on the land of our fathers. We have a perfect and original right to claim this, without interruption or molestation. The treaties with us...guarantee our residence, and our privileges, and secure us against intruders. Our only request is that these treaties may be fulfilled, and these laws executed.

But if we are compelled to leave our country, we see nothing but ruin before us. The country west of the Arkansas territory is unknown to us. From what we can learn of it, we have no good news in its favor. All the inviting parts of it, as we believe are preoccupied by various Indian nations, to which it has been assigned. They would regard us as intruders, and look upon us with the evil eye. The far greater part of the region is, beyond all controversy, badly supplied with wood and water; and no Indian tribe can live as agriculturalists without these articles. All our neighbors, in case of our removal, though crowded into our near vicinity, would speak a language totally different from ours, and practice different customs. The original possessors of that region are now wandering savages, lurking for prey in the neighborhood. They have always been at war, and would be easily tempted to turn their arms against peaceful emigrants... It contains neither the scenes of our childhood, nor the graves of our fathers...

Shall we be compelled by a civilized and Christian people, with whom we have lived in a perfect peace for the last forty years, and for whom we have willingly bled in war, to bid a final adieu to our homes, our farms, our streams and our beautiful forests? No. We are still firm. We intend still to cling, with our chosen affection, to the land which gave us birth, and which, every day of our lives, brings to us new and stronger ties of attachment. We appeal to the judge of all the earth, who will finally award us justice, and to the good sense of the American people, whether we are intruders upon the land of others. Our consciences bear us witness that we are the invaders of no man's rights — we have robbed no man of his territory — we have usurped no man's authority, nor have we deprived anyone of his unalienable privileges. How then shall we indirectly confess the right of another people to our land by leaving it forever? On the soil which contains the ashes of our beloved men we wish to live — on this soil we wish to die.

— from a Council of the Cherokee Nation to the people of the United States, 1830

1 What concerns did the Cherokee raise about the land they were being forced to move to? 9RL2

- A There was no grass for their animals to graze on.
- B There were hostile bands of Indians rampaging the countryside.
- C It lacked sufficient resources for them to farm and grow food.
- D The water was polluted.

2 What was the basic argument the Cherokee made for being allowed to stay where they were and *not* move? 9W1

- A They had invaded nobody's rights, so why should their rights be invaded.
- B They owned the land already, so should not have to move.
- C The land was not fit for anyone but them to live on.
- D Their ancestors had guaranteed them the land forever.



Georgia 9th Grade Literature & Composition

Post-Test Two

The purpose of this post-test is to measure your progress in reading comprehension, grammar, and critical thinking. This test is based on the **Georgia Performance Standards** and adheres to the sample question format provided by the Georgia Department of Education.

General Directions:

- 1 Read all directions carefully.
- 2 Read each question or sample. Then choose the best answer.
- 3 Choose only one answer for each question. If you change an answer, be sure to erase your original answer completely.
- 4 After taking the test, you or your instructor should score it using the answer key that accompanies this book. Then review and practice for the reading comprehension and critical thinking skills tested on the EOCT.

Read the following passage. Then answer the questions that follow:

My Family's Special Holiday Treats

When holidays are approaching, one of the traditions that many families enjoy is the baking and cooking of various holiday treats. In every country and every culture, there are special foods associated with various holidays and celebrations. Many holidays are centered around religious celebrations. Other holidays are specific to a particular country. Americans really enjoy the celebration of Independence Day — the 4th of July — but in England, it's just another day.

In my family, the 4th of July is a day for an all-day picnic with family and friends. A backyard cookout or barbecue is a great way to celebrate. Most of the foods are not exclusive to the holiday; we like to eat hot dogs, hamburgers, and the usual picnic trimmings all year long. My family though, has a special tradition — we make homemade ice cream. It is usually the only time during the year that we do that.

In the Christian culture, Christmas is probably the biggest holiday of the year. It is a time that my family and friends gather and enjoy each other's company along with some special foods that we only eat during the holidays. Each of my aunts and cousins seems to have a specialty! Eggnog is popular with the grown ups and usually only seen at Christmas. Certain types of cookies and desserts are only made during Christmastime as a special treat for the family parties. The best Christmas cookies are the rolled sugar cookies that are cut out with shaped cutters and decorated with colored frostings and sugar decorations. Some people prefer the elaborate cakes and desserts that cooks will spend lots of time on.

One of my favorite aunts makes fudge and other candy that is out of this world. It is really delicious, but a little goes a long way. Another of my aunts is Greek, so she makes stuffed grape leaves and baklava, items that I only see at Christmas. My older brother is now the grill king of the family. No matter what the weather, he is outside basting and turning until he has perfectly barbecued ribs. And I can't forget Uncle John he is the master of pies. No one in any family anywhere can match his delicious pies. No one else in our family would even think of baking a pie for a family party; that is strictly his domain.

I'll bet your family has traditions, too, and I'm guessing that some of them include holiday food!

1 Which of the following sentences is an *opinion*? 9W1

- A In every country and every culture, there are special foods associated with various holidays and celebrations.
- B Americans really enjoy the celebration of Independence Day — the 4th of July — but in England, it's just another day.
- C In the Christian culture, Christmas is probably the biggest holiday of the year.
- D No one in any family anywhere can match his delicious pies.

2 Which of the following sentences is a *fact*? 9W1

- A One of my favorite aunts makes fudge and other candy that is out of this world.
- B Some people prefer the elaborate cakes and desserts that cooks will spend lots of time on.
- C The best Christmas cookies are the rolled sugar cookies that are cut out with shaped cutters and decorated with colored frostings and sugar decorations.
- D No matter what the weather, he is outside basting and turning until he has perfectly barbecued ribs.



Appendix Games and Activities

VOCABULARY (WORD MEANING)

Here are some suggestions for vocabulary games and activities:

1. **Pop Poetry.** Cut out new words, phrases, and accompanying pictures from newspaper and magazine ads, articles, or catalogues. Enlarge the words if they are too small. Make poems or collages by gluing them together on construction paper or poster board. Explain the meanings of the new words and the theme or message of the poem or collage.
2. **Crossword Puzzles.** Locate crossword puzzles in magazines, newspapers, books, or Websites. Working in pairs, students guess at the letters that fit the horizontal and vertical boxes. Looking up some words in the dictionary may be necessary to encourage vocabulary development.

If you want to learn content-specific vocabulary words, *Crossword Magic* (HLS Duplication, Inc.), a computer software program, takes lists of words and clues and automatically creates a crossword puzzle.

3. **Test Creator Software.** Teachers and students can create their own vocabulary or comprehension tests. This program creates multiple-choice and true/false questions for any subject. Hints and feedback can also be included with the tests. In addition, tests show student scores and track time on tasks. *Test Creator Software* can also be used for classroom presentations and demonstrations with features such as spotlight, magnify, zoom, underline, edit, create sounds, and more. You can download a free demo disk at www.americanbookcompany.com. To place an order, contact American Book Company toll free at 1-888-264-5877.
4. **Shopping Trip.** Students sit in a circle of 5 – 6 persons. In a class, several circles would be formed. The leader starts the chain by saying, “Today, I’m shopping for a short story for dinner. I’ll need some ingredients like a plot. A plot is a series of events leading to a climax and resolution.” The next student says, “The leader is going to buy a plot, and I am going to buy a character. A character is. . .” Continue around the circle until all of the ingredients are identified and defined. Then the leader can ask, “Who remembers what anyone bought?” Students can volunteer answers such as, “remember that Ben bought some conflicts.”