

MARYLAND STUDENT EDITION

PRENTICE HALL LITERATURE



Timeless Voices, Timeless Themes

PLATINUM LEVEL

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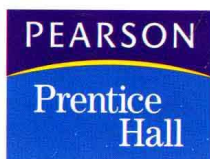
PRENTICE HALL LITERATURE



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Upper Saddle River, New Jersey
Needham, Massachusetts

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Maryland Program Advisors

Prentice Hall wishes to thank the Maryland Advisory Board for its ongoing advice in the development of the Maryland edition of *Prentice Hall Timeless Voices, Timeless Themes*. Their valuable insights have helped ensure that this language arts series meets the needs of Maryland students and their teachers.

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Test-Taking Strategies: Multiple-Choice Questions

This feature provides you with explanations and examples of multiple-choice questions.

Test-Taking Strategies: Brief Constructed Response Questions

These pages provide a thorough explanation of the BCR questions, strategies on how to tackle them, and sample questions for you to complete.

Test-Taking Strategies: What is a Rubric?

This page explains how and why to use a scoring rubric.

Test-Taking Strategies: Maryland Brief Constructed Response Rubric

The BCR rubric is presented, which you should use as a means to assess your responses to practice prompts.



Maryland Voluntary State Curriculum

Here is a complete list of the Grade 10 Voluntary State Curriculum so that you know what you're expected to learn this year; also included are examples of test items to show how the Curriculum may be assessed on the Maryland State Assessment.

1.0 GENERAL READING PROCESSES

C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

What It Means to You

1. In tenth grade, you will be expected to use a rate when reading that reflects high accuracy and meaningful expression (Units 3, 8, 10)
 - a. Read text at a rate that is conversational and consistent
 - b. Adjust rate of reading according to the demands of the text

About the Example

Often a test will ask you to read a passage and then answer questions that require you to refer back to the passage. This is an example of such a question. Stop and think about the answers provided before you choose one. Reread the passage to find the specific details.



EXAMPLE The series of events in this passage suggest the bread did not rise because

- A the chef forgot to add yeast to the dough.
- B the bread pan was the wrong size.
- C the dough had not been sufficiently kneaded.
- D the oven was not warm enough.

D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

What It Means to You

1. In tenth grade, you will be expected to develop and apply vocabulary through exposure to a variety of texts (Units 2, 5, 10)
 - a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts
 - b. Discuss words and word meanings as they are encountered in text, instruction, and conversation

About the Example

Often a test question may ask you to define a word by using context clues from the passage. Use the words and phrases surrounding the unfamiliar word to help you determine the context.



EXAMPLE What does the word **temper** most likely mean, as used in this passage?

- | | |
|---------|---------------|
| F mood | H moderate |
| G anger | J disposition |

D. Vocabulary: Students will use a variety of strategies and opportunities (continued) to understand word meaning and to increase vocabulary.

What It Means to You

2. In tenth grade, you will be expected to refine and extend a conceptual understanding of new words (Units 1, 4, 7)
 - a. Classify and categorize increasingly complex words
 - b. Analyze and explain relationships between and among words
3. In tenth grade, you will be expected to understand, acquire, and use new vocabulary (Units 5, 2, 10)
 - a. Use context to determine the meanings of words
 - b. Use word structure to determine the meaning of words
 - c. Select and use resources to increase learning
 - d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

What It Means to You

1. In tenth grade, you will be expected to refine and extend comprehension skills through exposure to a variety of texts, including traditional print and electronic texts (Units 6, 7, 10)
 - a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background
 - b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres
 - c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations

About the Example

When you are asked to read a passage and identify the author's purpose, reread the passage carefully to find clues. Look at each option in the answer and decide whether there is enough information in the passage to support it.



EXAMPLE In the passage from *Into Thin Air*, what is the author's purpose in emphasizing the dangers of climbing Mt. Everest?

- A to emphasize the courage it took for the climbers to reach the summit
- B to show that the mountain climbers were foolhardy
- C to make mountain climbing sound more challenging than it really is
- D to persuade people not to attempt to climb Mt. Everest

E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).
(continued)

What It Means to You

2. In tenth grade, you will be expected to use strategies to prepare for reading (before reading) (Units 1, 5, 9)
 - a. Select and apply appropriate strategies to prepare for reading the text
3. In tenth grade, you will be expected to use strategies to make meaning from text (during reading) (Units 2, 3, 7)
 - a. Select and apply appropriate strategies to make meaning from text during reading

About the Example

Some test questions require you to draw conclusions based on information from a passage. This is an example of such a question. Before you draw conclusions, reread the text. Use what the characters say and do to help you reach a conclusion. Use your own general knowledge and personal experience as well.



EXAMPLE In this passage, which of the following conclusions can most reasonably be drawn?

- A A small boy has climbed a tree to rescue his cat.
- B The boy is afraid of heights.
- C It is not a good idea to go climbing alone.
- D A small boy is trying to act like his father, who is a fireman.

What It Means to You

4. In tenth grade, you will be expected to use strategies to demonstrate understanding of the text (after reading) (Units 3, 4, 8)
 - a. Identify and explain the main idea or argument
 - b. Identify and explain information directly stated in the text
 - c. Draw inference and/or conclusions and make generalizations
 - d. Confirm, refute, or make predictions and form new ideas
 - e. Summarize or paraphrase the text
 - f. Connect text to prior knowledge or personal experience

About the Example

Often a test will include a question that asks you to identify the main idea of a passage. This is an example of such a question. Before you choose your answer, reread the passage and rule out every possibility.



EXAMPLE What is the main idea of this passage?

- F Pahom will win in District Court.
- G The peasants' inconsiderate behavior causes him distress.
- H Pahom does not care for his neighbors.
- J Pahom's neighbors have evil intent.

2.0 COMPREHENSION OF INFORMATIONAL TEXT


A. Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts

What It Means to You

1. In tenth grade, you will be expected to refine and extend comprehension skills by selecting, reading, analyzing, and evaluating a variety of print and electronic informational texts (Units 1, 6, 7)
 - a. Read, use, and identify the characteristics of primary and secondary sources of academic information
 - b. Read, use, and identify the characteristics of workplace and other real-world documents
 - c. Select and read to gain information from personal interest materials, such as books, brochures, reviews, periodicals, guide books, and online materials

About the Example

Some test questions include words like BEST to help you narrow the choices to find the correct answer. Reread the informational passage to analyze the information given. Look for specific information that supports each option before you decide which one is correct.



EXAMPLE Which assertion is **BEST** supported by the evidence in this newspaper article?


- A The city council needs more information before making a decision.
- B The city council refuses to make a decision.
- C The city council wants to consult a transportation expert before making a decision.
- D The city council has made a decision with which the majority of the city's voters do not approve.

What It Means to You

2. In tenth grade, you will be expected to analyze and evaluate text features to facilitate and extend understanding of informational texts (Units 3, 7, 9)
 - a. Analyze print features and evaluate their impact on meaning
 - b. Analyze graphic aids and evaluate their impact on meaning
 - c. Analyze informational aids and evaluate their impact on meaning
 - d. Analyze organizational aids and evaluate their impact on meaning
 - e. Analyze online features and evaluate their impact on meaning
 - f. Analyze and evaluate the relationship between the text features and the content of the text as a whole

About the Example

The MSA may include an informational passage that includes a graphic aid, followed by questions that ask you to interpret how the aid impacts the meaning or message of the text. Remember to pay as much attention to the graphic aid as to the text itself. They are meant to complement one another.



EXAMPLE According to the chart, which of the following persons is **most at risk** for developing diabetes?

- F a ten-year old who eats too much sugar
- G an active forty-five year old who watches his or her weight
- H an inactive, overweight fifty-year old who has a family member with diabetes
- J a seven-year-old swim team member

A. Informational Text: Students will read, comprehend, interpret, analyze, and evaluate (continued) informational texts.

What It Means to You

3. In tenth grade, you will be expected to apply knowledge of organizational patterns of informational text to facilitate understanding, analysis, and evaluation (Units 1, 8, 10)
- Analyze the organizational patterns of texts
 - Analyze and evaluate the contribution of the organizational pattern to clarifying or reinforcing meaning and supporting the author's purpose and/or argument
 - Analyze and evaluate shifts in organizational patterns

About the Example

The MSA will ask you to write Brief Constructed Responses (BCR) based on a passage that you have just read. This is an example of such a writing prompt. Before you answer the question, look carefully at what you are being asked to write.



EXAMPLE The author believes that cultivating a garden has many benefits. Explain why you think that growing a community garden can benefit both the gardener and the community. Put your reasons in order from strongest to weakest.

What It Means to You

4. In tenth grade, you will be expected to analyze, interpret, and evaluate important ideas and messages in informational text (Units 2, 5, 7)
- Analyze and interpret the author's/text's purpose and intended audience
 - Analyze the author's argument, viewpoint, or perspective
 - State and support main ideas and messages
 - Summarize the text or a portion of text
 - Analyze the effect of information or ideas or peripheral to the main idea or message
 - Analyze and evaluate relationships between and among ideas
 - Synthesize ideas from text to form new understanding
 - Explain the implications of the text or how someone might use the text
 - Connect the text to prior knowledge or experience

About the Example

Sometimes a test question asks you to make an inference about information presented in a passage. Analyze the informational text to determine how the argument might be strengthened. Arguments can sometimes be strengthened by addressing and answering opposing views.



EXAMPLE The speaker's argument would have been more convincing if he had

- recognized and refuted the opposition.
- given more than three reasons to support his opinion.
- used more slang and informal language.
- not included expert opinions.


A. Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.

What It Means to You

5. In tenth grade, you will be expected to analyze and evaluate purposeful use of language (Units 3, 7, 8)
- a. Analyze and evaluate specific word choice and its contribution to meaning and style
 - b. Analyze and evaluate specific language choices to determine tone
 - c. Analyze and evaluate the appropriateness of tone or shift in tone
 - d. Analyze repetition and variation of specific words and phrases and evaluate its contribution to meaning

About the Example

Some questions ask you to determine the author's attitude toward the subject. To answer this question, look back at the passage. Is the passage serious or humorous? What is the author trying to convey?



EXAMPLE Which group of words from the passage best reflects the writer's tone?


- F frenzy, wild, chaotic
- G play, freedom, surge
- H critical, necessary, dangerous
- J grievous, remorse, mournful

What It Means to You

6. In tenth grade, you will be expected to read critically to evaluate informational texts (Units 1, 4, 10)
- a. Analyze and evaluate the extent to which the text or texts fulfill the reading purpose
 - b. Analyze and evaluate the extent to which the structure and features of the text clarify the purpose and the information
 - c. Analyze and evaluate the text and its information for reliability
 - d. Analyze and evaluate the author's argument or position for clarity and/or bias
 - e. Analyze the effect additional information might have on the reader's acceptance of the author's argument or viewpoint
 - f. Analyze and evaluate the effectiveness of persuasive techniques to sway the reader to a particular point of view
 - g. Analyze and evaluate the effect of elements of style on meaning

About the Example

Sometimes a test question includes a negative word. Critically read the informational text to determine the persuasive techniques used to convey the message's intended effect. Mass media often use words and images that appeal to the audience to sell a product.



EXAMPLE Which of the following details from this advertisement does NOT support the assertion that using the brand name's tires saves lives?

- A the results of crash tests
- B the statistics quoted in a consumer reports magazine
- C the ratings from the safety bureau
- D the young and handsome driver

3.0 COMPREHENSION OF LITERARY TEXT

A. Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

What It Means to You

1. In tenth grade, you will be expected to refine and extend comprehension skills by reading, analyzing, and interpreting a variety of self-selected and assigned literary texts (Units 3, 7, 10)
 - a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, time periods, and literary eras
 - b. Listen to critically, read, and discuss a variety of literary forms and genres

About the Example

This is an example of a BCR question that you might encounter on the MSA. Read the question carefully before you begin writing. Think about reasons and supporting details you can give to answer the question.



EXAMPLE Elie Wiesel has devoted his life to speaking out against injustices. What do you think prevents people from speaking out against injustices? Use examples from real life to support your answer.

What It Means to You

2. In tenth grade, you will be expected to analyze and evaluate the relationship between text features to extend understanding of literary texts (Units 2, 6, 8)
 - a. Analyze and evaluate the relationship between text features and meaning

About the Example

Never underestimate an author's choice of a title, particular words or the repetition of certain images. Usually at least one test question will require you to analyze certain features of a passage and evaluate the meaning of them.



EXAMPLE The poems's title, "Columbus Dying," allows the reader to predict that the poem will—

- A be lighthearted.
- B focus on the discovery of America.
- C have a solemn tone.
- D rhyme.

A. Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

What It Means to You

3. In tenth grade, you will be expected to analyze and evaluate elements of narrative texts to facilitate understanding and interpretation (**Units 3, 5, 7**)
- a. Use structural features to distinguish among types of narrative texts
 - b. Analyze and evaluate the relationship between the conflict and the events of the plot
 - c. Analyze and evaluate details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text
 - d. Analyze and evaluate the characterization
 - e. Analyze and evaluate relationships between and among characters and events
 - f. Analyze and evaluate the relationship between characters' actions and the plot and its resolution
 - g. Analyze and evaluate conflicts that motivate characters and those that advance the plot
 - h. Analyze and evaluate the author's approach to issues of time
 - i. Analyze and evaluate the point of view and its effect on meaning
 - j. Analyze and evaluate the interactions among narrative elements and their contribution to meaning

About the Example

Some test questions ask you to make an inference about a character. This is an example of such a question. To find the correct answer, reread the passage. Look for clues that explain or hint at why characters act as they do. Analyze what they say and do, how they react to situations, and what other characters say about them.



EXAMPLE The passage suggests that when the speaker was a young boy, he

- F** never appreciated his father.
- G** never told his father that he was proud of him.
- H** believed that his father was a hero.
- J** did not talk to his father during the winter.

A. Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

What It Means to You

4. In tenth grade, you will be expected to analyze and evaluate elements of poetry to facilitate understanding and interpretation (Units 3, 8, 9)
- Use structural features to distinguish among types of poetry
 - Analyze language and structural features of poetry and evaluate their contribution to meaning
 - Analyze sound elements of poetry and evaluate their contribution to meaning
 - Analyze and evaluate the relationship among sound, structure, and meaning in poetry
5. In tenth grade, you will be expected to analyze and evaluate elements of drama to facilitate understanding and interpretation (Units 7, 8)
- Use structural features to distinguish among types of dramas
 - Analyze and evaluate structural features of drama and their contributions to meaning
 - Analyze and evaluate how dialogue and stage directions work together to create characters and plot



EXAMPLE A speech given by a character in a play when he or she is alone on the stage is a

- soliloquy.
- monologue.
- lyric.
- couplet.

What It Means to You

6. In tenth grade, you will be expected to analyze important ideas and messages in literary texts (Units 1, 2, 4)
- Analyze the main central ideas and universal themes
 - Analyze and evaluate similar themes across multiple texts
 - Summarize or paraphrase the text
 - Reflect on and explain personal connections to the text
 - Explain the implications of the text for the reader and/or society

About the Example

This is an example of a BCR question that you may encounter on the MSA. To write a response, think about the meaning of friendship and how it relates to people everywhere. Think about what the myth seems to say about the nature of people and the need for friendship.



EXAMPLE A universal theme is relevant to many people of almost any time and place. What makes the theme of friendship in the myth “Damon and Pythias” and “Two Friends” a universal theme?

A. Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

What It Means to You

7. In tenth grade, you will be expected to analyze and evaluate the author's purposeful use of language (Units 1, 5, 9)
- a. Analyze and evaluate specific language choices and their contributions to meaning and/or style
 - b. Analyze and evaluate language choices that create tone
 - c. Analyze and evaluate the appropriateness of a tone or shift in tone
 - d. Analyze and evaluate figurative language and its contribution to meaning and/or style
 - e. Analyze imagery and evaluate its contribution to meaning and/or style
 - f. Analyze elements of style and evaluate their contribution to meaning

About the Example

Some questions test your knowledge of literary terms, as this question does. A simile is a comparison between two unlike ideas. These comparisons create vivid images that bring characters to life.



EXAMPLE The comparison of Mrs. Prothero to a town crier is an example of

- F alliteration.
- G assonance.
- H repetition.
- J simile.

What It Means to You

8. In tenth grade, you will be expected to read critically to evaluate literary texts (Units 4, 6, 10)
- a. Analyze and evaluate the plausibility of the plot and the credibility of the characters
 - b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions
 - c. Analyze and evaluate the relationship between literary text and its historical, social, and political contexts

About the Example

Before you answer this type of test question, refer back to the passage to find specific details. Look for evidence that supports each option to find the correct answer.



EXAMPLE According to the poem, what were some of the prevailing myths during Columbus's time?

- A Earth was flat.
- B The sea contained dragons.
- C A sailing ship might tumble off the edge of Earth.
- D All of the above.