

SAMPLE PAGES
FOR
CHALLENGE THE HSAP
ENGLISH LANGUAGE ARTS

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FROM CHAPTER 1, SECTION A

Using Strategies to Improve Reading Comprehension

Standards R1.1, R1.2, R1.3, R1.8

HSAP Practice for Section A



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USING STRATEGIES TO IMPROVE READING COMPREHENSION

These workbook pages are designed to help you practice skills in reading. Your teacher will maximize your learning by expanding upon these activities during class. Practicing these skills will help you demonstrate these curriculum standards for reading.

To improve your reading comprehension, **think while you read**. Six specific strategies can help you develop this skill. While you read, you can **make connections, question, predict, clarify, evaluate, or summarize**. You may use these strategies for fictional novels, biographies and autobiographies, poetry, newspapers, instructional manuals, magazines, or textbooks in your classes at school.

Reading 1.1	Read independently to derive pleasure and to gain information.
Reading 1.2	Make connections between text read independently and prior knowledge, other texts, and the world.
Reading 1.3	Apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.
Reading 1.8	Draw conclusions and make inferences.

SIX STRATEGIES FOR READING COMPREHENSION

- 1: Connect
- 2: Question
- 3: Predict
- 4: Clarify
- 5: Evaluate
- 6: Summarize

STRATEGY 6: SUMMARIZE

When you SUMMARIZE, put into your own words what you have read. You may find that summarizing is easier if you have already used the other five reading strategies while you read.

Too often, readers simply copy lines from the reading passage because they have not developed the skill of summarizing. Answering the six “W” questions may help you organize your thoughts and summarize texts after you read them. The six “W” questions are WHO, WHAT, WHEN, WHERE, HOW, and WHY.

- ▶ **TRY IT!** *While you read the passage below, pause regularly to answer the six “W” questions. At the end, use your notes to restate in your own words, or summarize, the passage. Use the lines provided to write your summary.*

Ex-racing Dogs Get New Jobs as Pets

Greyhound dogs are trained to run races at speeds as much as 45 MPH—the speed limit for cars on many city roads! After a few years of adulthood, the racing industry no longer uses these dogs. These former racing dogs are often euthanized or sent to medical labs for experiments. Because of this, the Greyhound Protection League was founded. Since then, groups have formed in states throughout the country to find homes for these ex-racing dogs. South Carolina has its own organization, Carolina Greyhound Connection, Inc. in Spartanburg.

Pet lovers who adopt these greyhounds must teach them how to walk up steps and stay on the sidewalk after living a life on the racetrack. Events are planned around the state to raise awareness and to help pet owners with veterinarian bills. One such event is Greyhound Planet Day in Anderson, South Carolina. Greyhounds are unique pets. They are odorless because they have no sweat glands. They are known for being very social and gentle. Thin-skinned, they are also prone to sunburn and enjoy cooling off in a lake or river.

My Notes

Title of Book / Story / Article _____

Summarizing Questions	My Response
Who	
What	
When	
Where	
Why	
How	

My Summary

As you begin to understand the difference between the six strategies, you may find yourself using 2 or 3 strategies while you read. An example of this is shown below. Remember that you may use these reading strategies for anything that you read at school or on your own. You may also find that certain strategies work well for different types of texts.

What I read	Strategy	My Response
article in Reader’s Digest, “Shark Attacks Increase In Florida”	connect summarize predict	I saw this on TV yesterday! I heard that the shark thought his foot was food! I bet that people will stop taking vacations to the beach now.

APPLY THE READING STRATEGIES

Read the passage below. Use the graphic organizer on the next page to try all of the six strategies as you read. You may decide to copy the graphic organizer on your own paper or create it on your computer. Your teacher may also provide a graphic organizer similar to it for additional practice in your class.

Trailblazing Tennis Star

Althea Gibson was a South Carolina native who was a pioneer in sports for both women and African Americans when she made her mark in the 1950’s. During this time in America, many people spoke out about Civil Rights for African Americans. She contributed to the Civil Rights movement with her tennis racket. Her image is featured on the African-American History Monument on the State House grounds in Columbia. Her biography is titled *Born to Win: The Althea Gibson Story*.

Althea Gibson was born in the town of Silver in Clarendon County, SC in 1927. The eldest of five children, she described herself as a “born athlete.” She picked up tennis while she grew up in New York, slapping rubber balls off a brick wall. Althea soon met Fred Johnson, her one-armed tennis coach who

taught her how to play. She won her first tournament at 15, becoming the New York State black girls' singles tennis champion. Boxer Sugar Ray Robinson helped pay for her travels.

She spent her high school years in Wilmington, N.C., where Dr. R.W. Johnson took her into his family's home and let her play on his grass court. Dr. E.A. Eaton coached her there, and Althea later credited him with helping her cultivate the grace and dignity she needed on and off the court. Althea stated that during this tumultuous time in America for minorities, "No one would say anything to me because of the way I carried myself. Tennis was a game for ladies and gentlemen, and I conducted myself in that manner."

Althea attended Florida A&M on a tennis and basketball scholarship, and then began her ascent in the American Tennis Association, founded in 1916 for black players.

Althea Gibson was the first black to complete in the U.S. championships in 1950, and at Wimbledon in 1951. However, it wasn't until several years later that she began to win major tournaments, including the Wimbledon and U.S. championships in 1957 and 1958, the French Open, and three doubles titles at Wimbledon from 1956-58. Overall, Althea won 11 Grand Slam titles (five singles, six doubles).

Althea reflected on her accomplishments as she presented her Wimbledon trophies to the Smithsonian Institution's National Museum of American History in 1988. She marveled, "Who could have thought a Negro woman raised in Harlem, who went on to become a tennis player . . . and finally wind up being a world champion, in fact, the first black woman champion of this world?"

Althea Gibson was named the AP's Female Athlete of the Year in 1957 and 1958. Following her 1957 victory, she was given a ticker-tape parade in New York City and an official welcome at City Hall.

Arthur Ashe later became the first black man to win the U.S. Open and Wimbledon. More than 30 years passed before another black woman, Zina Garrison, reached the final at Wimbledon in 1990. Venus Williams won the tournament 10 years later and again in 2001, and her sister Serena captured her first U.S. Open title in 1999.

Althea retired from the game soon after her 1958 Wimbledon and U.S. titles because there was no prize money and few lucrative endorsements. It wasn't until 1968, the start of the Open era, that the major tournaments played pro players. The U.S. Open now offers \$1 million to the singles champions. Althea's longtime friend and former New York mayor David Dinkins said, "If she had been a half-step later in her tennis career, she would have been a multimillionaire."

SECTION A HSAP PRACTICE

Directions: Read each passage and answer the questions that follow. These questions address the curriculum standards for reading covered in Section A of this chapter. The questions include the estimated point values in brackets and appear in multiple choice format as well as constructed-response format similar to the HSAP Exit Exam.

Reading 1.1 Read independently to derive pleasure and to gain information.

Reading 1.2 Make connections between text read independently and prior knowledge, other texts, and the world.

Reading 1.3 Apply integrated strategies to evaluate selections from a variety of literary genres and real-world texts.

Reading 1.8 Draw conclusions and make inferences

High-tech Trash Tactics

At first glance, it looks like a 1980s-era video game. Tiny trucks slowly move across a map of city streets on a computer screen. Actually, the computer screen shows a new global positioning system (GPS) that helps the city of Charleston keep track of garbage trucks. The new system helps Charleston pick up garbage more quickly and efficiently, saving the city money in overtime and other costs. It cost about \$9,000 to install the system, including GPS devices in 18 trucks, and the city also pays a monthly fee of \$450. Charleston is the first city in the Lowcountry to use the system.

The GPS works by allowing supervisors to keep track of the city's garbage trucks. If one falls behind, perhaps from a heavy flow of garbage, backed-up traffic or mechanical failure, then he can radio other drivers to tell them to help out on that route. He can also direct traffic, in a sense, by advising drivers when to head to the dump. If several arrive at the same time, they can end up waiting and falling behind on their routes. The same adjustments were possible before, but the GPS system has made the process more immediate. The screen shows each individual house where garbage is picked up, how long workers take for breaks, and even the speed of the truck. The green dots, each representing a household where the garbage has been collected, slowly spread across the screen.

Charleston's public service department said that the GPS system, in conjunction with other improvements such as new trucks, has paid off. Since the system was installed a few months ago, the on-time percentage has gone from about 80 percent up to the 90s. The GPS technology has reduced overtime by about 20 percent, although the exact benefit has not been calculated yet. The system ultimately will pay for itself.

GPS technology, which works by using satellites to pinpoint exact locations on earth, increasingly is being used for navigation, mapping and other functions. Uses range from treasure hunt-type games to electronic monitoring in criminal cases to commercial trucking.

1. What is the most accurate conclusion that can be supported with facts from the passage? [1]
 - a. Supervisors in the public service department are suspicious of the daily routines and activities of city workers while on the job.
 - b. Technology in today's world is causing even the simplest jobs to become more complicated.
 - c. The citizens of Charleston are concerned about the city's debt and how their tax dollars are spent.
 - d. Although expensive to tax payers, improvements in technology could mean efficiency and better service for the public.

Girls Surge Ahead of Boys in Education

A recent study conducted in 42 countries examined the academic performance and attitudes of male and female students in high schools and colleges. Overall, the study concluded that females perform better than males in school and are more ambitious about their future.

The results of this recent study prove startling facts about female students. In tests of fourth-graders and 15 year olds, girls were better readers than boys in every industrial country. Industrialized countries include most of Europe, Asia and southern South America, as well as the United States, Canada, and Mexico. Three out of five members of National Honor Societies in high schools are girls. Girls outnumber boys 124 to 100 in advanced placement (AP) courses in high school. As recently as 1987, boys outnumbered girls in those demanding classes. Girls also tend to get better grades. A survey of high school seniors in the United States who took the SAT in 2000 found 44 percent of the girls reported "A" averages. Among the boys, 35 percent did. A count of valedictorians in the Philadelphia area last spring turned up 106 females and 4 males.

Motivated high school girls move on to be career-minded college students. High school girls are better readers and have higher expectations of someday holding good jobs. Except in Switzerland, Japan and Turkey, women now earn more university degrees than men do. In all 42 countries but Austria and Iceland, girls have higher occupational expectations than boys. Female college graduates now outnumber male college graduates. Fifteen years ago a common stereotype stated that girls didn't stay in school and didn't go on to college. A decade ago fewer than half of college graduates were females.

Several factors can explain the results of this study. Surveys show that three out of four high school senior girls say they spend an hour or more on homework daily. About half of boys say they do. Also, boys report watching more television than girls and spend more time on video games. Some teachers who were asked think that boys don't want to look too smart and don't want to look like they're pleasing the teacher. Other teachers theorized that girls can negotiate the fine line between what peers want of them and excelling at school. Boys have a harder time balancing being socially accepted and academically focused.

A lot has to do with the way women are raised and socialized. If they get message from families and teachers that they can do well in academic subjects and careers that are stereotypical for men, they will do well.

1. Which statement is NOT an accurate conclusion that can be supported with facts from the passage? [1]
 - a. Social factors affect the academic success of boys more today than ten or fifteen years ago.
 - b. Females today receive more support and encouragement for their academic success and careers than they did ten or fifteen years ago.
 - c. Unindustrialized countries do not provide a quality education to females when compared to countries with industry.
 - d. Females now pursue and excel in school subjects and careers that were once stereotyped for males.

Reading Skills

2. What is the most accurate prediction that can be supported with facts from the passage? [1]
 - a. In the future females will be more active in politics and hold more leadership positions in society.
 - b. Males will become more successful in school and their careers as they grow tired of competing with females.
 - c. Due to increasing academic success and opportunities in the workplace, more females will choose careers over families.
 - d. Because males are so competitive, another research study 10 years from now will show results opposite of this study.

3. Consider all of the remarkable facts presented in this reading passage about females and males. In your school or home environment, do you see evidence similar to the results of this research study? [3]

As you write, be sure to

- support your answer with details from the passage.
- use your own ideas.
- check your writing for correct capitalization, spelling, punctuation, and correct citation.
- write complete sentences.
- write neatly and clearly.
- use only the space provided.