Directions: In this test, you will read one passage. Then you will answer questions about what you have read. This test contains both multiple-choice questions and an extended response question. Answer these questions in the space provided in your answer document.

Read the following excerpt from Mark Twain’s novel Tom Sawyer. Then, answer the multiple-choice questions 1-12 and the Reading Response question.

Excerpt from Tom Sawyer
by Mark Twain

1. MONDAY morning found Tom Sawyer miserable. Monday morning always found him so -- because it began another week's slow suffering in school. He generally began that day with wishing he had had no intervening holiday, it made the going into captivity and fetters again so much more odious.

2. Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. Here was a vague possibility. He canvassed his system. No ailment was found, and he investigated again. This time he thought he could detect colicky symptoms, and he began to encourage them with considerable hope. But they soon grew feeble, and presently died wholly away. He reflected further. Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a "starter," as he called it, when it occurred to him that if he came into court with that argument, his aunt would pull it out, and that would hurt. So he thought he would hold the tooth in reserve for the present, and seek further. Nothing offered for some little time, and then he remembered hearing the doctor tell about a certain thing that laid up a patient for two or three weeks and threatened to make him lose a finger. So the boy eagerly drew his sore toe from under the sheet and held it up for inspection. But now he did not know the necessary symptoms. However, it seemed well worth while to chance it, so he fell to groaning with considerable spirit.

3. But Sid slept on unconscious.

4. Tom groaned louder, and fancied that he began to feel pain in the toe.

5. No result from Sid.

6. Tom was panting with his exertions by this time. He took a rest and then swelled himself up and fetched a succession of admirable groans.

7. Sid snored on.

8. Tom was aggravated. He said, "Sid, Sid!" and shook him. This course worked well, and Tom began to groan again. Sid yawned, stretched, then brought himself up on his elbow with a snort, and began to
stare at Tom. Tom went on groaning. Sid said:

9. "Tom! Say, Tom!" [No response.] "Here, Tom! TOM! What is the matter, Tom?" And he shook him and looked in his face anxiously.

10. Tom moaned out:

11. "Oh, don't, Sid. Don't joggle me."


13. "No -- never mind. It'll be over by and by, maybe. Don't call anybody."
14. "But I must! DON'T groan so, Tom, it's awful. How long you been this way?"

15. "Hours. Ouch! Oh, don't stir so, Sid, you'll kill me."

16. "Tom, why didn't you wake me sooner? Oh, Tom, DON'T! It makes my flesh crawl to hear you. Tom, what is the matter?"

17. "I forgive you everything, Sid. [Groan.] Everything you've ever done to me. When I'm gone --"

18. "Oh, Tom, you ain't dying, are you? Don't, Tom -- oh, don't. Maybe --"

19. "I forgive everybody, Sid. [Groan.] Tell 'em so, Sid. And Sid, you give my window-sash and my cat with one eye to that new girl that's come to town, and tell her --"

20. But Sid had snatched his clothes and gone. Tom was suffering in reality, now, so handsomely was his imagination working, and so his groans had gathered quite a genuine tone.

21. Sid flew down-stairs and said:

22. "Oh, Aunt Polly, come! Tom's dying!"

23. "Dying!"

24. "Yes'm. Don't wait -- come quick!"

25. "Rubbage! I don't believe it!"

26. But she fled up-stairs, nevertheless, with Sid and Mary at her heels. And her face grew white, too, and her lip trembled. When she reached the bedside she gasped out:

27. "You, Tom! Tom, what's the matter with you?"

28. "Oh, auntie, I'm --"
29. "What's the matter with you -- what is the matter with you, child?"

30. "Oh, auntie, my sore toe's mortified!"

31. The old lady sank down into a chair and laughed a little, then cried a little, then did both together. This restored her and she said:

32. "Tom, what a turn you did give me. Now you shut up that nonsense and climb out of this."

33. The groans ceased and the pain vanished from the toe. The boy felt a little foolish, and he said:
34. "Aunt Polly, it SEEMED mortified, and it hurt so I never minded my tooth at all."

35. "Your tooth, indeed! What's the matter with your tooth?"

36. "One of them's loose, and it aches perfectly awful."

37. "There, there, now, don't begin that groaning again. Open your mouth. Well -- your tooth IS loose, but you're not going to die about that. Mary, get me a silk thread, and a chunk of fire out of the kitchen."

38. Tom said:

39. "Oh, please, auntie, don't pull it out. It don't hurt any more. I wish I may never stir if it does. Please don't, auntie. I don't want to stay home from school."

40. "Oh, you don't, don't you? So all this row was because you thought you'd get to stay home from school and go a-fishing? Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your outrageousness." By this time the dental instruments were ready. The old lady made one end of the silk thread fast to Tom's tooth with a loop and tied the other to the bedpost. Then she seized the chunk of fire and suddenly thrust it almost into the boy's face. The tooth hung dangling by the bedpost, now.

1. From context clues, the word canvassed in paragraph 2 most likely means
   A. viewed.
   B. browsed.
   C. noticed.
   D. analyzed.

2. From reading this passage, the reader can most likely assume that Twain believes
   A. all conflicts can be easily resolved.
   B. children must be taught to follow rules.
   C. rest is more important than responsibility.
   D. pleasing others is the greatest motivator.
3. Aunt Polly thrusts a “chunk of fire” into Tom’s face in order to
   A. warm him.
   B. punish him.
   C. heal him.
   D. scare him.

4. Twain creates this passage’s quick pace by
   A. using primarily dialogue.
   B. using several narrative paragraphs.
   C. using characters who speak in dialect.
   D. using a great deal of description.

5. In paragraph 2 why does Twain compare Tom’s attempts to stay home from school to going to court?
   A. to create humor through the use of metaphor
   B. to create a serious tone through imagery
   C. to slow down the pace of this paragraph
   D. to show that Sid will be on Tom’s side

6. A desire to stay home from school **causes** Tom to pretend to be ill. What is the **effect** of his pretending to be sick?
   A. Tom fools Aunt Polly.
   B. Tom learns a lesson.
   C. Tom loses Aunt Polly’s trust.
   D. Tom gets what he wants.

7. Mortify is a word whose Latin root is *morti*, meaning “death.” From this, it can be inferred that, Tom’s mortified toe (paragraph 30) is **most likely**
   A. infected.
   B. dead.
   C. sore.
   D. bleeding.

8. Which of the following is the best reason that this passage is still read and discussed even though it was written over 100 years ago?
   A. Twain uses both humor and irony.
   B. Twain uses many short paragraphs.
   C. Twain describes an experience readers can still relate to.
   D. Twain creates a setting that readers identify with.

9. At the beginning of this passage, Tom fears Aunt Polly may pull his tooth, and by the end of the passage, she does. This is an example of
   A. symbolism.
   B. indirect characterization.
   C. extended metaphor.
   D. foreshadowing.
10. The information in this entire passage supports the idea that Tom Sawyer is
   A. naughty.
   B. sick.
   C. sassy.
   D. upset.

11. Which of the following is the best summary statement for this passage?
   A. Tom awakens Sid through a series of horrible groans.
   B. Tom pretends to be ill in order to stay home from school.
   C. Tom pretends his toe is injured to try to fool Aunt Polly.
   D. Tom remembers illnesses and their symptoms.

12. Which of the following is NOT an effect of Twain’s use of dialect?
   A. It enhances the mood of the passage.
   B. It portrays characters realistically.
   C. It reinforces the historical setting.
   D. It slows down the pace.
One way for an author to develop a character is through that character’s actions. Use two examples from the passage to show what Tom’s actions reveal about him.
One way an author can develop a character is through that character’s actions. Use two examples from the passage to show what Tom’s actions reveal about his character.

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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Student clearly explains what Tom Sawyer’s actions reveal about his character. Two relevant and specific examples are provided as support. Student response is well developed and demonstrates a thorough understanding of the item and the passage.</td>
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<td>3</td>
<td>Student adequately explains what Tom Sawyer’s actions reveal about his character. Two relevant examples are provided as support. Student response is adequately developed and demonstrates a general understanding of the item and the passage.</td>
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<td>2</td>
<td>Student gives a limited explanation of what Tom Sawyer’s actions reveal about his character. Examples from the passage may be partially correct or missing (at least one example is relevant, however). References to the text may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item/passage.</td>
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<td>1</td>
<td>Response addresses only some part of the prompt. Understanding is minimal.</td>
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<td>0</td>
<td>No response/response is completely incorrect or irrelevant.</td>
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| 01a. Extend basic and technical vocabulary using a variety of strategies, including use of context clues | 1. From context clues, the word *canvassed* in paragraph 2 most likely means  
A. viewed.  
B. browsed.  
C. noticed.  
D. *analyzed*.  | L                |
| 13. Identify and explain the impact of an author’s life on themes and issues of a single text or multiple texts by the same author | 2. From reading this passage, the reader can most likely assume that Twain believes  
A. all conflicts can be easily resolved.  
B. *children must be taught to follow rules*.  
C. rest is more important than responsibility.  
D. pleasing others is a greatest motivator. | M                |
| 04b. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including short stories/novels | 3. Aunt Polly thrusts a “chunk of fire” into Tom’s face in order to  
A. warm him.  
B. punish him.  
C. heal him.  
D. *scare him*.  | M                |
| 02b. Identify and explain story elements, including the author’s pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader | 4. Twain creates this passage’s quick pace by  
A. using primarily dialogue.  
B. using several narrative paragraphs.  
C. using characters who speak in dialect.  
D. using a great deal of description.  | M                |
| 03g. Identify and explain the significance of literary devices, including implied metaphors  
04b. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including short stories/novels | 5. In paragraph 2 why does Twain compare Tom’s attempts to stay home from school to going to court?  
A. to create humor through the use of metaphor  
B. to create a serious tone through imagery  
C. to slow down the pace of this paragraph  
D. to show that Sid will be on Tom’s side  | H                |
| 14a. Analyze information within and across grade-appropriate texts using various reasoning skills, including identifying cause-effect relationships | 6. A desire to stay home from school *(causes)* Tom to pretend to be ill. What is the *effect* of his pretending to be sick?  
A. Tom fools Aunt Polly.  
B. Tom learns a lesson.  
C. Tom loses Aunt Polly’s trust.  
D. Tom gets what he wants.  | M                |
| 01b. Extend basic and technical vocabulary using a variety of strategies, including use of knowledge of Greek and Latin roots and affixes | 7. Mortify is a word whose Latin root is *morti*, meaning “death.” From this, it can be inferred that, Tom’s mortified toe (paragraph 30) is most likely  
A. infected.  
B. dead.  
C. sore.  
D. bleeding.  | M                |
### Questions and Answers

#### 10b. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example, a legend chronicles the life of a cultural hero.

8. Which of the following is the best reason that this passage is still read and discussed even though it was written over 100 years ago?
   - A. Twain uses both humor and irony.
   - B. Twain uses many short paragraphs.
   - C. Twain describes an experience readers can still relate to.
   - D. Twain creates a setting that readers identify with.

#### 03f. Identify and explain the significance of literary devices, including sarcasm/irony.

9. At the beginning of this passage, Tom fears Aunt Polly may pull his tooth, and by the end of the passage, she does. This is an example of
   - A. symbolism.
   - B. indirect characterization.
   - C. extended metaphor.
   - D. foreshadowing.

#### 04b. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including short stories/novels.

10. The information in this entire passage supports the idea that Tom Sawyer is
   - A. naughty.
   - B. sick.
   - C. sassy.
   - D. upset.

#### 02a. Identify and explain story elements, including the author’s use of direct and indirect characterization.

11. Which of the following is the best summary statement for this passage?
   - A. Tom awakens Sid through a series of horrible groans.
   - B. Tom pretends to be ill in order to stay home from school.
   - C. Tom pretends his toe is injured to try to fool Aunt Polly.
   - D. Tom remembers illnesses and their symptoms.

#### 11a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information and story elements.

12. Which of the following is NOT an effect of Twain’s use of dialect?
   - A. It enhances the mood of the passage.
   - B. It portrays characters realistically.
   - C. It reinforces the historical setting.
   - D. It slows down the pace.