

COMMON CORE FOCUS

RL 1 Cite the evidence that supports inferences drawn from the text. **RL 2** Determine a theme of a text and analyze its relationship to the characters, setting, and plot. **RL 4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. **L 1** Demonstrate command of the conventions of standard English grammar. **L 1a** Explain the function of participles. **L 2** Demonstrate command of the conventions of capitalization. **L 4b–c** Use Latin affixes as clues to the meaning of a word; consult reference materials (e.g. thesauruses) to clarify a word’s meaning.

CHECK READINESS

Read aloud the paragraph under **ASSESS** and stress to students that this is not the full Unit Test, but a way for them to check their readiness for it. Then have students examine the unit standards and the skills listed below and look back in the unit or in the **Student Resource Bank** for any skills they need to review.

READ THE TEXTS

Remind students to keep unit goals in mind as they read the passage, paying particular attention to these literary and reading skills:

- theme
- symbols
- draw conclusions

To help students focus on **theme** while reading, encourage them to ask questions such as

- What objects appear repeatedly in the story? How do the characters relate to the objects?
- What is the conflict and how is it resolved? What lessons do the characters learn?

ANSWER THE QUESTIONS

Direct students to pages R95–R101 of the Test-Taking Handbook to review strategies.

- Remind students to read all the answer choices, eliminate any that are clearly wrong, and then choose the *best* answer—the one that is most accurate and complete.
- Explain the importance of referring back to the selection and using key words or terms to locate information that will help them answer the questions.

COMMON CORE

ASSESS

Taking this practice test will help you assess your knowledge of these skills and determine your readiness for the Unit Test.

REVIEW

After you take the practice test, your teacher can help you identify any standards you need to review.

COMMON CORE

RL 1 Cite the evidence that supports inferences drawn from the text. **RL 2** Determine a theme of a text and analyze its relationship to the characters, setting, and plot. **RL 4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. **L 1** Demonstrate command of the conventions of standard English grammar. **L 1a** Explain the function of participles. **L 2** Demonstrate command of the conventions of capitalization. **L 4b–c** Use Latin affixes as clues to the meaning of a word; Consult reference materials (e.g. thesauruses) to clarify a word’s meaning.



Assessment Practice

DIRECTIONS Read the selection and answer the questions that follow.

A Blind Man Catches a Bird

by Alexander McCall Smith

- 1 A young man married a woman whose brother was blind. The young man was eager to get to know his new brother-in-law and so asked him if he would like to go hunting with him.
- 2 “I cannot see,” the blind man said. “But you can help me see when we are out hunting together. We can go.”
- 3 The young man led the blind man off into the bush. At first they followed a path that he knew and it was easy for the blind man to tag on behind the other. After a while, though, they went off into thicker bush, where the trees grew closely together and there were many places for animals to hide. The blind man now held on to the arm of his sighted brother-in-law and told him many things about the sounds that they heard around them. Because he had no sight, he had a great ability to interpret the noises made by animals in the bush.
- 4 “There are warthogs around,” he would say, “I can hear their noises over there.”
- 5 Or: “That bird is preparing to fly. Listen to the sound of its wings unfolding.”
- 6 To the brother-in-law, these sounds were meaningless, and he was most impressed at the blind man’s ability to understand the bush although it must have been for him one great darkness.
- 7 They walked on for several hours, until they reached a place where they could set their traps. The blind man followed the other’s advice, and put his trap in a place where birds might come for water. The other man put his trap a short distance away, taking care to disguise it so that no bird would know that it was there. He did not bother to disguise the blind man’s trap, as it was hot and he was eager to get home to his new wife. The blind man thought that he had disguised his trap, but he did not see that he failed to do so and any bird could tell there was a trap there.
- 8 They returned to their hunting place the next day. The blind man was excited at the prospect of having caught something, and the young man had to tell him to keep quiet, or he would scare all of the animals away. Even before they reached the traps, the blind man was able to tell that they had caught something.
- 9 “I can hear birds,” he said. “There are birds in the traps.”

DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Assessment Practice: Work Backward

Prepare students for the assessment by having them read the questions *before* reading the passage. Have pairs find unfamiliar words in test directions and questions and follow these steps:

1. Write each word on an index card.
2. Look up the meaning in a dictionary and write it on the back of the card.
3. Use the cards to practice the words with your partner and to teach them to others.

- 10 When he reached his trap, the young man saw that he had caught a small bird. He took it out of the trap and put it in a pouch that he had brought with him. Then the two of them walked towards the blind man's trap.
- 11 "There is a bird in it," he said to the blind man. "You have caught a bird too."
- 12 As he spoke, he felt himself filling with jealousy. The blind man's bird was marvelously colored, as if it had flown through a rainbow and been stained by the colors. The feathers from a bird such as that would make a fine present for his new wife, but the blind man had a wife too, and she would also want the feathers.
- 13 The young man bent down and took the blind man's bird from the trap. Then quickly substituting his own bird, he passed it to the blind man and put the colored bird into his own pouch.
- 14 "Here is your bird," he said to the blind man. "You may put it in your pouch."
- 15 The blind man reached out for the bird and took it. He felt it for a moment, his fingers passing over the wings and the breast. Then, without saying anything, he put the bird into his pouch and began the trip home.
- 16 On their way home, the two men stopped to rest under a broad tree. As they sat there, they talked about many things. The young man was impressed with the wisdom of the blind man, who knew a great deal, although he could see nothing at all.
- 17 "Why do people fight with one another?" he asked the blind man. It was a question which had always troubled him and he wondered if the blind man could give him an answer.
- 18 The blind man said nothing for a few moments, but it was clear to the young man that he was thinking. Then the blind man raised his head, and it seemed to the young man as if the unseeing eyes were staring right into his soul. Quietly he gave his answer.
- 19 "Men fight because they do to each other what you have just done to me."
- 20 The words shocked the young man and made him ashamed. He tried to think of a response, but none came. Rising to his feet, he fetched his pouch, took out the brightly colored bird and gave it back to the blind man.
- 21 The blind man took the bird, felt it over with his fingers, and smiled.
- 22 "Do you have any other questions for me?" he asked.
- 23 "Yes," said the young man. "How do men become friends after they have fought?"
- 24 The blind man smiled again.
- 25 "They do what you have just done," he said. "That's how they become friends again."

GO ON 

ASSESSMENT PRACTICE 595

ITEM ANALYSIS

COMPREHENSION AND SHORT CONSTRUCTED RESPONSE	ITEMS	UNIT PAGES
Theme	1, 2, 7, 16, 15	462, 464, 475, 487, 506
Symbol	3, 5, 8, 11, 14, 15	462, 464, 469, 501
Draw Conclusions	4, 6, 9, 10, 12, 13	501

VOCABULARY	ITEMS	UNIT PAGES
Thesaurus	1, 2, 3	485
Suffixes	4, 5, 6	498

REVISING AND EDITING	ITEMS	UNIT PAGES
Participles	1, 4	507
Capitalization	2, 3, 5, 6	567

Practice Test



On thinkcentral.com students can complete an interactive version of this practice test and receive remediation for the skills they have not yet mastered.

FOR STRUGGLING READERS

Assessment Support Consider these options for completing the **Assessment Practice**:

- Have students "work backward," reviewing the questions *before* reading the passage.
- Select random questions in the Assessment, and have students demonstrate *how* and *where* to look for the answers.
- Ask students to locate unfamiliar vocabulary words in the Assessment. Elicit the words' meanings from the class.
- Have students record useful testing words and definitions for later reference.
- Read the selection or parts of it aloud to aid in student comprehension.

ANSWERS

Reading Comprehension

Model a thinking process for answering multiple-choice questions.

- C is correct.** *The blind man explains that the young man's return of the bird has restored their friendship (paragraph 25). The young man's action shows a desire to make things right. There is no evidence to support A. The young man's motive is jealousy (paragraph 12), not the need to feel smart. B and D are incorrect because neither answer conveys a lesson learned by the characters about life or human nature.*
- D is correct.** *One major theme involves the insight that the blind man possesses in place of physical sight. A, B, and C do not state any of the themes developed by the story's plot, symbols, and characters.*
- B is correct.** *By the end of the story, the young man has learned a life lesson. A is incorrect because the blind man does not propose the hunt; the young man does. No details in the story support the ideas in C and D.*
- A is correct.** *The last sentence in paragraph 3 develops a cause-effect relationship between lack of sight and acute hearing. Because the young man can see, he has not trained himself to listen closely. Interpreting the animals' noises is not the same as speaking their language, so B is incorrect. C is incorrect because neither man would be able to hear if the sounds were muffled. D is unsupported by details in the story.*
- B is correct.** *In paragraph 7, the young man is described as carefully disguising his trap so that it might deceive the birds. Later, he also deceives his brother-in-law. A, C, and D are contradicted by the young man's care in disguising his trap.*
- A is correct.** *Paragraph 17 indicates that the first question has always bothered the young man, suggesting that he wants to know more about people and relationships. B is incorrect because, in paragraph 7 the young man is described as being eager to return to his wife. C is incorrect because he is already impressed with the blind man's wisdom (paragraph 16). There is no evidence to suggest that he is feeling argumentative, making D incorrect.*

Reading Comprehension

Use "A Blind Man Catches a Bird" to answer questions 1–12.

- The overall theme of the story is —
 - people cheat others because it makes them feel smart
 - people should rely more on their hearing than on their sight
 - true friendship depends on respect and fairness
 - hunting is a good way to learn about animal behavior
- Which quotation conveys one of the story's themes?
 - At first they followed a path that he knew and it was easy for the blind man to tag on behind the other.* (paragraph 3)
 - The blind man followed the other's advice, and put his trap in a place where birds might come for water.* (paragraph 7)
 - When he reached his trap, the young man saw that he had caught a small bird.* (paragraph 10)
 - The young man was impressed with the wisdom of the blind man, who knew a great deal, although he could see nothing at all.* (paragraph 16)
- The hunting trip could be a symbol of the —
 - wisdom of a person who is blind
 - search for what is important in life
 - human struggle to control nature
 - difficulty of living without sight
- The sounds in the bush are meaningless to the young man because —
 - his ability to see limits his ability to hear
 - he cannot speak the language of the animals
 - a thick growth of trees muffles every sound
 - the blind man is talking in a loud voice
- The disguised trap might symbolize the young man's —
 - carelessness
 - deceitfulness
 - foolishness
 - laziness
- From the two questions he asks the blind man in paragraphs 17 and 23, you can conclude that the young man is —
 - trying to understand human nature
 - having problems with his new wife
 - testing the blind man's intelligence
 - looking for something to argue about
- Which theme is suggested by the blind man's thoughts about why people fight?
 - Dishonesty ruins people's relationships.
 - Friends must be willing to forgive.
 - People should think before they speak.
 - Compromise will solve most problems.
- Which quality might the blind man symbolize?
 - Courage
 - Jealousy
 - Strength
 - Wisdom

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- A is correct.** *The young man's action of switching the birds is dishonest and could have led to conflict between the two men. B is incorrect, although the blind man's willingness to forgive in paragraph 25 suggests this theme later in the story. C is incorrect because the young man's actions, not his words, could have led to a fight. D is irrelevant to the question of why people fight; it relates instead to solving conflicts.*
- D is correct.** *The young man is impressed with the blind man's wisdom (paragraph 16), and he learns an important life lesson*

from him. The events of the story do not especially show the blind man's strength or courage, making A and C incorrect. B applies to the young man (paragraph 12), not his brother-in-law.

- C is correct.** *He thinks that the feathers from the bird would make a fine present for his wife (paragraph 12). A is incorrect because his wife would probably be displeased if she found out that her husband did not help her brother set a good trap. B and D are unrelated to the young man pleasing his wife.*

9. You can conclude that the young man is eager to please his new wife when he —
- does not help the blind man disguise his bird trap
 - is impressed that the blind man can understand animals' sounds
 - steals the colorful bird so that she can have the feathers
 - asks his brother-in-law why people fight
10. Reread paragraphs 17 through 20. You can conclude that the young man is shocked at the response to his question because he —
- thinks the blind man doesn't know that he cheated him
 - expects the blind man to politely ignore his question
 - knows the blind man doesn't understand his question
 - believes that he has a right to take the beautiful bird
11. To the men in the story, the colorful bird symbolizes —
- bad luck
 - a valued prize
 - a happy memory
 - broken promises
12. You can conclude that the young man gives the colorful bird to the blind man because he wants to —
- avoid an argument
 - restore their friendship
 - show his generosity
 - please his new wife

SHORT CONSTRUCTED RESPONSE

Write two or three sentences to answer each question.

13. Even though he doesn't know how to set a trap, the blind man catches a beautiful bird. What conclusion can you draw from that incident?
14. What might the blindness in the story symbolize? In what ways are the two characters blind?

Write a paragraph to answer this question.

15. Explain the connection between one symbol and one theme in the story.



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10. **A is correct.** The young man is “shocked” and “ashamed” (paragraph 20), suggesting that he would not have taken the bird if he thought he might be found out. B, C, and D are unsupported by the story.
11. **B is correct.** Both men desire the colorful bird, suggesting that it represents something of value. A, C, and D do not match the context of the story.
12. **B is correct.** The young man is ashamed and wants to repair the damage he did with his action. A and D may be results of his action but not his motivation for doing it. C is incorrect because the bird rightfully belongs to the blind man.

SHORT CONSTRUCTED RESPONSE

Possible responses

13. *The blind man may lack the skills of his brother-in-law, but he is honest, symbolized by his undisguised trap. The young man was dishonest, symbolized by his own well-disguised trap. Readers may conclude that the blind man's honesty and trust in his brother-in-law was rewarded with wisdom, symbolized by the beautiful bird in his trap.*
14. *One character is physically blind but possesses insight. The other character has sight but lacks the ability to see what is right.*
15. *Students' paragraphs should*
- explain one symbol in the story, such as the hunting trip, the trap, or the bird*
 - show how the symbol helps bring out one of the themes, such as the importance of insight to living a meaningful existence, the importance of respect and honesty in human relationships, or the rewards that come from living honestly and wisely, all qualities possessed by the blind man*
 - support their connection with details from the text.*

DIFFERENTIATED INSTRUCTION**FOR ENGLISH LANGUAGE LEARNERS**

Review Literary Terms Discuss the definitions of these terms with students:

- theme:** a message about life or human nature that is communicated by a literary work, often revealed through changes in the characters or through lessons they learn
- symbol:** a person, place, object, or action that stands for something beyond itself
- conclusion:** a logical statement or guess, based on information in the text and one's prior knowledge

Use this passage to model how to identify symbols (*turkey symbolizes generosity, hug symbolizes parents' acceptance*), draw conclusions (*hug supports the conclusion that parents are proud of the narrator*), and infer theme (*it is better to give than receive*):

“I gave away our Thanksgiving turkey to Lena's family,” I confessed. My parents looked at each other. Then they hugged me and said that they hoped I liked peanut butter and jelly sandwiches with gravy. We later agreed that they weren't bad!

ANSWERS

Vocabulary

- C is correct.** The phrase from the story is “tag on behind the other.” Since the two characters are walking into the bush, the logical meaning is “follow.” A and D are incorrect because they do not fit the context of the sentence. B is incorrect because the blind man is not in pursuit of the other character.
- B is correct.** The young man placed the trap “a short distance away,” meaning a length, such as that of a few yards. A, C, and D do not make sense within the context of the sentence.
- B is correct.** As the two men return to their traps, the blind man is excited about the possibility of having caught a bird. A does not make sense within the context of the story. C is incorrect because it implies that the blind man can see that he has caught a bird. D is incorrect because it suggests an opinion about an idea, which does not fit the context.
- D is correct.** The blind man has the ability or talent to interpret the noises. A and B are incorrect because both words indicate a wish to do something rather than the ability to do it. C is incorrect because having intelligence is not related to interpreting noises.
- D is correct.** The suffix *-less* means “without.” Therefore, *meaningless* means “without meaning” or “impossible to understand.” A, B, and C do not reflect the definition of meaning or *-less*.
- C is correct.** The word *marvel* means “one who causes wonder” and *marvelous* means “to cause wonder.” The suffix *-ly* means “in a manner” or “in a way.” Thus, *marvelously* means “in a way that causes wonder.” A, B, and D are unrelated to the definition of *marvel*.

Vocabulary

Use your knowledge of context clues and the thesaurus entries to answer the following questions.

tag *verb.* call, identify, brand, label, follow, trail, chase

- Which word is a synonym for the word *tag* in paragraph 3?
 - Call
 - Chase
 - Follow
 - Identify

distance *noun.* space, coldness, separation, gap, length, remoteness

- Which word is a synonym for the word *distance* in paragraph 7?
 - Coldness
 - Length
 - Remoteness
 - Separation

prospect *noun.* customer, chance, hope, possibility, scene, view

- Which word is a synonym for the word *prospect* in paragraph 8?
 - Customer
 - Possibility
 - Scene
 - View

Use context clues and your knowledge of suffixes to answer the following questions.

- What does the word *ability* mean in paragraph 3?

“Because he had no sight, he had a great ability to interpret the noises made by animals in the bush.”

- Desire
- Feeling
- Intelligence
- Talent

- What does the word *meaningless* mean in paragraph 6?

“To the brother-in-law, these sounds were meaningless. . . .”

- Easily overlooked
- Beautifully melodic
- Not worth listening to
- Impossible to understand

- What does the word *marvelously* mean in paragraph 12?

“The blind man’s bird was marvelously colored, as if it had flown through a rainbow and been stained by the colors.”

- In a lighthearted manner
- With a reddish tint
- In a way that causes wonder
- With unattractive colors

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DIFFERENTIATED INSTRUCTION

FOR ENGLISH LANGUAGE LEARNERS

Assessment Support: Test-Taking Strategies

Model how to answer question 1 by using these steps. Then have student pairs follow the same strategy to answer questions 2 and 3.

- Return to the passage and read the sentence in which the word to be defined is found.
- Mentally identify a synonym for the word.

- Find the answer choice that is closest in meaning to that word.
- Substitute the choice back into the original sentence to see if it makes sense.

Revising and Editing

DIRECTIONS Read this passage and answer the questions that follow.

(1) South Africa's current population has a rich heritage. (2) The population descends from African, Asian, and European settlers. (3) More than 1,500 years ago, members of the Bantu language group settled the Transvaal region of South Africa. (4) The Dutch settled in 1652. (5) They were the first Europeans in South Africa. (6) Dutch was the dominant language spoken throughout the 1700s. (7) Later, English and Afrikaans became the official language of South Africa. (8) Today, the government recognizes 11 official languages. (9) The Zulu, the Xhosa, and the Sotho are just some of the African ethnic groups who speak these languages. (10) The constitution encourages respect for many of the other languages spoken in the country.

- What is the BEST way to combine sentences 1 and 2 using a participle?
 - Descending from African, Asian, and European settlers, South Africa's current population reflects this rich heritage.
 - South Africa's current population descends from African, Asian, and European settlers.
 - South Africa's current population reflects a rich heritage of Africans, Asians, and Europeans.
 - Settling, Africans, Asians, and Europeans came to South Africa.
- What change, if any, should be made in sentence 2?
 - Change *African* to *african*
 - Change *Asian* to *asian*
 - Change *european* to *European*
 - Make no change
- What change, if any, should be made in sentence 3?
 - Change *Bantu* to *bantu*
 - Change *language group* to **Language Group**
 - Change *Transvaal* to **Transvaal**
 - Make no change
- What is the BEST way to combine sentences 5 and 6 using a participle?
 - In 1652, the Dutch became the first Europeans to settle in South Africa.
 - The first Europeans in South Africa were the Dutch.
 - The Dutch were the first Europeans in South Africa, settling in 1652.
 - Firstly, the Dutch settled in South Africa in 1652.
- What change, if any, should be made in sentence 7?
 - Change *English* to **english**
 - Change *Afrikaans* to **afrikaans**
 - Change *language* to **Language**
 - Make no change
- What change, if any, should be made in sentence 9?
 - Change *Sotho* to **sotho**
 - Change *Zulu* to **zulu**
 - Change *xhosa* to **Xhosa**
 - Make no change



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ANSWERS

Revising and Editing

- A is correct.** The participle *descending* forms a phrase that provides an introduction to the main clause. D uses the participle *settling*, but the statement lacks clarity and changes the meaning of the original sentence. B and C do not use a participle.
- C is correct.** European, African and Asian describe people from those continents, so all are proper nouns that must be capitalized.
- C is correct.** Transvaal is a proper noun and the name of a region in South Africa, so it must be capitalized. Bantu, as in A, should be capitalized because it is the name of a language group. Language group should not be capitalized because it is not a proper noun.
- C is correct.** The participle *settling* provides additional information to support the main clause. A, B, and D do not use a participle.
- D is correct.** English and Afrikaans are the names of languages that must be capitalized. Language should not be capitalized because it is not a proper noun.
- C is correct.** Sotho, Zulu, and Xhosa are all proper nouns that refer to the names of ethnic groups, which must be capitalized.

FOR ENGLISH LANGUAGE LEARNERS

Assessment Support: Capitalization Review these rules:

- Capitalize languages, nationalities, and ethnicities: *English, Spanish, Portuguese, American, Colombian, Hispanic, Mandarin*
- Capitalize continents and political units: *Asia, North America, United States, Argentina*

Then have pairs correct these sentences:

We moved to this country, brazil, when I was ten. My mother is japanese, and my father is canadian.