

BRIDGEPORT PUBLIC SCHOOLS

**READING
CMT PRACTICE
PACKET**

#2

Reading



STUDENT'S NAME: _____

TEST B

Selection 1

Directions: Read these two persuasive letters to a newspaper editor. Then answer Questions 1–8.

Dress Codes

Letter A

To the Editor:

I think that having dress codes in school is a good idea. With a dress code, everybody comes to school looking neat and clean. Having a dress code helps students get along better because nobody teases others about what they are wearing. For example, at my school the boys can wear black, khaki, or navy pants with shirts tucked in. The girls can wear skirts, dresses, or pants. We are not allowed to wear hats, baggy pants, T-shirts, shorts, short skirts, or clothes that are tight-fitting. For the most part, everybody wears the same thing, and we don't have to worry about looking "cool" or trying to convince our parents to spend lots of money to buy the latest fashions.

Some people think that having a dress code is boring and that it prevents students from being able to express themselves. That's not true. Even with a dress code, I can still make choices about what I wear every day. It just doesn't take me as long to make my decision. Also, there are many ways to express yourself other than the way you dress. You can get involved with school clubs and organizations; create art, music, or writing projects; become a part of the student government; or express your ideas and opinions outside of school. Clothes aren't the only way to show your personality.

Dress codes help students feel equal, and they keep students from feeling pressured to wear trendy or expensive clothes. For these reasons, I think that having dress codes in school is a good thing.



Letter B

To the Editor:

I think that school dress codes keep students from expressing themselves. Many students use the clothes they wear to express their personality. A dress code limits not only students' clothing choices, but also their ability to tell other people about their interests, ideas, and opinions. Having a dress code is an easy way for school officials to abolish ideas they don't like.

For example, at my school several students were told that they couldn't wear shirts with certain music groups on them. The principal said that the shirts were inappropriate. The students, and even some of the parents, were angry. I think that students can dress neatly and respectfully in a way that still allows freedom of expression. Isn't a school supposed to be a place to exchange different ideas and opinions?

Many people believe that dress codes help students get along with each other better and keep students focused on their work instead of their clothes. I just don't agree. Wearing the same clothes as everybody else does not make students smarter or change their opinions about the people and things around them. And students who don't pay attention in class or who want to cause trouble will do it no matter what they are wearing.

I believe that students and parents, not the principal or the school board members, should decide what is proper dress for school. As long as students dress neatly and aren't hurting anyone, they should be allowed to wear whatever they want. Forcing students to dress alike defeats the purpose of going to school. For these reasons, I think that dress codes in school are a bad thing.



Go On →

TEST B

Selection 1

■ What is the author's purpose for writing Letter A?

- Ⓐ to persuade students not to obey dress codes
- Ⓑ to describe the kinds of clothes students wear to school
- Ⓒ to explain different opinions about school dress codes
- Ⓓ to convince people that dress codes in school are a good thing

■ According to the author of Letter A, what is one effect of having dress codes?

- Ⓕ They help all students feel equal.
- Ⓖ They help get rid of ideas that schools do not like.
- Ⓗ Students tease each other about the clothes they wear.
- Ⓙ Students become less creative.

■ Which of the following statements is a *fact*?

- Ⓐ The girls can wear skirts, dresses, or pants.
- Ⓑ School dress codes keep students from expressing themselves.
- Ⓒ Students and parents should decide what is proper dress in school.
- Ⓓ A dress code helps students feel equal.

■ Unlike the author of Letter A, the author of Letter B believes that

- Ⓕ school principals should establish student dress codes.
- Ⓖ dress codes do not prevent students from expressing themselves.
- Ⓗ students should be allowed to wear whatever they want.
- Ⓙ clothes are not the best way to express ideas and opinions.

■ How do you know that the letters in “Dress Codes” are examples of persuasive writing?

- Ⓐ They include descriptions of real people and events.
- Ⓑ They use facts and opinions to convince the reader.
- Ⓒ They tell about the important events in a person’s life.
- Ⓓ They tell about made-up things that could never happen.

■ Which detail from Letter A *best* supports the main idea?

- Ⓕ The girls can wear skirts, dresses, or pants.
- Ⓖ It just doesn’t take me as long to make my decision.
- Ⓗ Forcing students to dress alike defeats the purpose of going to school.
- Ⓙ Dress codes help students feel equal.

■ After reading Letter B, you can conclude that

- Ⓐ no one at the author’s school is in favor of dress codes.
- Ⓑ the parents of the author do not support dress codes.
- Ⓒ the principal at the author’s school does not want the students to wear inappropriate clothing.
- Ⓓ there is a lot of arguing about dress codes in the author’s school.

■ The author of Letter B writes:

“Having a dress code is an easy way for school officials to *abolish* ideas they don’t like.” *Abolish* means

- Ⓕ defend.
- Ⓖ get rid of.
- Ⓗ help.
- Ⓙ receive.

Kara's class was reading a book of stories about great women. One chapter told the story of Sojourner Truth, an African American woman who believed in freedom and equality for all.

SOJOURNER TRUTH

1. Sojourner Truth, one of the earliest fighters for African American rights, was born a slave. Although there are no records of her birth, she was probably born in 1797. We do know that she was sold away from her parents when she was only nine years old. Yet, in spite of these obscure beginnings, she was able to become a leader in the fight for rights for blacks and women, gaining both national and international renown.
2. Sojourner (who was originally named Isabella Hardenburgh after her owners, the Hardenburgh family) started her fight for freedom when she sued her master. She was one of the few slaves to successfully sue a slave owner.
3. It all started when Sojourner's master sold her 11-year-old son, Peter, to a household in Alabama. But it was illegal, under New York state law, for a slave to be sold out of state. Furthermore, New York had recently passed a law saying that slaves would go free when they reached the age of 28.
4. Sojourner wanted her son to eventually be free. She sued Hardenburgh—and won. Her son was returned to her.
5. Sojourner first became famous as an abolitionist and woman's suffragist after she gained her freedom in 1827 and went to New York City. She was an inspiring speaker, speaking with a slight Dutch accent, the result of being raised in a Dutch-American household.
6. Sojourner was one of the few freed slaves who could read and write. Although she was illiterate as a young woman, she had the young children in her household read the Bible to her, and she finally memorized it.



7. Sojourner was very religious. She took her name because it represented the ideals that she lived for—*sojourner*, which means someone who stays a while and then travels on, and *truth*, because she believed strongly that the truth was one of the most important things in life.
8. Much like Rosa Parks, who helped to spark the civil rights movement of the 1950's, Sojourner caused the trolley system in Washington, D.C., to be integrated. Rosa Parks refused to give up her seat to a white person on a bus in Alabama. The driver got a policeman and had her arrested. After a few hours in jail, she was allowed to go home. After her arrest, African American leaders decided that it was time for African Americans to fight against the unfair laws in Montgomery that forced them to sit in the rear of a bus and give up their seats to white people. They were successful in their fight. The buses were integrated.
9. Sojourner Truth's story is similar. She worked in the Freedmen's Bureau, which had been set up to help former slaves learn skills after the Civil War. One day, she and a

white woman friend were walking down the street and became tired. Sojourner had her friend hail a trolley. Even though the Washington trolleys were supposed to be integrated, they had remained segregated. A conductor grabbed Sojourner and tried to keep her from getting on, but ended up dislocating her shoulder. Sojourner took the trolley company to court and received \$125 in damages, a large amount in those days. The conductor was fired, and the next day the trolley system was completely integrated.

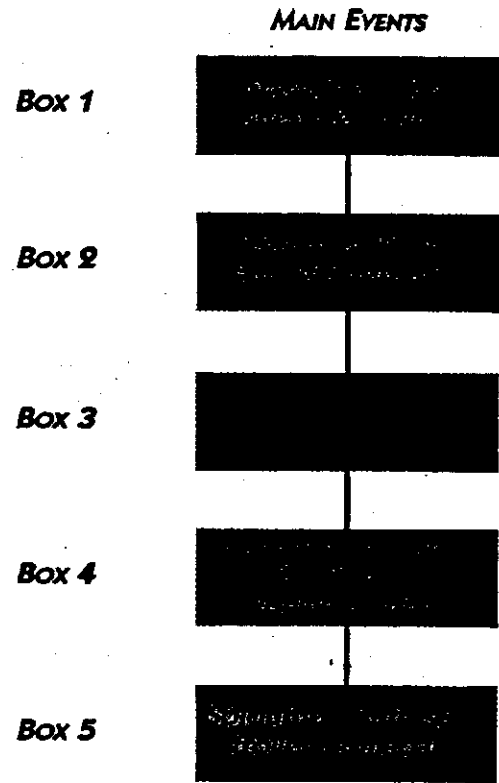
10. Just before her death in 1883, Sojourner was said to comment, "I am going home like a shooting star." Today, she is recognized as a heroine. The house where she lived as a child still stands, and the courthouse in Kingston, New York, where she won her suit against the slave owner has a plaque in her memory. Even NASA has paid respects to this remarkable woman by naming a small scientific robot, which traveled millions of miles to Mars and sent back information about that planet's atmosphere and soil, after Sojourner Truth.

- 1 When Sojourner Truth won her lawsuit against her owner, her son
- a was set free.
 - b returned from Alabama.
 - c became a fugitive.
 - d had to start his own lawsuit.

- 2 According to the article, Truth was "illiterate as a young woman." The word illiterate means
- f not interested in learning.
 - g unable to read.
 - h sick.
 - j rich and powerful.

- 3 Which one of these is an opinion from the passage?
- a Sojourner Truth was originally named Isabella Hardenburgh.
 - b Sojourner Truth worked in the Freedmen's Bureau.
 - c Sojourner Truth was born into slavery.
 - d Sojourner Truth was an inspiring speaker.

Use the organizer below to help you answer question 4.



- 4 Which one of these events belongs in Box 3?
- f Sojourner Truth won her suit against her owner.
 - g Sojourner Truth worked at the Freedmen's Bureau.
 - h Sojourner Truth's son was sold.
 - j A conductor dislocated Sojourner Truth's shoulder.

- 5 As a speaker, Sojourner Truth could BEST be described as
- a influential.
 - b boring.
 - c fast.
 - d poor.
- 6 You can tell from the story that Truth spoke with a Dutch accent because
- f she grew up with Dutch-Americans.
 - g she thought it sounded elegant.
 - h ex-slaves in the North had that accent.
 - j she lived in Europe for a while.
- 7 Write a BRIEF paragraph comparing Sojourner Truth and Rosa Parks.
- 8 Explain briefly what the name "Sojourner Truth" means and why Isabella Hardenburgh took that name.
- 9 If you were to give a talk about Sojourner Truth, which two ideas would you include in your speech?
- 10 Write a BRIEF summary of how the trolley system in Washington, D.C. became integrated.



Test

A sixth grader named Tom is spending part of his summer vacation in Brooklyn, New York, with his uncle, aunt, and cousins. Here is a first draft of a letter to his parents describing his vacation. Tom wants to rewrite his letter and needs your help editing and revising it.

Here is Tom's rough draft. Read and use it to answer questions 16 through 30.

Dear Mom and Dad,

(1) Before I got here, I never thought I'd like New York city so much. (2) But after only a week here, I can truly say the city's a great place to be. (3) The day I arrived, we went home by subway. (4) Now the subway has got to be the most convenient way of getting anywhere. (5) Buses are fun, too! (6) All you need to do is to go down a few steps, and you'll find a network of trains running right beneath the city. (7) It's the neatest thing I've ever seen!

(8) Of course, the subway's not the only fun thing in the city. (9) Nothing beats the food in New York. (10) You can find all kinds of food here. (11) There's everything from Indian to Tex-Mex. (12) What you'll find all depend on the neighborhood you're visiting. (13) There's definitely something in this city for every taste. (14) Since I'm still trying out different foods wherever I go, I can't tell you my favorite yet. (15) But if I stay here another week, I should have a better idea.

(16) This city is also great for sports. (17) The other night we went to a Yankee game. (18) Uncle Ned a real Yankee fan was very excited. (19) Although he's usually quiet, he kept yelling "hit one out of the park!" until he was hoarse. (20) I think he cheered and could be heard shouting louder than any one else in the stadium. (21) I still haven't made up my mind yet who's my favorite team. (22) Tomorrow Joe and I are going to a Mets game. (23) It might be hard for them to do better than the Yankees, but I plan to keep my mind open until I've seen them play.

(24) This has been the best vacation. (25) I can't believe I've only got another week left. (26) I'll be seen you soon.

(27) your son,

Tom



16. In sentence 1, how should Tom edit *I'd like New York city so much.*?
- a. *Id like New York city so much.*
 - b. *I'll like New York city so much.*
 - c. *I'd like New York City so much.*
 - d. No change needed
17. In sentence 2, how should Tom edit *the citys a great place to be.*?
- f. *the cities a great place to be.*
 - g. *the city's a great place to be.*
 - h. *the citys' a great place to be.*
 - j. No change needed
18. Which one of these sentences does NOT belong?
- a. Sentence 2
 - b. Sentence 3
 - c. Sentence 5
 - d. Sentence 6
19. Which one of these sentences BEST supports the idea that subways are the most convenient way of getting around?
- f. Sentence 1
 - g. Sentence 6
 - h. Sentence 3
 - j. Sentence 7
20. The words *fun thing* in sentence 8 might BEST be replaced by the word
- a. *ride.*
 - b. *attraction.*
 - c. *production.*
 - d. *quirk.*

Test

- 21.** How can Tom BEST combine sentences 10 and 11?
- f. You can find all kinds of food here, of which Indian and Tex-Mex are two examples.
 - g. You can find all kinds of food here, from Indian to Tex-Mex.
 - h. You can find all kinds of food here: you can find Indian and Tex-Mex.
 - j. Indian and Tex-Mex are just two kinds, of the food you can find here.

- 22.** In sentence 12, how should Tom edit *depend on the neighborhood you're visiting*?
- a. depends on the neighborhood you're visiting.
 - b. depend on the neighborhood you visit.
 - c. depends on the neighborhood you visits.
 - d. No change needed

- 23.** The topic sentence of the third paragraph is sentence
- f. 16.
 - g. 18.
 - h. 19.
 - j. 21.

- 24.** In sentence 18, how should Tom edit *Uncle Ned a real Yankee fan*?
- a. Uncle Ned, a real Yankee fan
 - b. Uncle Ned, a real Yankee fan,
 - c. Uncle Ned a real Yankee fan,
 - d. No change needed

- 25.** In sentence 19, how should Tom edit *yelling "hit one out of the park!"*?
- f. yelling "Hit one out of the park?"
 - g. yelling, "Hit one out of the park!"
 - h. yelling: "hit one out of the park!"
 - j. No change needed



26. Sentence 20 is poorly written. Which one of these is the BEST way to rewrite it?
- a. I think he cheered and shouted louder than anyone else in the stadium.
 - b. I think he was cheering and he was shouting louder than anyone else in the stadium.
 - c. I think he could be heard cheering and shouting louder than anyone else in the stadium could be heard.
 - d. I think he'd cheered and shouted louder than any one else in the stadium.
27. Which one of these words does NOT belong in sentence 21?
- f. *still*
 - g. *who's*
 - h. *favorite*
 - j. *team*
28. In sentence 22, how should Tom edit *Tomorrow?*
- a. Tomorow
 - b. Tommorow
 - c. Tommorrow
 - d. No change needed
29. In sentence 26, how should Tom edit *I'll be seen?*
- f. I'll be seeing
 - g. I'll been seeing
 - h. I'd be seeing
 - j. No change needed
30. In line 27, how should Tom edit *your son,?*
- a. your Son,
 - b. Your son,
 - c. Your Son,
 - d. No change needed

Elephants require 71 amounts of food to survive.

Among animals, elephants are perhaps the biggest eaters.

As a result, elephants need large areas in which to 72 as they search for food.

In recent years wild elephants have frequently been in danger of 73. For example, African elephants have been destroyed for their tusks, which are made of ivory.

Many elephants were 74 solely because people wanted their tusks. Because it is used to make expensive jewelry, ivory is considered quite 75.

Fortunately, legislation has been passed to protect the elephant. It is now illegal to kill elephants for their tusks.

But at times the elephants are killed anyway. Unconcerned for these animals, their killers 76 existing laws.

If we want elephants to survive, we must continue to 77 them and provide them with a safe environment.

71. a. small b. meager
c. vast d. expensive
e. special

72. a. rest b. roam
c. huddle d. graze
e. settle

73. a. slaughter b. disease
c. storms d. migration
e. neglect

74. a. harnessed b. trained
c. hunted d. raised
e. fed

75. a. unique b. beautiful
c. unknown d. valuable
e. overlooked

76. a. repeal b. disobey
c. remove d. make
e. use

77. a. exploit b. seek
c. ignore d. breed
e. protect



DO NOT GO ON

Test

An island is a piece of land that is surrounded 64 by water. Water borders an island on all sides. Some islands 65 as part of a continent. Although they start out as part of a mainland, they eventually become 66. They break off from the rest of the continent. Islands formed in this manner are called continental islands.

Continental islands resemble the mainland from which they came. Animals found here look like those of the continent. Even the vegetation in both places is 67. Oceanic islands, on the other hand, are different. The Hawaiian Islands, for example, were formed from volcanoes which added lava to the ground over countless years, causing the ground to 68 slowly. Although continental islands are rich in plant and animal life, islands formed from volcanic activity start with 69 vegetation. Only over a great amount of time do seeds and animals 70 from afar.

64. a. oddly b. incompletely
c. partially d. completely
e. magnificently
65. a. exist b. originate
c. unfold d. remain
e. revolt
66. a. active b. devastated
c. separated d. overgrown
e. abandoned
67. a. similar b. unrelated
c. unusual d. prehistoric
e. beautiful
68. a. sink b. settle
c. freeze d. rise
e. develop
69. a. abundant b. fruitful
c. tropical d. poisonous
e. little
70. a. arrive b. weaken
c. discover d. scatter
e. leave

