

# STI Practice Assessment

## High School Reading

Directions: Read each problem carefully and find the answer. Take your time and answer each question. Your teacher will give you the time limitations for this assessment.

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**Read the following timeline and answer Questions 1 through 3. You may look back at the timeline as often as you like.**

**Timeline for American Public Education**

**1600s** - First permanent settlements in America. Plymouth Colony established. Latin Grammar School (Boston Latin School) formed. First “free school” in Virginia founded. Harvard College founded. Massachusetts Bay School Law passed. Towns in Massachusetts required to hire schoolmasters to teach reading and writing. John Locke publishes his views on the human mind. New England Primer printed in Boston. College of William and Mary established in Virginia.

**1700s** - Christopher Dock writes the first book about teaching printed in America. Christian von Wolff describes his doctrine, called Faculty Psychology. Benjamin Franklin forms the American Philosophical Society. Benjamin Franklin helps establish the first “English Academy”. Thomas Jefferson proposes an educational system with different tracts for laboring and learned students. Noah Webster writes a three volume spelling, grammar, and reading series.

**1800s** - The Connecticut Asylum for instruction of the physically handicapped students who were deaf and dumb opens. The first public school opens in Boston. The New England Asylum for the Blind opens. The W. H. McGuffey readers are published. Mount Holyoke Female Seminary opens for women. The first school specifically founded for teacher education opens in Massachusetts. Mandatory attendance laws passed in several stages. The first kindergarten opens. The NTA (now NEA) is founded with 43 teachers. Peabody Education fund is established.

**1900s** - The Binet- Simon scale for measuring intelligence is developed. E.L. Thorndike publishes his book on Educational Psychology. The Stanford-Binet Scales provide the concept of an IQ score. Federal funding was provided for agricultural and vocational education. Public transportation for school begins. Evolution versus Creation debates takes place in Tennessee. The Scholastic Aptitude Test was first administered. Piaget becomes an important influence on American education. Brown v. Board of Education heard by the Supreme Court. The Soviet Union launches Sputnik. The term “learning disability” is first used.

**2000s** – No Child Left Behind becomes a law signed by President George W. Bush.

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**1** Which century seemed to focus more on individuals with physical disabilities?

- A 1600s
- B 1700s
- C 1800s
- D 1900s

**2** If Gideon wanted to write a book report on measuring scales and tests for intelligence, which of the following would be a good place to start?

- A John Locke's views of the human mind.
- B The Stanford-Binet Scales and intelligence test.
- C The Brown v. Board of Education court case.
- D No Child Left Behind.

**3** Choose the correct sequence of events occurring in order using the information found in the timeline in the passage.

- A No Child Left Behind passed, Harvard College formed, American Philosophical Society formed, Brown v. Board of Education heard at the Supreme Court.
- B Brown v. Board of Education heard at the Supreme Court, American Philosophical Society formed, No Child Left Behind passed, Harvard College formed.
- C Harvard College formed, Brown v. Board of Education heard at the Supreme Court, No Child Left Behind passed, American Philosophical Society formed.
- D Harvard College formed, American Philosophical Society formed, Brown v. Board of Education heard at the Supreme Court, No Child Left Behind passed.

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**Read the following passage and answer Questions 4 through 5. You may look back at the passage as often as you like.**

**Why You Should Vote for Vincent**

Vincent is the best choice for governor of this state. He stands for progress in our government. He will work hard for the people and he will listen to their complaints.

Many people have spoken in favor of Vincent's campaign. Dave Sampson, star quarterback in the NFL, says, "Vincent is a sure bet to tackle the big issues, and he will score a touchdown for democracy and hard-working American families."

According to a recent survey, 52 percent of people in the state plan to vote for Vincent. Our current governor has already supported Vincent and even encouraged him to run for office. He says, "I told Vincent that he would make a great governor."

Voters have two choices in this election: Choose Vincent for governor, or choose his opponent and doom the state to an economy that is bad and a future that is sad.

**Why You Should NOT Vote for Vincent**

Nobody with a brain or a heart will vote for Vincent in this election, and neither should you. He is the worst possible choice for governor.

In all his years working in state government, Vincent has not done anything helpful or useful for the working people. He does not listen when we ask him to meet our needs. As governor, we will need him to listen to us even more. Can you trust Vincent as your governor? Vincent is a stain on our state's politics, and he should be washed away. You can make that happen by voting against Vincent in this election.

**4** "Voters have two choices in this election: Choose Troy for governor, or choose his opponent and doom the state to an economy that is bad, and a future that is sad."

**In that statement, the author tries to make it seem that**

- A** most voters will not vote for Troy.
- B** everyone wants Troy to be the governor.
- C** the economy is going to be bad soon.
- D** if Troy loses then the state will be doomed.

**5** Which statement below best describes how the reader should view these two essays?

- A** The first piece is more believable because it contains two direct quotations.
- B** The second piece is more believable because it has a question that makes the reader think.
- C** Both pieces try to persuade voters with no specific details.
- D** Both pieces are persuading because they express the author's opinion honestly.

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**Read the following passage and answer Questions 6 through 9. You may look back at the passage as often as you like.**

*This passage discusses the rise of the study of humanities and the classics in Italy and those responsible for its development.*

The Italian cultivation of classical literature had attained its highest point, and was already verging towards decline. More than a century had passed since Petrarch had kindled the first enthusiasm. It requires some effort of the imagination for us to realize what that movement meant. The men of the fourteenth century lived under a church which claimed the surrender of reason, not only in matters of faith, but in all knowledge; philosophy and science could speak only by the doctors whom she sanctioned. When the fourteenth century began to study the classics, the first feeling was one of joy in the newly revealed dignity of the human mind; it was a strange and delightful thing, as they gradually came to know the great writers of ancient Greece and Rome, to see the reason moving freely, exploring, speculating, discussing without restraint. And then those children of the middle age were surprised and charmed by the forms of classical expression—so different from anything that had been familiar to them. Borrowing an old Latin word, they called this new learning “humanity”; for them, however, the phrase had a depth of meaning undreamt of by Cicero. Now, for the first time, they felt that had entered into full possession of themselves (nothing is more characteristic of the Italian renaissance than the self-asserting individuality of the chief actors). Each strives to throw the work of his own spirit into relief; the common life falls into the background; the history of that age is the history of men rather than of communities.

In the progress of this Italian humanism three chief phases may be roughly distinguished. The first closes with the end of the fourteenth century—the time of Petrarch and his immediate followers—the morning-time of discovery. Then, in the first half of the fifteenth century, the discovered materials were classified, and organized in great libraries; Greek manuscripts, too, were translated into Latin—not that the versions might be taken as substitutes for the original, but to aid the study of Greek itself. The men of this second period were gathered around Cosimo de’ Medici at Florence, or Nicholas V at Rome. The third stage was that in which criticism, both of form and of matter, was carried to a higher level, chiefly by the joint efforts of scholars grouped in select societies or academies, such as the Platonic academy at Florence, of which Ficino was the center. The greatest man of this time—the greatest genius of the literary renaissance in Italy—was Angelo Poliziano; he died in 1494.

**6** In the phrase, "each strives to throw the work of his own spirit into relief; the common life falls into the background", the author creates an analogy to

- A** sculpture
- B** painting
- C** architecture
- D** film

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**7**

**In the sentence "...philosophy and science could speak only by the doctors whom she sanctioned", the author stresses the Church's**

- A commitment to education.
- B absolute control of thought.
- C growing sensitivity to new ideas.
- D dependence upon Greek thought.

**8**

**When the author states that "nothing is more characteristic of the Italian renaissance than the self-asserting individuality of the chief actors", he implies that**

- A self-assertion is a sign of progress.
- B the Middle Ages valued self-assertion.
- C the Renaissance developed a clear sense of community.
- D the Middle Ages valued community over the individual.

**9**

**In the first line, the word cultivation most nearly means**

- A growth
- B refinement
- C support
- D study

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**Read the following passage and answer Questions 10 through 11. You may look back at the passage as often as you like.**

**Communications Technology**

My favorite piece of communications technology is disgustingly low-tech. I don't have call waiting. I passed on Caller ID. I wouldn't own a cellular phone, a mobile phone, or even a cordless phone. I don't have or want a pager, and a car fax is definitely not in my future. Instead, my delight is the little switch that turns the phone's ringer on or off. Preferably "off."

It may seem subversive to say in this tapped-in, online, open-all-night, beeper-toting, halogen-lighted, pulsating, speeding, great global village of frenetic over-achievers, but I like the sound of silence. That sound is increasingly important to me. There are actually times when I don't want to be reached.

For an alleged communicator, that may seem odd, and it certainly is out of step with the times. (Not a first for me.) But what columnist William Safire called the "rage for reachability" hasn't reached me yet. I am quite content to write-or occasionally, even think in solitude. Or, for that matter, grab an afternoon nap.

In fact, I'm a little irked by this recent, ever-so-urgent need so many people have to be fully accessible. A writer friend of mine and his wife not long ago were in Yosemite and made the long trip up to Glacier Point to watch the sunset on a beautiful summer evening. I've done that, too, and it's not merely spectacular, it's awesome-facing this infinite vista of forest and granite as waterfalls spill to the valley some 3,000 feet below. So there were my friends, soaking up the grandeur when, next to them, a guy pulls out his cell phone and begins a long, loud conversation involving closure on some business deal. That's like playing your Game Boy in the Sistine Chapel—but noisier and perhaps ruder.

As a society we're starting to suffer severely from what one writer called "access addiction." But no one's so important that he needs to be instantly accessible 24 hours a day. So, call me retrograde. Call me antediluvian. Call me a troglodyte, if you will. Call me uncool, even. But don't call me when I'm taking a nap or eating my lunch or enjoying a rare moment of repose. The phone will be turned off, and you'll have to just talk to the tape.

**10** The repetition of words in the second paragraph might best be described as being

- A** exaggeration to achieve humor.
- B** understatement for humorous effect.
- C** accuracy intended to clearly describe the problem.
- D** nonsense.

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**11**

**Suppose the writer were to change the end of the last sentence in the fourth paragraph from "ruder" to "more impolite." If made, this change would cause the sentence to be**

- A** More effective, because impolite is a more formal word
- B** More effective, because impolite is a more tactful word
- C** Less effective, because impolite is too serious for the composition
- D** Less effective, because impolite is a less forceful word

**Read the following passage and answer Questions 12 through 16. You may look back at the passage as often as you like.**

In earlier years during the Industrial Revolution, personnel practices in business and industry were mostly confined to hiring enough people to do the work, close supervision of employees to see that they did the work, and firing people if they did not abide by management guidelines. Labor had little influence on the system in the private sector. The management system was simple. In contrast, today's personnel practices in business and industry have become complex and subject to influence of labor and government. Changes have occurred because society expects leaders in the private and public sectors to be sensitive to a number of social issues and to resolve difficulties that arise in the workplace.

Toward the end of the nineteenth century and early in the twentieth century, social issues were rarely considered part of the decision making process of employers. On occasion, constituents would press state or federal legislators to pass laws which would protect the health and/or morals of employees. The laws would be immediately challenged in court. For example, a 1923 case dealt with a law that established a board authorized, among other things, to determine minimum wages of female and child workers. In that case, the Supreme Court majority stated that "adult women... are legally as capable of contracting for themselves as men." The law was struck, and employer personnel practices continued to discriminate against women and children. If in the late 1880s and early 1900s the Supreme Court felt that the legislature had over-stepped constitutional boundaries, those laws were made void, and management continued its harsh management policies, not only toward women and children, but also toward men.

Among the first of several court cases during the hectic years of the Industrial Revolution in America, comparison of policies showed that legislative and judicial branches were rarely unified in legal philosophy, setting national goals, and what could or could not be regulated. In a major case in 1918, the Supreme Court struck a federal law that penalized industry when it failed to abide by regulations that specified ages and working hours of child employees. The children continued to work long hours. In 1923, a reporter interviewed the young man who was a child plaintiff in the landmark case. At the time of the interview, the respondent was a young man who was married.

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The toll of working in a cotton mill long hours for many years had affected Reuben Dagenhart's growth and denied him the opportunity to be educated. His mood was somber when he told the reporter: "It would have been a good thing for all the kids in the state if that law they passed had been kept." Had Reuben read the dissenting opinion when his case was reported by the Supreme Court in 1918, he would have found that four justices also felt that the child labor law should have not been struck. They concurred that Congress does indeed have a role in protecting the national welfare and in enforcing policy designed to "benefit... the nation as a whole." In contrast, the majority of the court prevailed with a different interpretation of the Constitution and decried Congress's ulterior motive "to standardize the ages at which children may be employed...."

Today the role of business and government in solving social problems remains a controversial topic. Children no longer work in factories. Working hours for both men and women are regulated by government. Some observers feel that New Deal legislation sponsored by President Franklin D. Roosevelt provided the major thrust for governmental regulation of private sector personnel practices that were too long within the exclusive jurisdiction of industry and business management. At first the Supreme Court struck Roosevelt-initiated statutes. But the sentiment of the country and appointment of men Politically sensitive to the political goals of the President led to judicial support of laws designed to deal with social ills in the country. In the 1930s and early 1940s, Congress followed the leadership of the top executive who proposed such legislation as Social Security, workers' compensation, and mandatory minimum wages. At that time a desire for change was ripe due to economic chaos caused by the Great Depression. Business and industry managers were suddenly cast into a different role when Congress and the Supreme Court became allies in authorizing governmental intrusion into the private sector's arena. Swift changes led to new professional expertise required for interpretation of law, additional paperwork, and implementation of personnel policies.

By the 1950s, long-standing racial discrimination was challenged. Congress had remained too long aloof and generally ignored problems associated with inequality. The NAACP bypassed the legislative branch and took its case to the judicial branch. By the 1960s, President Lyndon Johnson influenced Congress to take bold steps that eventually called for changes in the workplace. Title VII was passed, and a reduction of inequities was expected. However, NAACP Director of Labor, Joann Aiggs, said in 1987 that racial discrimination remains, but federal legislation "does provide an avenue people can use to seek redress."

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**12** Which statement describes some of the problems that have occurred in personnel management?

- A** The author proposes that the health of employees is a private matter and that government should keep out of the personal lives of employees.
- B** The author applauds the early twentieth century Supreme Court because it was a staunch advocate of equal rights for children and females by striking laws that provided special protections in the workplace.
- C** The Supreme Court's legal and social philosophy in two cases cited above were aligned with industry's management theories and social philosophy
- D** Mood and attitude of ordinary workers toward personnel practice have not changed very much since 1900.

**13** Which statement best summarizes personnel management in American history?

- A** Since the beginning of the twentieth century, Congress and state legislatures have had wide latitude in correcting social ills in the private sector of business and industry.
- B** Personnel practices have been fairly stable with little changes after 1901.
- C** During the years of the Industrial Revolution "big business" was highly respected by sociologists for its grave concern for the welfare of children and women employees--especially standardization of working hours.
- D** Personnel management of business and industry has become increasingly complex as ideas change about social welfare.

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**14** What values are reflected in the narrative provided by the author?

- A** The author is apparently a religious person because of his emphasis on moral issues.
- B** The author unfairly criticizes capitalism in the United States and is therefore a socialist.
- C** The author unfairly criticizes justices who write dissenting opinions and therefore leaves law unsettled.
- D** The author's choice of historical facts conscientiously urges the reader to consider selfish motives of business and industry that led to the hiring of small children.

**15** How would students of history describe women in the workplace toward the end of the nineteenth century?

- A** pleased to have an opportunity to get away from their children.
- B** happy for freedom to make contracts with their bosses.
- C** competitive for higher positions usually held by men.
- D** repressed by conditions and customs.

**16** What conclusion can be drawn from the author's text?

- A** Some of the justices of the Supreme Court had difficulty in persuading most of the justices that legislation should be upheld when the social welfare of the nation is at stake.
- B** Congressional leaders failed to persuade most of the members of the House and the Senate that legislation should be passed in order to protect the social welfare of the nation.
- C** The passage above is an excellent example of how the legislative branch and the judicial branch can lose their identities in the face of strong voter appeal in working class neighborhoods.
- D** Young Reuben's case was first filed in the trial court in 1918 and was not decided until 1923, too late to help the child laborer.

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**Read the following passage and answer Questions 17 through 19. You may look back at the passage as often as you like.**

**"House-Warming", From Walden by Henry David Thoreau**

Already, by the first of September, I had seen two or three small maples turned scarlet across the pond, beneath where the white stems of three aspens diverged at the point of promontory, next to the water. Ah, many a tale their color told! And gradually from week to week the character of each tree came out, and it admired itself reflected in the smooth mirror of the lake. Each morning the manager of this gallery substituted some new picture, distinguished by more brilliant or harmonious coloring, for the old upon the walls.

The wasps came by the thousands to my lodge in October, as to winter quarters, and settled on my windows within and on the walls overhead, sometimes deterring visitors from entering. Each morning, when they were numbed with cold, I swept some of them out, but I did not trouble myself much to get rid of them; I even felt complimented by their regarding my house as a desirable shelter. They never molested me seriously, though they bedded with me; and they gradually disappeared, into what crevices I do not know, avoiding winter and unspeakable cold.

Like the wasps, before I finally went into winter quarters in November, I used to resort to the northeast side of Walden, which the sun, reflected from the pitch pine woods and the stony shore, made the fireside of the pond; it is so much pleasanter and wholesomer to be warmed by the sun while you can be, than by an artificial fire. I thus warmed myself by the still glowing embers which the summer, like a departed hunter, had left.

When I came to build my chimney I studied masonry. My bricks, being second-hand ones, required to be cleaned with a trowel, so that I learned more than usual of the qualities of bricks and trowels. The mortar on them was fifty years old, and was said to be still growing harder; but this is one of those sayings in which men love to repeat whether they are true or not. Such sayings themselves grow harder and adhere more firmly with age, and it would take many blows with a trowel to clean an old wiseacre of them. Many of the villages of Mesopotamia are built of second-hand bricks of very good quality, obtained from the ruins of Babylon, and the cement on them is older and probably harder still. However that may be, I was struck by the peculiar toughness of the steel which bore so many violent blows without being worn out. As my bricks had been in a chimney before, though I did not read the name of Nebuchadnezzar on them, I picked out as many fireplace bricks as I could find, to save work and waste, and I filled the spaces between the bricks about the fireplace with stone from the pond shore, and also made my mortar with the white sand from the same place. I lingered most about the fireplace, as the most vital part of the house. Indeed, I worked so deliberately, that though I commenced at the ground in the morning, a course of brick raised a few inches above the floor served for my pillow at night; yet I did not get a stiff neck for it that I remember; my stiff neck is of older date. I took a poet to board for a fortnight about those times, which caused me to be put to it for room. He shared with me the labors of cooking. I was pleased to see my work rising so square and solid by degrees, and reflected, that, if it proceeded slowly, it was calculated to endure a long time. The chimney is to some extent an independent structure, standing on the ground, and rising through the house to the heavens; after the house is burned it still stands sometimes, and its importance and independence are apparent. This was toward the end of summer. It was now November ...

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**17** From which point of view is the story told?

- A Told by someone involved in the story.
- B Told by someone who is a witness but not a participant.
- C Told by the author who writes about another person.
- D Told by the author who writes about a group of people.

**18** The setting of this passage is

- A a place near a pond during the fall months.
- B a hive in which wasps live during the summer.
- C a village in Mesopotamia in ancient times.
- D the ruins of Babylon in the fall.

**19** As seen in the last sentence of the second paragraph, the word *crevices* means

- A colors.
- B deterrences.
- C appearances.
- D openings.

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**Read the following passage and answer Questions 20 through 22. You may look back at the passage as often as you like.**

**"We Are Seven" by William Wordsworth**

A Simple Child,  
That lightly draws its breath,  
And feels its life in every limb,  
What should it know of death?

I met a little cottage Girl:  
She was eight years old, she said;  
Her hair was thick with many a curl  
That clustered round her head.

She had a rustic, woodland air,  
And She was wildly clad;  
Her eyes were fair, and very fair;  
--Her beauty made me glad.

"Sisters and brothers, little Maid,  
How many may you be?"  
"How many? Seven in all," she said  
And wondering looked at me.

"And where are they? I pray you tell."  
She answered, "Seven are we;  
And two of us at Conway dwell,  
And two are gone to sea.

"Two of us in the church-yard lie,  
My sister and my brother;  
And, in the church-yard cottage, I  
Dwell near them with my mother."

"You say that two at Conway dwell,  
And two are gone to sea,  
Yet ye are seven!--I pray you tell,  
Sweet Maid, how this may be."

Then did the little Maid reply,  
"Seven boys and girls are we;  
Two of us in the church-yard lie,  
Beneath the church-yard tree."

"You run about, my little Maid,  
Your limbs they are alive;  
If two are in the church-yard laid  
Then ye are only five."

"Their graves are green, they may be seen,"  
The little Maid replied,  
"Twelve steps or more from my mother's door,  
And they are side by side.

"My stockings there I often knit,  
My kerchief there I hem;  
And there upon the ground I sit,  
And sing a song to them.

"And often after sunset. Sir,  
When it is light and fair,  
I take my little porringer,  
And eat my supper there.

"The first that died was sister Jane;  
In bed she moaning lay,  
Till God released her of her pain;  
And then she went away.

"So in the church-yard she was laid;  
And, when the grass was dry,  
Together round her grave we played,  
My brother John and I.

"And when the ground was white with snow,  
And I could run and slide,  
My brother John was forced to go,  
And he lies by her side."

"How many are you then," said I,  
"If they two are in heaven?"  
Quick was the little Maid's reply,  
"O Master! we are seven."

"But they are dead; those two are dead!  
Their spirits are in heaven!"  
'Twas throwing words away; for still  
The little Maid would have her will,  
And said, "Nay, we are seven!"

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**20** The repeated questioning of the child by the speaker helps us understand the poem's

- A rhyme scheme.
- B stanza structure.
- C tone.
- D theme.

**21** The word simple in the first line means

- A silly.
- B unintelligent.
- C insignificant.
- D ordinary.

**22** In the final stanza, the speaker attributes the child's insistence on counting her dead brother and sister to

- A a simple addition error.
- B the child's determination to treat them as though they still existed.
- C a mistaken belief that her brother and sister have risen from the dead.
- D a sixth sense that allowed her to see the dead.

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**Read the following passage and answer Questions 23 through 27. You may look back at the passage as often as you like.**

***Occurrence in Hanover***

One January day, thirty years ago, the little town of Hanover, anchored on a windy Nebraska tableland, was trying not to be blown away. A mist of fine snowflakes was curling and eddying about the cluster of low drab buildings huddled on the gray prairie, under a gray sky. The dwelling-houses were set about haphazard on the tough prairie sod; some of them looked as if they had been moved in overnight, and others as if they were straying off by themselves, headed straight for the open plain. None of them had any appearance of permanence, and the howling wind blew under them as well as over them. The main street was a deeply rutted road, now frozen hard, which ran from the squat red railway station and the grain "elevator" at the north end of the town to the lumber yard and the horse pond at the south end. On either side of this road straggled two uneven rows of wooden buildings: the general merchandise stores, the two banks, the drug stores, the feed store, the saloon, the post-office. The board sidewalks were gray with trampled snow, but at two o'clock in the afternoon the shopkeepers, having come back from dinner, were keeping well behind their frosty windows. The children were all in school, and there was nobody abroad in the streets but a few rough-looking countrymen in course overcoats, with their long caps pulled down to their noses. Some of them had brought their wives to town, and now and then a red or a plaid shawl flashed out of one store into the shelter of another. At the hitch-bars along the street a few heavy work-horses, harnessed to farm wagons, shivered under their blankets. About the station everything was quiet, for there would not be another train in until night.

On the sidewalk in front of one of the stores sat a little Swede boy, crying bitterly. He was about five years old. His black cloth coat was much too big for him and made him look like a little old man. His shrunken brown flannel dress had been washed many times and left a long stretch of stocking between the hem of his skirt and the tops of his clumsy, copper-toe shoes. His cap was pulled down over his ears; his nose and his chubby cheeks were chapped and red with cold. He cried quietly, and the few people who hurried by did not notice him. He was afraid to stop anyone, afraid to go into the store and ask for help, so he sat wringing his long sleeves and looking up a telegraph

pole beside him, whimpering, "My kitten, oh, my kitten! her will freeze!" At the top of the pole crouched a shivering gray kitten, mewling faintly and clinging desperately to the wood with her claws. The boy had been left at the store while his sister went to the doctor's office, and in her absence a dog had chased his kitten up the pole. The little creature had never been so high before, and she was too frightened to move.

Her master was sunk in despair. He was a little country boy, and this village was to him a very strange and perplexing place, where people wore fine clothes and had hard hearts. He always felt shy and awkward here, and wanted to hide behind things for fear someone might laugh at him. Just now, he was too unhappy to care who laughed. At last he seemed to see a ray of hope; his sister was coming, and he got up and ran toward her in his heavy shoes.

His sister was a tall, strong girl, and she walked rapidly and resolutely, as if she knew exactly where she was going and what she was going to do next. She wore a man's long ulster (not as if it were an affliction, but as if it were very comfortable and belonged to her; carried it like a young soldier), and a round plush cap, tied down with a thick veil. She had a serious, thoughtful face, and her clear, deep blue eyes were fixed intently on the distance, without seeming to see anything, as if she were in trouble. She did not notice the little boy until he pulled her by the coat. Then she stopped short and stooped down to wipe his wet face.

"Why, Emil! I told you to stay in the store and not to come out. What is the matter with you?"

"My kitten, sister, my kitten! A man put her out, and a dog chased her up there." His forefinger, projecting from the sleeve of his coat, pointed up to the wretched little creature on the pole.

"Oh, Emil! Didn't I tell you she'd get us into trouble of some kind, if you brought her? What made you tease me so? But there, I ought to have known better myself." She went to the foot of the pole and held out her arms, crying, "Kitty, kitty, kitty," but the kitten only mewed and faintly waved its tail. Alexandra turned away decidedly. "No, she won't come down. Somebody will have to go up after her. I saw the Linstrums' wagon in town. I'll go and see if I can find Carl. Maybe he can do something."

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**23** The tone of the passage can be described as

- A humorous.
- B moralistic.
- C serious.
- D argumentative.

**24** The setting of this passage is a street on a prairie in the

- A very early hours.
- B afternoon.
- C late evening.
- D middle of the night.

**25** In the first sentence of the passage, the phrase "the little town of Hanover...was trying not to be blown away" is an example of

- A personification.
- B metaphor.
- C hyperbole.
- D simile.

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26

**In the second paragraph, the author uses non-traditional language in the phrase, "Her will fweeze" in order to show**

- A the speech patterns of a small boy.
- B how poorly educated the townspeople are.
- C the impoverished level of the family.
- D his sympathy which would not be well expressed in correct English.

27

**Which of these dictionary definitions of projecting fits the word as it is used in the last sentence of the fifth paragraph?**

- A devising
- B making oneself heard
- C protruding
- D attributing to other people

**STI Practice Assessment  
High School Reading**

**Read the following passage and answer Questions 28 through 31. You may look back at the passage as often as you like.**

From *The Snow-Image, and Other Twice-Told Tales* (selections), by Nathaniel Hawthorne, "The Great Stone Face."

Embosomed amongst a family of lofty mountains, there was a valley so spacious that it contained many thousand inhabitants. Some of these good people dwelt in log-huts, with the black forest all around them, on the steep and difficult hill-sides. Others had their homes in comfortable farm-houses, and cultivated the rich soil on the gentle slopes or level surfaces of the valley. Others, again, were congregated into populous villages, where some wild, highland rivulet, tumbling down from its birthplace in the upper mountain region, had been caught and tamed by human cunning, and compelled to turn the machinery of cotton-factories. The inhabitants of this valley, in short, were numerous, and of many modes of life. But all of them, grown people and children, had a kind of familiarity with the Great Stone Face, although some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.

The Great Stone Face, then, was a work of Nature in her mood of majestic playfulness, formed on the perpendicular side of a mountain by some immense rocks, which had been thrown together in such a position as, when viewed at a proper distance, precisely to resemble the features of the human countenance. It seemed as if an enormous giant, or a Titan, had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other. True it is that if the spectator approached too near, he lost the outline of the gigantic visage, and could discern only a heap of ponderous and gigantic rocks, piled in chaotic ruin one upon another. Retracting his steps, however, the wondrous features would again be seen; and the farther he withdrew from them, the more like a human face, with all its original divinity intact, did they appear; until, as it grew dim in the distance,

with the clouds and glorified vapor of the mountains clustering about it, the Great Stone Face seemed positively to be alive.

It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet, as if it were the glow of a vast, warm hearth, that embraced all mankind in its affections, and had room for more. It was an education only to look at it. According to the belief of many people, the valley owed much of its fertility to this benign aspect that was continually beaming over it, illuminating the clouds, and infusing its tenderness into the sunshine.

**28** The word countenance in the first sentence of the second paragraph means

- A body.
- B expressiveness.
- C expression.
- D rock.

**STI Practice Assessment  
High School Reading**

29

According to this passage, seeing the Great Stone Face in all of its glory required

- A being very close to it.
- B knowing its history.
- C having extrasensory perception.
- D being neither too far away nor too close.

30

The word benign in the last sentence of the passage means:

- A cold.
- B kind.
- C mysterious.
- D educated.

31

At the end of this passage, the writer paraphrases a "belief of many people" to

- A emphasize the importance of the Great Stone Face.
- B show why these people are in error.
- C indicate the number of people who live in the valley.
- D suggest the importance of religion to the inhabitants.

**STI Practice Assessment**  
**High School Reading**

**Read the following passage and answer Questions 32 through 37. You may look back at the passage as often as you like.**

*In the passage below, the author looks back on his childhood memories in the Saskatchewan province of Canada.*

The town dump of Whitemud, Saskatchewan, could only have been a few years old when I knew it, for the village was born in 1913 and I left there in 1919. But I remember the dump better than I remember most things in that town, better than I remember most of the people. I spent more time with it, for one thing; it has more poetry and excitement in it than people did.

Through a historical process that went back, probably, to the roots of community sanitation and distaste for eyesores, but that in law dated from the Unincorporated Towns Ordinance of the territorial government, passed in 1888, the dump was one of the very first community enterprises, almost our town's first institution.

More than that, it contained relics of every individual who had ever lived there, and of every phase of the town's history. The bedsprings on which the town's first child was begotten might be there; the skeleton of a boy's pet colt; two or three volumes of Shakespeare bought in haste and error from a peddler, later loaned in carelessness, soaked with water and chemicals in a house fire, and finally thrown out to flap their stained eloquence in the prairie wind.

The volumes of Shakespeare belonged to a set that my father had bought before I was born. It had been carried through successive moves from town to town in the Dakotas, and from Dakota to Seattle, and from Seattle to Bellingham, and Bellingham to Redmond, and from Redmond back to Iowa, and from there to Saskatchewan. Then, stained in a stranger's house fire, these volumes had suffered from a house-cleaning impulse and been thrown away for me to stumble upon in the dump. One of the Cratchet girls, a hatchet-faced, thin, eager, transplanted Cockney girl with a frenzy, almost a hysteria, for reading, had borrowed them. And yet somehow, through her hands, they found the dump, to become a symbol of how much was lost, how much thrown aside, how much carelessly or of necessity given up, in the making of a new country. We had so few books that I was familiar with them all, had handled them, looked at their pictures, perhaps even read them. Finding those three thrown away was a little like finding my own name on a gravestone.

The dump was our poetry and our history. We took it home with us by the wagonload, bringing back into town the things the town had used and thrown away. Some little part of what we gathered, mainly bottles, we managed to bring back to usefulness, but most of our gleanings we left lying around barn, attic, or cellar until in some renewed fury of spring cleanup our families carted them off to the dump again, to be rescued and briefly treasured by some other boy with schemes for making them useful. Occasionally something we really valued with a passion was snatched from us in horror and returned at once. That happened to the mounted head of a white mountain goat, somebody's trophy from old times and the far Rocky Mountains, that I brought home one day in transports of delight. My mother took one look and discovered that his beard was full of moths.

I remember that goat; I regret him yet. Poetry is seldom useful, but always memorable. I think I learned more from the town dump than I learned from school: more about people, more about how life is lived, not elsewhere but here, not in other times but now. If I were a sociologist anxious to study in detail the life of any community, I would go very early to its refuse piles. For a community may be as well judged by what it throws away—what it has to throw away and what it chooses to—as by any other evidence. For whole civilizations we have sometimes no more of the poetry and little more of the history than this.

**STI Practice Assessment  
High School Reading**

**32** The author's description of the volumes of Shakespeare as thrown out "to flap their stained eloquence in the prairie wind" is primarily

- A a depiction of the noise the volumes make.
- B an image intended to suggest loss.
- C an example of nature's cruelty.
- D a plea for a better appreciation of literature.

**33** In referring to the town dump as "one of the very first community enterprises, almost our town's first institution," the author

- A Conveys a point of view held by most of the townsfolk of Whitemud.
- B proposes that making the dump was a laborious process.
- C suggests that the creation of the dump was a civic achievement.
- D places the dump at the physical center of town.

**34** The author uses the word "relics" in the passage to

- A convey the value he had for what others might consider rubbish.
- B highlight the great age of the objects found in the dump.
- C imply that most individuals did not realize how much of themselves they revealed by leaving trash in the dump.
- D provide a contrast with the moth-infested trophy goat's head he finds later.

**STI Practice Assessment  
High School Reading**

35

**In the fourth paragraph, the mention of several place names serves, in part, to**

- A convey how much the author misses the places he has lived.
- B reveal his understanding of the geography of the United States and Canada.
- C provide an example of how hectic frontier life could be.
- D suggest the passage of time without explicit reference to it.

36

**The phrase "some other boy with schemes for making them useful"**

- A indicates that fascination with places like the town dump is common among youngsters.
- B shows that the town dump is a place for valuable items.
- C shows that not everything in the dump could be saved.
- D implies that the people of Whitemud had to be extraordinarily resourceful to survive.

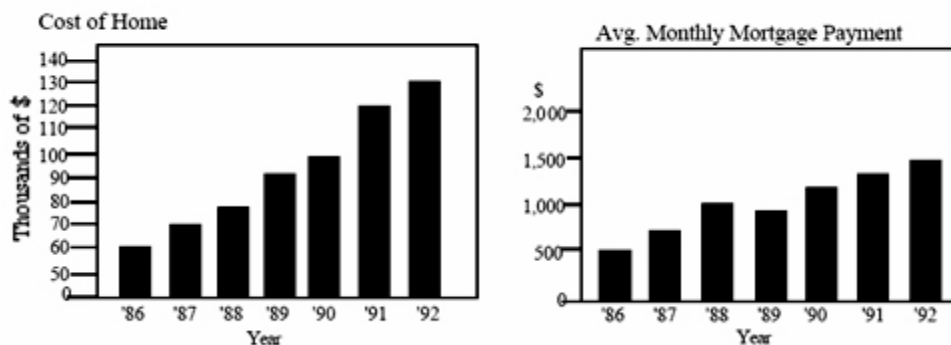
37

**The word "anxious" might best be defined as**

- A eager
- B nervous
- C hesitant
- D uncertain

**STI Practice Assessment  
High School Reading**

Read the information in the following graph and answer Questions 38 through 39. You may look back at the passage as often as you like.



**38** Who are the most likely people to use these charts to make a decision?

- A people wanting to start their own business.
- B people thinking about buying a house.
- C people selling furniture to home-owners.
- D people who make charts.

**39** Which of the following is evident by reading the charts provided?

- A More people are buying homes.
- B Homes are much larger today than in the past.
- C Both the cost of a home and the monthly payments for a home are rising over the years.
- D Both the cost of a home and the monthly payments for a home are decreasing each year.

**STI Practice Assessment  
High School Reading**

**Read the following passage and answer Questions 40 through 43. You may look back at the passage as often as you like.**

**Listen to Me My Little Friends**

Gather round and hear my tales of  
pirates, cowboys, wizards, princesses too,  
and goblin wars. You won't be disappointed.  
I am the tapestry weaver, the baker of dreams,  
and daytime visions. Come with me now, I promise  
to show you if you listen.

I'll pipe the magical tales of mystery, magic, and  
delight. Every single word I speak will quench  
your appetite for phantasmagoric fairy tales, of heroes  
brave and true. I have them all inside my bag  
waiting just for you.

I do not want your money, presents or surprises.  
Shiny trophies, monkey hands, and other childish  
delights do not interest me, my friends. So leave them  
in their places. Just sit beside the fire with me  
and bring your smiling faces.

I'll entertain and we'll away to far off distant lands.  
You question my abilities, dear. Why I can show  
you these locations. Close your eyes and listen up.  
Grisly, scary beasts await. If you are within  
my voice's reach, we're almost to our destination.  
For all of these things do exist within your  
imagination.

**40**

**How will the speaker quench the children's appetites?**

- A** He will cook them dinner.
- B** He will give them a drink.
- C** He will tell them stories.
- D** He will take them to the store.

**STI Practice Assessment  
High School Reading**

**41** What does the speaker keep inside his bag?

- A Money
- B Jewelry
- C Food
- D Fantastic tales

**42** The speaker says he will take the children to "far off distant lands." What does this mean?

- A They will travel by airplane to Africa.
- B They will sail on a pirate ship to exotic tropical islands.
- C The speaker will cast a spell that takes them to a magic kingdom.
- D They will go places in their imaginations.

**43** Which of the following statements can best describe the poem's main idea?

- A You can go anywhere through stories.
- B Stories are worthless.
- C Do not trust old men.
- D The mind is a terrible thing to waste.

**STI Practice Assessment**  
**High School Reading**

**Read the following passage and answer Questions 44 through 46. You may look back at the passage as often as you like.**

**Wild West**

By Dave Barry

Excerpted from a column by Dave Barry

We went west for our summer vacation. Our idea was to follow in the footsteps of the hardy explorers Lewis and Clark, who traveled 8,000 miles through hostile, uncharted wilderness, a feat that was possible only because of their great courage and the fact that they left their children home. Otherwise they would have quit after maybe 200 yards.

On our trip we encountered numerous families that, after many hours together in the minivan, had reached Critical Hostility Mass. At one point we saw a family stopped at a roadside area overlooking a spectacular mountain vista, but nobody was looking at it. Two boys were slumped low in the back seat of the minivan with their baseball caps jammed down over their eyes, listening to their individual compact-disc players. A girl, maybe 12, was stomping tearfully away from the van, followed by Mom. Her words echoed off the hillsides, as she waved some bread and shouted, "IF YOU DON'T EAT THIS SANDWICH, I'M NOT MAKING YOU ANOTHER ONE!" A few feet away, Dad was sitting on a rock, chewing very slowly, staring at the ground. Togetherness!

On our trip, we made a painstaking effort to follow exactly the route that Lewis and Clark used. The only exception was that they took the Missouri River, whereas we took Interstate 90, which is a lot more direct and has motels. At some points the interstate is very close to the river, and you frankly have to wonder how Lewis and Clark failed to notice it. They may have been hardy, but apparently they were not the sharpest quills on the porcupine, if you get my drift.

One big advantage of the I-90 route is that it takes you to some of the amazing wonders of the West, such as the Corn Palace in downtown Mitchell, SD. This is, I swear, one of the biggest tourist attractions in South Dakota whose official state motto is "Gateway to North Dakota". The Corn Palace is a large, Moorish-style building that has exterior walls covered with an enormous mural made entirely from corn. The theme of the mural is changed every year, although you could make the argument that the true theme is always "We have WAY too much corn."

Some of the other natural wonders we saw on our trip were:

- At least 500 billion fluorescent red-orange traffic cones, carefully placed every few feet of high way across 1,000 miles and four states, alerting us that road crews were working ahead.
- One guy (in Wyoming, I believe) who was actually working on the road.
- A sign outside of the cow-intensive community of Dimock, SD, that said, "SAY IT WITH CHEESE."

In conclusion, it was a great trip, and I want to end this account with an inspirational quote from Lewis, or possibly Clark, who said at the end of their epic journey, "If we write an account of this epic journey, we can deduct it from our taxes."

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**STI Practice Assessment  
High School Reading**

**44** What does the author mean by the metaphor "not the sharpest quills on the porcupine"?

- A not very smart
- B not very young
- C not very adventurous
- D not very mean

**45** What is the author's purpose for writing this passage?

- A to tell people how to plan a vacation in the western U.S.
- B to persuade readers not to take a long van ride with children
- C to entertain readers with stories from his family vacation
- D to help readers understand why he didn't enjoy his vacation

**46** According to the passage, what is the main attraction of Mitchell, South Dakota?

- A 500 billion fluorescent red-orange traffic cones.
- B a roadside sign that says "SAY IT WITH CHEESE".
- C a building called the Corn Palace.
- D a museum about the adventures of Lewis and Clark.

## STI Practice Assessment High School Reading

**Read the following passage and answer Questions 47 through 51. You may look back at the passage as often as you like.**

### **Aladdin and the Magic Lamp** (Retold from the story *The Arabian Nights*)

In ancient India there lived an evil magician who used a magic lamp to discover forbidden knowledge. The magician feared that robbers or thieves would hear of the lamp's powers and try to steal it. So the old magician hid the lamp in a dark and dangerous place many miles from his home. One day the old man decided he wanted to retrieve the lamp, but he did not want to enter the dangerous hiding place himself. He decided to convince a young boy to retrieve the lamp for him.

Aladdin was a boy of ten. His mother was an old widow who cleaned houses for a living. As Aladdin was coming home from school one day, he bumped into the evil magician. The magician claimed to be Aladdin's grandfather, and he asked Aladdin if he would be willing to go on a trip with him. Aladdin was not too trusting of strangers, but the old man seemed nice enough. Aladdin, then, agreed to accompany the old man out of the city.

They walked for many hours, through beautiful oases, past glimmering lakes, and finally stopped at the foot of a large mountain. Here the old man told Aladdin to fetch some wood for a fire, while at the same time the magician gathered up a great many small stones and with them formed a circle. Aladdin placed all of the wood inside the circle and sat down. Meanwhile, the magician began to say some strange sounding words as he built a large fire. To Aladdin's surprise, as the old man uttered the last word, a small door opened in the side of the mountain. Then the evil man handed Aladdin a necklace with a large ruby pendant and said, "Put this necklace on. It will light your way in the darkness. Inside the cave, you will find an old, tarnished lamp. I want you to bring me the lamp. Pay careful attention to where you step; one wrong move and you will die immediately. Now go!" Aladdin was terribly frightened of the darkened cave, but he obeyed the old man's command. Aladdin was shocked to see the ruby begin to glow like the ember from a fire. "The old man was right," Aladdin thought to himself, "This necklace will light my way." As he said this, though, Aladdin was very careful not to step off the path through the cave.

Aladdin finally reached the shelf where the lamp was sitting; he picked up the dusty old thing and returned to the door where the magician was waiting. "Give me the lamp," cried the old man. However, Aladdin knew now that he could not trust his phony grandfather. He said, "You will get the lamp when I am safely outside." Angered by Aladdin's refusal, the old man shut the door in Aladdin's face.

Although Aladdin was terribly frightened, he was curious about the importance of this lamp. He held it close to the ruby's red glow and examined it closely. It appeared to be the same as any other lamp, but this one was a bit more dirty and moldy. He rubbed it furiously with the sleeve of his cloak, and to his surprise, a smoky figure appeared before him. The ghost-like being said, "I am the genie of the lamp, oh master. If there is anything you desire, command and I will obey." Aladdin said, "I wish to go home." And before he knew it, Aladdin was transported to his mother's house.

Aladdin's mother was astonished when she saw her son appear, as if by magic, in her kitchen. She demanded to know where he had been and what had happened. As Aladdin took off his cloak, he showed his mother the ruby necklace and the old lamp. He told her about the old magician, and he spoke of the secret room in the side of the mountain. Aladdin's mother wondered, "Son, do you think these magical treasures can bring us good fortune?" Aladdin said, "Mother, all of our prayers will be answered. I will be a prince. And I will marry the king's daughter."

"Doubtful," the old woman said. "But son, you only have a ruby necklace and a dusty lamp. These are not gifts enough to impress a king."

As she was speaking the last words, Aladdin rubbed the side of the lamp and out popped the genie. He said, "What is it you need, my master?"

Aladdin's mother could not believe her eyes, but she was even more surprised when Aladdin's request for riches and treasure was granted in a blink of an eye. "What do you think now, mother? Have I gifts enough to please a king?" Aladdin asked. But before she could answer, he was off to the palace with a bag full of wealth.

The king was quite impressed with the gifts he was given. However, he was more impressed with the delightful young man who wanted to court his daughter. The couple began to date, and they quickly fell in love. Finally, the king urged Aladdin to ask for his daughter's hand in marriage. Aladdin said, "First, we will have our own castle." The king and the princess tried to convince Aladdin to wait, saying it would be years before he could build a castle. Confidently, Aladdin claimed, "I will have our castle built by tomorrow." And then he walked to his room, took down the lamp, rubbed it gently, and commanded the genie to construct his castle.

## STI Practice Assessment High School Reading

The next morning, the whole city was astir with the news of a new castle which was constructed in one night. Aladdin and the princess were married that very day, and they moved into their new home right away.

As it happened, the evil magician heard about the mysterious prince and his bizarre powers. He knew right away that this prince had to be the same boy he had enclosed in the mountain. Therefore, he formed a malevolent plan to steal the lamp and the princess from Aladdin. The magician waited for Aladdin to leave his home, and disguised as a lamp cleaner, he persuaded a maid to let him into Aladdin's castle. Once inside, he found the lamp, furiously rubbed the side, and commanded the genie to transport the entire castle to a remote desert.

When Aladdin returned, he found a large empty area where his castle was supposed to be. As he attempted to find an answer, he noticed that his ruby necklace was glowing faintly. "What is this?" he asked himself. And he rubbed the side of the jewel hoping it would glow brightly.

But, to his astonishment, a second genie appeared. He said, "I am the genie of the ruby. What is your desire?"

Aladdin said, "I wish to find my wife and castle." Before he could blink his eyes, Aladdin was transported to his castle in a faraway desert.

Once inside the castle, Aladdin and the princess formed a plan to steal the lamp from the evil old man. Aladdin gave his wife a vial containing a dark liquid. He instructed his wife to pour the liquid over the magician's food. The princess did what she was told, and Aladdin hid while the magician was given his supper.

The magician took one bite of his food, and he was transformed into a poisonous snake. Aladdin jumped from his hiding place, captured the snake in a bag, and he threw the bag out into the desert as far as he could. Next, they found the lamp; then they commanded the genie to restore their home to its original location.

Fortunately, the evil magician was never seen again. Aladdin and the princess lived together for many years, and they had dozens of children. And at their bedtime, the children were told the amazing story of Aladdin and the magic lamp.

**47** In the story, it states the following: "the ruby began to glow like the ember from a fire." What is happening to the ruby in this passage?

- A It has caught on fire.
- B Light is coming from the ruby.
- C The ruby is getting hot.
- D The ruby has fallen into the fire.

**48** Which of the following best describes the passage's main idea?

- A Always rub old lamps.
- B Genies are very helpful.
- C Do not give up on your dreams.
- D Wealth can bring happiness.

**STI Practice Assessment  
High School Reading**

**49** What happens when Aladdin rubs the ruby?

- A It shines brighter.
- B The dust is removed.
- C A genie appears.
- D Nothing happens.

**50** The lamp can best be described as

- A large, new, and shiny.
- B small, dusty, and old.
- C large, old, and dusty.
- D small, new, and shiny.

**51** Why does Aladdin's mother think his plans will fail?

- A They are poor and have no money.
- B Aladdin has bad luck.
- C The evil magician will hurt Aladdin.
- D The princess does not like Aladdin.

## STI Practice Assessment High School Reading

Read the following passage and answer Questions 52 through 57. You may look back at the passage as often as you like.

### Repotting Flowering House Plants

At some point after a flowering house plant reaches maturity, it may need to be repotted (see figure). You can tell it is time for a larger pot if the plant's roots are sticking out of the bottom of the pot, its leaves are wilting, or it is growing too slowly. To repot a plant, you must first find a new container.

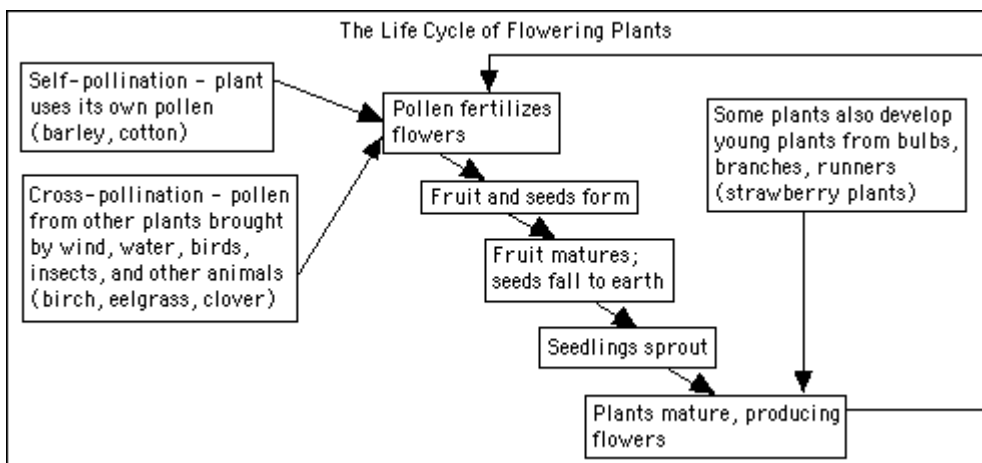
Choose an appropriate pot into which you will transfer the plant. The pot should be larger than the previous container so the roots will have room to grow. The new pot should also have a hole on the bottom so excess water can drain.

To actually repot the plant, follow these steps. Hold the original pot, the one with the plant in it, in one hand. Place your other hand across the top of the pot so that the main stem or stems of the plant are supported between your fingers. Next turn the pot upside-down and lightly tap the edge carefully against the edge of your work surface.

Then slowly lower your hand with the pot. The plant and the dirt will loosen, and everything will slide out of the pot. If the roots have formed a tight system, they will come out with the dirt as one piece. Put the plant to one side of your working surface.

Now you are ready to move the plant to its new container. Line the bottom of the new pot, with small pebbles or bits of clay pottery pieces, to a depth of about one inch. Cover that layer with a little bit of potting soil, a soil that is packaged and specially prepared for house plants.

Lower the plant into the pot until the base of the stem (where the stem meets the roots) is about one inch below the rim of the new pot. While holding the plant in place, fill the space around the plant with potting soil. Pack the soil so that it is solid enough to support the plant, but not so tight that the soil is hard. Finally, water the plant thoroughly.



**STI Practice Assessment  
High School Reading**

**52**

**After turning the pot upside down and tapping it so that the plant and dirt come out, then**

- A** hold the pot in one hand and support the plant with the other hand.
- B** choose an appropriate pot for the plant.
- C** line the bottom of the pot with pebbles or clay pieces.
- D** put the plant to one side of the working surface.

**53**

**Which of the following is the correct sequential order for the life cycle of a flowering plant?**

- A** Pollen fertilizes flowers, Fruit and seeds form, Seeds fall to earth, Plants mature
- B** Plants mature, Seeds fall to earth, Pollen fertilizes flowers, Fruit and seeds form
- C** Seeds fall to earth, Plants mature, Pollen fertilizes flowers, Fruit and seeds form
- D** Fruit and seeds form, Pollen fertilizes flowers, Plants mature, Seeds fall to earth

**54**

**According to the figure shown, insects are important in the cycle of**

- A** fruit.
- B** clover.
- C** cotton.
- D** barley.

**STI Practice Assessment  
High School Reading**

**55**

**Which of the following would NOT be needed in order to repot a plant?**

- A a water hose
- B pebbles or pottery pieces
- C potting soil
- D a larger pot for the plant

**56**

**What is the main idea of this passage?**

- A helping plants flower
- B caring for house plants
- C watering house plants
- D repotting common house plants

**57**

**According to the figure shown, after plants mature, what occurs next in the life cycle?**

- A Seeds fall to earth.
- B Pollen fertilizes flowers.
- C Seedlings sprout.
- D Fruit and seeds form.

**STI Practice Assessment  
High School Reading**

**Read the following questions and select the best answer for each question.**

**58**

**Which of the following is an example of the author using his/her opinion?**

- A Jeans are made of cotton material.
- B If you don't buy these jeans, you will not be popular.
- C Jean material actually comes many different colors and dyes.
- D Jeans are sold in the sportswear or workwear areas in department stores.

**59**

**Why would a department store show a picture of Britney Spears wearing their line of clothing?**

- A to encourage people to start singing
- B to show off her blonde hair
- C because she needs the money for modeling
- D so people will buy the store's clothing because she does

**60**

**Which of the following sentences uses emotional words to persuade the reader?**

- A Emma Wilson's new book is a wonderful and amazing story.
- B Join the crowd to the book store to buy Emma Wilson's new book.
- C The movie star, Della, says you should read Emma Wilson's new book.
- D Emma Wilson's new book can be found in most book stores.

**STI Practice Assessment  
High School Reading**

**61** If an author wants to present an argument, which of the following would he or she use?

- A Use boring terms and long sentences to make the reader believe what is written is true.
- B Tell of a person crying loudly in the story.
- C Present facts that strengthen the author's point of view.
- D Make is very clear how the author feel's.

**62** When writing to persuade a reader to think a certain way, writers should usually use

- A emotion.
- B sound reason.
- C personal feelings.
- D anger.

**63** Which of the following arguments is based on reason?

- A Doing your homework early is a good thing because you will be less tired.
- B Joining the math club is a good thing to do because everyone is joining.
- C Having a video game system is good because I love to play games.
- D You have support the Jets team because they lost all their games last year.

**STI Practice Assessment  
High School Reading**

**64**

**Which of the following arguments is based on emotion?**

- A** Your mom should buy this brand of peanut butter because its price-per-ounce is lower than that of other brands.
- B** Your mom should buy this brand of peanut butter because you will think she's a great mom if she does.
- C** Your mom should buy this brand of peanut butter because it contains vitamins that are good for your health.
- D** Your mom should buy this brand of peanut butter because the majority of people like its taste better than they like the taste of other brands.

**65**

**Which of the following would less likely be used in a scientific argument to get people to stop eating meat?**

- A** People who eat meat cause helpless animals to suffer.
- B** Eating meat contributes to health problems.
- C** Raising animals for food is harmful to our environment.
- D** An all-vegetable diet is more nutritious than a meat-based diet.