

Test Booklet

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Ohio Graduation Test Reading March 2009

Student name: _____

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Instructions for Test Administrator

No item information

Questions 1 — 6 are based on the following two poems: "The Service" and "Joan Benoit: 1984 Olympic Marathon Gold Medalist." Some of the questions apply to a single poem. Other questions may apply to both poems. Read the questions carefully to be sure which poem is being referenced.

The Service Title

Burges Johnson

1 I was the third man running in a race,
And memory still must run it o'er and o'er:
The pounding heart that beat against my frame;
The wind that dried the sweat upon my face
And turned my throat to paper creased and sore;
The jabbing pain that sharply went and came.

2 My eyes saw nothing save a strip of road
That flaunted there behind the second man;
It swam and blurred, yet still it lay before.
My legs seemed none of mine, but rhythmic strode
Unconscious of my will that urged, "You can!"
And cried at them to make one effort more.

3 Then suddenly there broke a wave of sound—
Crowds shouting when the first man struck the tape;
And then the second roused that friendly din;
While I—I stumbled forward and the ground
All wavered 'neath my feet, while men agape,
But silent, saw me as I staggered in.

4 As sick in heart and flesh I bent my head,
Two seized me and embraced me, and one cried,
"Your thudding footsteps held me to the grind."
And then the winner, smiling wanly, said,
"No dreams of records kept me to my stride—
I dreaded you two thundering behind!"

From *The Runner's Literary Companion*, Penguin Books, 1996

Joan Benoit: 1984 Olympic Marathon Gold Medalist

Rina Ferrarelli

1 During the third mile
not the eighteenth as expected
she surged ahead
leaving behind the press
of bodies, the breath
hot on her back
and set a pace
the experts claimed
she couldn't possibly keep
to the end.

2 Sure, determined,
moving to an inner rhythm
measuring herself against herself
alone in a field of fifty
she gained the twenty-six miles
of concrete, asphalt and humid weather
and burst into the roar of the crowd
to run the lap around the stadium
at the same pace
once to finish the race
and then again in victory

3 and she was still fresh
and not even out of breath
and standing.

Included in American Sports Poems (NY: Orchard Books, 1988)

- 1 What service is referred to in the title of the poem "The Service"?
- A Two runners agreed to let a third runner win.
 - B The speaker purposely held back so the winner would win.
 - C The speaker, like the second runner, drove the winner to victory.
 - D A weaker runner was entered into the race so one of the others could win.
- 2 In stanza 4 of the poem "The Service," why did the speaker bend his head?
- A because he had not run a faster race
 - B because he had been painfully injured
 - C because he was crying in happiness
 - D because he was giving thanks for his good performance
- 3 How did the speaker in "The Service" feel about his performance in the race?
- A He was disappointed.
 - B He was proud of his victory.
 - C He felt his injuries cost him the race.
 - D He was happy to have achieved third place.

- 4** One theme common to both poems is: sports present athletes with opportunities to overcome obstacles. Use information from each poem to support this theme.

Write your answer in the Answer Document. (2 points)

- 5** In stanza 1 of the poem "Joan Benoit," what does the image "the press / of bodies" depict?
- A** the runners fiercely jockeying for good position
 - B** the spectators jostling and cheering at the finish line
 - C** the newspaper reporters crowding around the track, ready to interview the winner
 - D** the large crowd of people standing at the 18th mile mark, watching the race
- 6** Which sentence summarizes the action described in the first stanza of "Joan Benoit"?
- A** Sports reporters were made to cover an unimportant race.
 - B** A runner took an early lead in the race, which surprised onlookers.
 - C** Runners from all over the world prepared for a race at the Olympics.
 - D** A runner fought for an early and commanding lead in the race, but couldn't keep it.

Stop, Historians! Don't Copy That Passage! Computers Are Watching

Emily Eakin

1 These are boon times for muckrakers on the scholarship beat. In the last month alone, not one but two of the nation's most high-profile historians, Stephen Ambrose and Doris Kearns Goodwin, stand accused of plagiarism in cases that are generating headlines and hand-wringing.

2 Sensing an opportunity to uncover front-page-worthy fraud, journalists armed with Post-It notes—and anonymous tips about the thefts—have turned into literary gumshoes, painstakingly combing through books in the library stacks.

3 But the job needn't be so taxing. Over the last decade, plagiarism detection has gone high-tech. Today's software market is flooded with programs designed to rout out copycats with maximum efficiency and minimum effort.

4 Historians were among the first scholars to try to nail a plagiarism suspect with a computer. In 1991, in a case that became famous in academic circles, several historians filed a complaint with the American Historical Association charging Stephen B. Oates, a historian at the University of Massachusetts at Amherst and the author of a well-regarded 1977 biography of Abraham Lincoln, with plagiarism.

5 As evidence, Mr. Oates's accusers pointed to passages in his book that closely resembled passages in a 1952 biography of Lincoln by Benjamin P. Thomas. Mr. Oates furiously denied the charges, attributing any similarities between the two books to a reliance on the same historical sources. Twenty-three colleagues signed a public statement calling the plagiarism charges "totally unfounded." After deliberating on the case for a year, the association ruled that Mr. Oates had "failed to give Mr. Thomas sufficient attribution for the material he used," but carefully avoided the word plagiarism.

6 Some of Mr. Oates's opponents were convinced he was being let off the hook too easily. One hit on the idea of having a computer judge the case and approached Walter Stewart and Ned Feder, scientists at the National Institutes of Health in Bethesda who had developed what the media dubbed a "plagiarism machine."

7 Mr. Stewart and Mr. Feder spent four months on the project. By the time it was over, they had scanned more than 60 books into a computer and compared them not just to Mr. Oates's Lincoln biography but to his subsequent biographies of William Faulkner and the Rev. Dr. Martin Luther King Jr. as well. Their software followed a simple rule: each time a string of at least 30 characters in one of Mr. Oates's books matched a string of 30 characters in one of the other books, the computer made a note. (Strings of fewer than 30 characters were apt to turn up meaningless matches—including common proper names and phrases.)

8 In February 1993, the scientists submitted a 1,400-page report to the association, detailing what they claimed were 175 instances of plagiarism in the Lincoln biography, 200 instances in the Faulkner biography and 240 instances in the King biography, all identified by their computer. But once again the association found no evidence of plagiarism, though it did state that Mr. Oates had depended to a degree greater than recommended "on the structure, distinctive language and rhetorical strategies of other scholars and sources." The association also took pains to dismiss Mr. Stewart and Mr. Feder's plagiarism machine, declaring that "computer-assisted identification of similar words and phrases in itself does not constitute a sufficient basis for a plagiarism or misuse complaint."

9 The scientists' supervisors at the National Institutes of Health were no more enthusiastic. When they caught wind of Mr. Stewart and Mr. Feder's extracurricular activities, they confiscated the plagiarism machine and had their research lab shuttered.

10 For the nascent plagiarism detection business, this was an inauspicious beginning, but hardly, it turned out, a major setback. Nearly 10 years later, antiplagiarism software is routinely used by dozens of colleges and universities—even high schools—on student work.

11 At one end of the spectrum are companies like Turnitin.com, based in Oakland, Calif., which uses a software program to check the content of a student work against millions of sites around the Web and a database of papers from online term-paper mills.

12 At the other end are companies like Glatt Plagiarism Services in Chicago, which draw on techniques from cognitive theory to verify authorship. The Glatt Plagiarism Screening program, for example, relies on a method called the "Cloze procedure," originally used in the reading comprehension portion of standardized intelligence tests.

13 Sample passages from a suspect work—which can range in size from a single essay to an entire book—are scanned into a computer, which, following the Cloze procedure, removes every fifth word. The sample passages are then returned to the author, who is asked to fill in the missing words.

14 Glatt's founder and president, Dr. Barbara Glatt, says that if the work is authentic, the author will be able to recall most of the missing words. A plagiarist, on the other hand, will invariably flunk the test, or else fess up before taking it. "It's a tough test to pass," Dr. Glatt said. "I have never gotten 100 percent of them right."

15 Nevertheless, she insisted, the Cloze technique is considered highly reliable. Scientists have tried removing the third and fourth words instead, she said, but with much less success. "So far," she added, "no one has ever been falsely accused by the test."

16 Of course, neither of these approaches seems well suited for catching scholarly plagiarists. Professional historians of the stature of Mr. Ambrose and Ms. Goodwin, both of whom deny plagiarism but concede carelessness, are unlikely to be stealing from online term-paper mills. And though Dr. Glatt's approach has the advantage of being able to detect plagiarism when the identity of the plagiarized text is unknown, it's hard to imagine scholars readily agreeing to sit through a Cloze procedure exam at their accusers' request.

17 The approach Mr. Stewart and Mr. Feder adopted—comparing one book to another—may still be a literary sleuth's best bet.

18 Last year, Louis Bloomfield, a physics professor at the University of Virginia, created one such software program that he uses to run quick checks on his students' work. (When he first tried it last spring, he found 122 cases of possible cheating, leading to 15 student expulsions and volunteer departures so far.) "It would be interesting to scan the world's libraries into electronic form and start doing these kinds of comparisons," Mr. Bloomfield said with a mischievous laugh. "I'm afraid you'd pop up all kinds of trouble."

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- 7 What is the meaning of gumshoes (paragraph 2)?
- A writers
 - B scholars
 - C criminals
 - D investigators
- 8 What does the figurative expression “to nail” (paragraph 4) mean?
- A to miss
 - B to catch
 - C to honor
 - D to question
- 9 “Indispensable” is to “vital” as nascent (paragraph 10) is to
- A needed.
 - B emerging.
 - C respected.
 - D established.
- 10 Which excerpt from the passage shows the author using personification to illustrate his ideas?
- A “he found 122 cases of possible cheating” (paragraph 18)
 - B “I have never gotten 100 percent of them right” (paragraph 14)
 - C “this was an inauspicious beginning” (paragraph 10)
 - D “having a computer judge the case” (paragraph 6)
- 11 What significant event or events prompted the author to write this essay?
- A Doris Kearns Goodwin’s most recent work was released.
 - B Effective software that detects plagiarism was released to the public.
 - C More college students were being expelled as a result of plagiarism.
 - D Public accusations of plagiarism were made against prominent scholars.

12 Summarize how the Cloze procedure works (paragraphs 12–15).

Write your answer in the Answer Document. (2 points)

13 Which statement presents something ironic in the passage?

- A The “plagiarism machine” did not work as it was supposed to.
- B Prominent historians have been accused of plagiarism since 1991.
- C Medical scientists focused their resources on detecting plagiarism.
- D Stewart and Feder’s machine was confiscated after they proved that it worked.

14 In the passage the author makes a strong case that computers can be an effective means of detecting acts of plagiarism. Give four examples from the passage that support this argument.

Write your answer in the Answer Document. (4 points)

15 What was the author's intent in the essay?

- A** to explain the meaning of plagiarism
- B** to introduce a new product that she has developed
- C** to show how technology is aiding in the search for plagiarists
- D** to prove that two prominent historians have committed a crime

I Am What Sports Made Me

Donna Lopiano

1 I grew up in Stamford, Connecticut, on a street with fifteen boys and one other girl, so I don't remember sports not being a part of my life.

2 Our house was on a dead-end street, and as soon as we got home from school, all the kids were outside playing some kind of sport. We painted bases on the curb in the middle of the street and played baseball, for instance. I realized right away that I was pretty good at all these sports the same way all kids know how good they are. You win all the races and you're always picked first for a team. Or, you got to be captain.

3 If we weren't playing baseball with a taped up ball, we were playing PG ball, which was a game played with a bat or broomstick and this small whiffle ball. We played it in a driveway between two houses. Your hit was determined by where the ball went. For instance, if you hit it above the second story window it was a double; on the roof, it was a home run. It was great fun.

"I wasn't allowed to play because I was a girl."

4 One season, I played both basketball and football, but when it came to Little League and I was drafted first, I wasn't allowed to play because I was a girl, and those were the rules at the time. It bothered me when they banned me—I was the best player—and I cried for three months. It was a hard thing to deal with. It wasn't until I was sixteen that I was old enough to play in industrial women's league softball. I never forgot what it felt like to be prevented from playing Little League. Although I didn't vow to change things at the time, it does result in your developing a social justice mind-set.

5 In high school, we played all the sports, but the seasons were so short. Our basketball season for women lasted only six games. The same for softball. So I played volleyball, badminton, and field hockey.

6 I knew I wanted to stay in sports after college, so I started to go for my master's, specializing in the social aspect of sports. This was well before any women's movement and before most women felt they could question the way things were. I was done with my master's before the 1970s began, so when change started to happen, I was well prepared to take part fighting for women and trying to level the playing field.

7 The first activist thing I ever did was testify before Congress at twenty-nine against the Tower amendment to Title 9. My work in helping to get Title 9 on the books and keeping it there is a source of great pride for me, and it didn't come easily, since it's taken thirty years of hard work. Now, the Women's Sports Foundation has become the equivalent of a trade organization for women's professional sports. You could call it the national advocacy organization for those who have been wronged because of their gender.

8 As far as my athletic career is concerned, it doesn't bother me that I never had a WNBA or WUSA to try out for, because I really believe athletes know how good they are. I knew how good I was and sure, I didn't get an opportunity to play in those leagues because it was a different time and a different place, but I did get a chance to play internationally in softball.

“I approach everything the same way I did sports when I was younger.”

9 When I was growing up, there was no weight training and certainly no weight room. I can't envision how much better I would have been with advanced training and better coaching. I have to wonder sometimes how good I could have been.

10 Even though I don't play today, I approach everything the same way I did sports when I was younger. You can't separate me from sports, because sports is the most multicultural learning environment you can find anywhere. I used it as a training ground. It's an ongoing reality play. Will you choose to polish your skills or won't you? Will you take responsibility for your own performance? Instead of a ball and glove, today it's all about research and facts. Instead of pitching, it's my communication skills. I am what sports made me, and I am better for it. I learned simple things, like how to behave when speaking in public. I just follow the first rule of sports, which is to learn not to show that you're nervous. If you create a persona of confidence, then you become confident. You also learn how to deal with pressure. Playing in a World Championship for your country, going into the seventh inning trailing by one run, that's pressure. Speaking to a couple hundred people, that's not pressure.

11 My memories in sports are not about the winning home run or the great pitch, they're about the throw I didn't make, or the pitch I didn't hit, or the catch I didn't make. However, the moments I like best are the plays I made that didn't get noticed. Like getting to a ball I didn't think I could get to, or beating out the slow ground ball for a single. But the best moment ever had to be playing for my country in the first World Softball Championship in Australia. It wasn't what I did; it was just being good enough to represent this country. That's something I will never forget and something I think about often.

“Donna Lopiano” (pp. 285-7) from *THE GAMES DO COUNT* by Brian Kilmeade. Copyright © 2004 by Brian Kilmeade. Reprinted by permission of HarperCollins Publishers.

- 16** According to the information in the passage, which circumstance in the writer's childhood contributed to her interest in sports?
- A** Her parents were athletes.
 - B** She grew up in a neighborhood with a lot of boys.
 - C** Her family had a lot of money for expensive equipment.
 - D** She wasn't interested in academics, so she turned to sports.
- 17** What was an indicator for the writer that, even as a child, she was good at sports?
- A** She was usually picked first for all the teams.
 - B** She could hit the ball farther than any of the boys could.
 - C** She knew the rules of the games better than the adults or coaches did.
 - D** She advocated that the neighborhood girls be allowed to participate as well.

- 18** What is the meaning of vow as used in paragraph 4?
- A agree
 - B fail
 - C promise
 - D try
- 19** The writer informs the reader she “played volleyball, badminton, and field hockey” (paragraph 5), because she wanted to illustrate what about herself?
- A She was skilled at many different sports.
 - B She had the strong desire to be actively involved in sports.
 - C She would seek out a good coach and play, regardless of what sport it was.
 - D She had to experience several different sports before she found one to which she truly wanted to commit herself.
- 20** In paragraph 7, the writer describes “the first activist thing [she] ever did.” What does she mean by “activist thing”?
- A a brave deed
 - B a protest march
 - C a dishonest statement
 - D a reform-minded action
- 21** What would be an example of advocacy as it is used in paragraph 7?
- A A person lends money to his friend.
 - B A judge rules in favor of changing a law.
 - C A patient raises awareness of the need for improved handicapped parking.
 - D A person becomes a professional athlete and donates a lot of money to charity.
- 22** The writer says that sports are “a training ground.” (paragraph 10) Why does she think this is so?
- A A person can stay physically fit for life by playing sports.
 - B A person can learn many important life skills by playing sports.
 - C Having learned one sport, a person can then pick up many others as well.
 - D Having played a sport prepares a person for eventually holding a mentally challenging job.

- 23** Explain what the writer means when she says sports are a “reality play.” (paragraph 10) Use information from the text to support your response.

Write your answer in the Answer Document. (2 points)

- 24** The writer says the lack of opportunity to play professional sports when she was younger was insignificant to her later development as an elite athlete. What is her reason for believing so?

- A** She coached a professional basketball team.
- B** She was only interested in sports participation at the high school and college level.
- C** She doesn't believe it is necessary that women's sports should be organized at a professional level.
- D** She believes an athlete doesn't need to play professional sports to know he or she is a good player.

Stones Aplenty

Arturo Vivante

1 There was, at the south end of the large, level front lawn of the college, a long low stone wall which the students playfully called “The end of the world,” as if there were nothing or nothing worthwhile beyond it. A rough, uncultivated slope there was, with plenty of stones and outcroppings. It dropped steeply down toward a wood and the valley below. A few miles farther was a tall green mountain, and beyond it, on the left, a range of the faint-blue color of distance.

2 One morning, toward the beginning of term, when I was teaching there, I saw a series of stone structures standing on the wall. They bore a vague resemblance to human figures—at least each had a head and what could be construed to be a neck, a trunk, shoulders, and even limbs. The term “rough-hewn” could hardly fit them—none of the stones had been cut; they were intact, left as nature had made them. Yet they weren’t put together in an artless or haphazard way.

3 They defied easy definition. Statues, monuments, pilings? Whatever they were, they bespoke a practiced hand. Something primitive and at the same time astute about them—each stone placed in such a way that made sense, well balanced, sturdy, not easily blown off. Also, I could see they had been carefully chosen, and certainly, below the wall, scattered on the slope, there was a vast assortment of stones.

4 I asked a few students and teachers if they knew who might be their artificer, but if they noticed them at all, they had paid little or no attention to them. At any rate, they didn’t seem to know. And this, of course, added to their mystery in my mind. I praised them and asked others: “Who made those wonderful stone structures on the ‘end-of-the-world’ wall?” But no one I approached knew, nor did my interest rouse theirs.

5 Then, a few days later, a pleasant young student, a freshman, a boy, from a fiction class that I was teaching, came into my office. He didn’t have anything special to discuss—no paper, story, poem or essay. He said he had just come in to talk. I asked him what other courses he was taking, and he shrugged his shoulders.

6 “I’m just looking around,” he said. “I like to ride here and there on my motorbike. Do you want to see it? It’s out there.” He went to the window. “There by the wall.”

7 I got up and looked. “It’s nice and light,” I said.

8 “It takes me over all kinds of terrain. I came to Vermont because of all the country roads here. So many of them, and each one prettier than the next or last. I have a detailed map of the whole state, and I ride from place to place. Often I stop, get off and walk along the streams, and I put one stone on another and another and another till I have a kind of statue, or not altogether a statue, a pile of stones, a shape. You may have seen what I did on the ‘end-of-the-world’ wall.”

9 “Did you do those?” I said, though by this time I had little doubt he must be their maker. “I’ve been admiring them all these last few days, ever since I first saw them. And I’ve been asking about them, but no one was able to tell me. I think they are wonderful. I’m sure glad to know who did them at last—that it is you.”

10 Again I went to see the stone structures and stood a while contemplating them. Then, a day or two later, to my dismay, I found that they’d gone. I asked a gardener about them.

11 "Christine had them pulled down," he said. Christine was in charge of buildings and grounds. Everyone here called everyone else, even the college president, by their first names.

12 "Oh dear," I said. "I really liked them. It's a shame."

13 "I liked them too," he said.

14 "Why did they pull down your stones?" I asked the student the next time he came to my office.

15 "I don't know."

16 "Pulling them down was vandalism, at no risk, by the person in charge."

17 "I don't care," he said. "They weren't built to last, and I have plenty more on the banks of streams."

18 "And if a flood sweeps them away?"

19 "I don't mind. I do them for the doing."

20 "You are a real artist," I said.

21 He didn't even stay till the end of the term. He rode away on his slight motorcycle and did not return.

22 Since then, by streams and river banks, I've often paused and wondered about him and his work, hoping that envious hands and sweeping floods spared some of his shapes. And still I can almost hear him saying, "It doesn't matter."

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25 What does construed mean in paragraph 2 of the story?

- A created
- B developed
- C interpreted
- D misunderstood

26 In paragraph 2 of the story, artless is used to describe something that might be

- A unusually-fashioned.
- B quickly and skillfully made.
- C thrown together without thought.
- D precisely and carefully positioned.

- 27** The narrator says that the stone structures “defied easy definition.” (paragraph 3)
What did the narrator mean?
- A The structures clearly did not belong on the wall.
 - B The structures were mysterious in their effect and purpose.
 - C The structures reminded the narrator of a poignant memory.
 - D The structures evoked a clear mood and theme on the part of the artist.
- 28** “[T]hey bespoke a practiced hand.” (paragraph 3)
Which sentence means the same as the excerpt given above?
- A The stone structures had been made by hand.
 - B The stone structures were good enough to be sold in a gallery.
 - C The stone structures contained mysterious clues about their origin.
 - D The stone structures were made by someone who knew what he was doing.
- 29** The narrator says he felt strongly moved to find the artificer of the stone structures (paragraph 4).
Who or what would he be looking for?
- A the person who first discovered the stones
 - B the person who created the stone structures
 - C anyone who can tell him what the mysterious stones mean
 - D another person who has observed the stones and been so moved by them

- 30** The narrator describes the removal of the stone figures from the wall as, “vandalism, at no risk.” Explain what he means with this phrase. Provide three examples from the story to support your response.

Write your answer in the Answer Document. (4 points)

- 31** What was the student’s attitude concerning the removal of the stone structures?

- A He did not seem to care one way or the other.
- B He immediately made plans to replace them with even better ones.
- C He was very upset because he had hoped they would make him famous.
- D He knew that they had been repositioned in an even more effective setting.

- 32** What was the student’s reason for creating the stone structures?

- A He simply enjoyed doing it.
- B He was completing a special assignment.
- C He wanted to make a strong artistic statement.
- D He was being disrespectful to the school’s president.

Exotic Plants

Greg and Pat Williams

1 Enthusiasm for native plants has been fueled in recent years by reports of aggressively invasive exotic (nonnative) species that take over natural areas. Kudzu and purple loosestrife are two familiar examples.

2 But like many other gardening issues, the native vs. exotic choice is not clear-cut. Many common garden plants are growing far from their origins and are not spreading aggressively. And even if you plant only natives, you still need to be careful to avoid species that may be highly aggressive in your region, as homeowners with yards full of black locust and wild blackberries know. As an ecologically concerned gardener, the important question you need to ask is “Are the species—whether exotic or native—that I want to plant likely to be invasive in my area?” Here’s how to answer it.

3 Plants that have been growing for many years in your region without showing signs of invasiveness are not likely to be a problem in your landscape. Recently introduced varieties of these species are also unlikely to be invasive, although there could be exceptions. To get clues about the invasive potential of plants common in your area, look for “escapees” near established plantings, ask experienced local growers, and/or inquire at your extension office.¹

4 Treat species that are not already growing in your area with caution. Ask experts familiar with the plants about the risks of spreading, or try a Web search using the species’ scientific names.

5 At the extreme end of the invasion-potential range are plants on official “noxious” and invasive species lists. The Resource Library at the USDA’s National Invasive Species Information Center Web site (invasivespeciesinfo.gov) has links to federal, state, and private lists. Also check regional lists, including the Invasive Plant Atlas of New England (nbii-nin.ciesin.columbia.edu/ipane/index.htm), the Southeast Exotic Pest Plant Council (se-eppc.org), and the California Department of Food and Agriculture’s Encyclopededia (cdfa.ca.gov/phpps/ipc/encycloweedia/encycloweedia_hp.htm).

6 Don’t miss out on the beauty and utility of exotic plants just because you’re afraid that they *might* be invasive; find out which ones aren’t apt to spread aggressively in your locale, then choose only those while avoiding likely invaders, no matter their origin.

Natives vs. Aliens

- Approximately 18,000 plants are native to North America.
- 5,000 native U.S. plant species are considered at risk.
- Approximately 4,000 species of exotic plants have established free-living populations in the United States.
- A small number of alien plants (e.g., corn, wheat, oats) form the basis of our agriculture industry.
- Invasions of nonnative plants are the second-greatest threat to native species after habitat destruction.



A beauty of a beast: Purple loosestrife forms dense strands on swampy soil, reducing habitat for waterfowl.

1 extension office: a federal agency that provides information to citizens about farm, home, and community issues

33 “Enthusiasm for native plants has been fueled in recent years by reports of aggressively invasive exotic (nonnative) species that take over natural areas.” (paragraph 1)

In this context, what does the word nonnative mean?

- A unnatural
- B uncommon
- C originating elsewhere
- D existing in very few areas

34 Based on the passage, what can the reader infer about kudzu?

- A It grows all year, even in winter.
- B It is an undesirable, aggressive plant.
- C It contributes to our agriculture industry.
- D It is one of the 5,000 species considered at risk.

35 “At the extreme end of the invasion-potential range are plants on official ‘noxious’ and invasive species lists.” (paragraph 5)

In the context of this passage, what does noxious mean?

- A harmful
- B tough
- C ugly
- D unhealthy

36 Explain one of the most significant problems caused by exotic plants in natural areas. Use an example from the passage as support.

Write your answer in the Answer Document. (2 points)

37 On which method do the writers rely to develop a persuasive argument in this passage?

- A appeal to reason
- B appeal to emotion
- C glittering generalities
- D bandwagon technique

38 In the text box titled "Natives vs. Aliens," how does the final point contribute to the effectiveness of the passage?

- A by stressing the idea that all native plant species are weak
- B by explaining that invasive plants are responsible for habitat destruction
- C by shifting the argument to focus on another major threat to native plants
- D by emphasizing the seriousness of the risk posed by invasive exotic plant species

