

## Assessment Practice

## ASSESS

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

## REVIEW

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

## COMMON CORE

**RL 3** Analyze how dialogue or incidents in a story propel the action. **RL 4** Analyze the impact of word choices on tone. **RL 5** Analyze how the structure of text contributes to its meaning. **RL 6** Analyze how differences in the points of view of the characters and reader create such effects as suspense. **W 10** Write over shorter time frames. **L 1** Demonstrate command of grammar and usage. **L 3** Use knowledge of language when writing. **L 4a–c** Use context as a clue to the meaning of a word; use Latin affixes and roots as clues to the meaning of a word; consult reference materials.

**DIRECTIONS** Read the selections and answer the questions that follow.

## The Invaders

*by Jack Ritchie*

- 1 None of them left the ship on the first day of its arrival, but I knew that they would be watching carefully for signs of human life.
- 2 The skies were dark with scudding clouds, and the cold wind moved high in the trees. Thin snow drifted slowly to the ground.
- 3 From the cover of the forest, I now watched as a small, heavily armed group of them left the large craft. When they reached the edge of the woods, they hesitated for a few moments and then moved cautiously forward.
- 4 I had seen them before and I knew that in appearance, at least, they were not monsters. They looked very much like us. There were some differences, of course, but all in all, we were really quite similar to them.
- 5 I met them first when I was almost a boy and I had been without caution. I approached them and they seemed friendly, but then suddenly they seized me and carried me off in their strange ship.
- 6 It was a long journey to their land and when our ship made a landing, I was shown about and exhibited as though I were some kind of animal.
- 7 I saw their cities, and I was shown plants and animals completely strange to me. I learned to wear their clothing and even to eat their food.
- 8 They taught me to communicate in their strange and difficult tongue until I could, at times, even think in their language.
- 9 I had almost given up the hope of ever seeing my home again, but they one day put me back on one of their ships and told me that they were returning me because they wished to establish friendly relations with my people. But by now, I knew enough of them to know that this was not true. However, I nodded and smiled and watched for my opportunity to escape.
- 10 When the ship landed, I went out with the first search party. It was near evening and as the darkness gathered, I edged away from them and finally I fled into the blackness and safety of the forest.
- 11 They came after me, of course, but I was hidden deep in the woods where they could not find me.
- 12 Finally they gave up and I watched their ship become smaller and finally disappear, and I hoped fervently that they would never return.
- 13 But now they were back again.
- 14 I felt a coldness inside of me as I watched them moving slowly through the trees. They seemed somehow different from the others who had been here before. It was not so much in their appearance as in the air about them—the way they walked, the way they looked about with speculating eyes.

Practice  
Test

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KEYWORD: HML8N-160

15 Slowly and instinctively, I realized that this time they were not here on just another raid for a captive or two.

16 This time they had come to stay.

17 What could we do now? Could we lure them deeper into the forest and kill them? Could we take their weapons and learn how to use them?

18 No, I thought despairingly. There were so many more of the invaders on the ship. And more weapons. They would come out and hunt us down like animals. They would hunt us down and kill us all.

19 I sighed. We must find out what it was that they wanted this time and whatever it might be, we must learn to adjust and to hope for the best.

20 But I still retreated silently before them, afraid to approach. I watched them search the ground ahead of them and knew they were looking for footprints, for some signs of life. But there was not yet enough snow on the ground to track us down.

21 Their strangely colored eyes glanced about warily. They were cautious, yes.

22 They could be a cruel race, I knew. I had seen with my own eyes how they treated their animals and even their own kind.

23 I sighed again. Yes, we could be cruel, too. In this respect we could not claim to be superior to the invaders.

24 They paused now in a clearing, their eyes gleaming beneath their helmets.

25 It was time for me to approach them.

26 I took a deep breath and stepped into the open.

27 Their weapons quickly pointed at me.

28 “Welcome,” I said.

29 They stared at me, and then one of them turned to their bearded leader. “It appears that this savage can speak some English, Captain Standish.”

30 “Welcome,” I said again. But I wondered what they would do to my land and my people now.



## Reading Comprehension

Use “The Invaders” to answer questions 1–14.

- What event happens first in the story?
  - The invaders look at the ground for footprints.
  - The invaders leave the ship and enter the woods.
  - The narrator thinks about attacking the invaders.
  - The narrator steps into view and greets the invaders.
- In the exposition of the story, you learn that —
  - the narrator speaks English
  - the invaders are cruel people
  - Captain Standish is a leader
  - the weather is cold and snowy
- In paragraph 1 the author develops suspense by using the phrase —
  - first day of its arrival*
  - I knew that they would be watching*
  - None of them left the ship*
  - signs of human life*
- The conflict the narrator struggles with is —
  - choosing whether to return with the invaders to their country
  - deciding which response to the invaders will be best for his people
  - sharing food with the invaders or hiding it from them
  - betraying his people by helping the invaders find what they want
- The conflict not resolved at the end of the story is —
  - what will happen between the invaders and the narrator’s people
  - how the narrator will decide to communicate with the invaders
  - whether the invaders can make their way off the ship and into the forest
  - if the narrator will choose to stay hidden from the invaders
- The rising action begins when the narrator says —
  - They looked very much like us* (paragraph 4)
  - I learned to wear their clothing and even to eat their food* (paragraph 7)
  - But now they were back again* (paragraph 13)
  - Yes, we could be cruel, too* (paragraph 23)
- In paragraph 18 the narrator is losing hope because —
  - he fears his people are outnumbered and will be killed
  - his hiding places in the snowy forest are too visible
  - he thinks that the invaders are looking for another captive
  - his footprints might lead the invaders to his people
- The flashback begins when the narrator says —
  - I met them first when I was almost a boy and I had been without caution* (paragraph 5)
  - But by now, I knew enough of them to know that this was not true* (paragraph 9)
  - There were so many more of the invaders on the ship* (paragraph 18)
  - But I still retreated silently before them, afraid to approach them* (paragraph 20)

9. The flashback reveals that the narrator —
- carefully watched the invaders when they left their ship
  - was captured as a child by invaders and taken to their land
  - grew to believe that invaders had friendly intentions
  - had many habits in common with the invaders
10. The climax of the story occurs when the narrator —
- steps out and speaks to the invaders
  - hides from the invaders in the woods
  - returns home after being held captive
  - hears the invaders talk to their leader
11. The narrator hides from the new invaders because —
- he distrusts the invaders and is trying to decide what to do
  - other people are coming to help him
  - he wants to surprise the invaders from a well-protected location
  - a search party is looking for him
12. Which phrase from the story helps you figure out when an event occurs?
- There were some differences . . .*
  - It was a long journey . . .*
  - I could at times . . .*
  - They paused now . . .*
13. The narrator rejects the idea of attacking the invaders because —
- the strangers have enough people and weapons to harm the local people
  - the strangers are peaceful and hope to do good deeds
  - neither the strangers nor the local people want to have a fight
  - the narrator can speak the strangers' language
14. During the falling action, you discover that the invaders —
- arrive on a large ship
  - have strangely colored eyes
  - are led by an English captain
  - mistreat their animals and each other

**SHORT CONTRUCTED RESPONSE**

**Write two or three sentences to answer each question.**

15. Identify one technique the author uses to create suspense. Give an example from the text to support your choice.
16. In the flashback, what steps does the narrator take to escape the invaders?

**Write a paragraph to answer this question.**

17. Reread paragraphs 15–19. What does the narrator realize about the invaders? Explain how this realization helps him to resolve his conflict.



## Vocabulary

Use your knowledge of context clues and the Latin word root definitions to answer the following questions.

- The Latin word *habere* means “to hold” or “to see.” In paragraph 6, what does the word *exhibited* mean?
  - Made to work hard
  - Presented in public
  - Held captive in a prison
  - Soothed with kind words
- The Latin word *stabilis* means “firm.” In paragraph 9, what does the word *establish* mean?
  - To end quickly
  - To damage beyond repair
  - To bring about using trickery
  - To set up and make solid
- The Latin word *fervere* means “to boil.” In paragraph 12, what does the word *fervently* mean?
  - In a dreamy way
  - For a long time
  - With great emotion
  - While cooking
- The Latin word *speculare* means “to observe.” In paragraph 14, what does the word *speculating* mean?
  - Creating a new object
  - Thinking about or guessing
  - Taking a risk in the hope of gain
  - Accepting something as true
- Read the dictionary entry below for the word *craft*.

**craft** (krăft) *noun* **1.** A boat, ship, or aircraft. **2.** Skill in doing or making something. **3.** An occupation or trade. *Verb* **1.** To make by hand. **Synonyms:** *noun:* vehicle, talent, profession, trickery; *verb:* create.

Which definition represents the meaning of the word *craft* as it is used in paragraph 3?
  - Definition noun 1
  - Definition noun 2
  - Definition noun 3
  - Definition verb 1
- In which sentence is the word *craft* used as a verb?
  - She learned her craft from her father, who was a carpenter.
  - The fine workmanship revealed the sculptor’s craft.
  - He tried to craft a set of bookshelves for the library.
  - The small craft was tossed about by the rough waves.
- Which synonym would best replace the word *craft* in the following sentence?

The singer demonstrated her craft through her performance in the opera.

  - Profession
  - Talent
  - Trickery
  - Vehicle

## Revising and Editing

**DIRECTIONS** Read this paragraph and answer the questions that follow.

(1) When the Pilgrims first landed at Plymouth in 1620, everyone had their dream of a better life. (2) They had been agreeing that they should work together to build a common house for meetings and religious services. (3) People's lives became difficult though, especially because there was a shortage of food. (4) Nobody knew whether they would survive. (5) In fact, many settlers died during his first winter in the colony. (6) The Native American Squanto helped everyone who remained find where they could fish and trap animals for food. (7) The Native Americans' willingness to share their knowledge of agriculture helped the Pilgrims survive in the new land. (8) Today the national holiday of Thanksgiving recalls the Pilgrims' celebration of their first harvest in Plymouth.

1. The meaning of sentence 1 can be improved by changing *their* to —
  - A. theirs
  - B. its
  - C. his or her
  - D. they
2. What change, if any, should be made in sentence 2?
  - A. Change *had been agreeing* to **will agree**
  - B. Change *had been agreeing* to **agreed**
  - C. Change *had been agreeing* to **agrees**
  - D. Make no change
3. What change, if any, should be made in sentence 3?
  - A. Change *became* to **will become**
  - B. Change *became* to **are becoming**
  - C. Change *became* to **will be becoming**
  - D. Make no change
4. The meaning of sentence 4 can be improved by changing *they* to —
  - A. he or she
  - B. them
  - C. his or her
  - D. its
5. The meaning of sentence 5 can be improved by changing *his* to —
  - A. their
  - B. its
  - C. his or her
  - D. her
6. The meaning of sentence 6 can be improved by changing *they* to —
  - A. it
  - B. its
  - C. their
  - D. he or she

