



MASSACHUSETTS

Department of Elementary
and Secondary Education

Release of Spring 2023

MCAS Test Items

from the

*Grade 10 English Language Arts
Paper-Based Test*

June 2023

**Massachusetts Department of
Elementary and Secondary Education**



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and Secondary Education

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Overview of Grade 10 English Language Arts Test

The spring 2023 grade 10 English Language Arts (ELA) test was a next-generation assessment that was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer. More information can be found on the MCAS Test Administration Resources page at www.doe.mass.edu/mcas/admin.html.

Most of the operational items on the grade 10 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

This document displays released items from the paper-based test, along with associated reading passages. Released items from the computer-based test are available on the MCAS Resource Center website at mcas.pearsonsupport.com/released-items.

Test Sessions and Content Overview

The grade 10 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response and essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 10 ELA test was based on grades 6–12 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at www.doe.mass.edu/frameworks/current.html.

ELA test results are reported under three MCAS reporting categories, which are identical to the three framework content strands listed above.

The table at the conclusion of this document provides the following information about each released operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for selected-response questions are also displayed in the table.

Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

Grade 10 English Language Arts

SESSION 1

This session contains 13 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the excerpt and the poem about characters who want to change their names. Then answer the questions that follow.

In this excerpt, Gogol Ganguli, whose family is from India but who is named after the Russian author Nikolai Gogol, decides to change his name.

from *The Namesake*

by Jhumpa Lahiri

- 1 The idea to change his name had first occurred to him a few months ago. He was sitting in the waiting room of his dentist, flipping through an issue of *Reader's Digest*. He'd been turning the pages at random until he came to an article that caused him to stop. The article was called "Second Baptisms." "Can you identify the following famous people?" was written beneath the headline. A list of names followed and, at the bottom of the page, printed in tiny letters upside down, the famous personalities they corresponded to. The only one he guessed correctly was Robert Zimmerman, Bob Dylan's real name. He had no idea that Molière had been born Jean-Baptiste Poquelin and that Leon Trotsky was born Lev Davidovich Bronstein. That Gerald Ford's name was Leslie Lynch King, Jr., and that Engelbert Humperdinck's was Arnold George Dorsey. They had all renamed themselves, the article said, adding that it was a right belonging to every American citizen. He read that tens of thousands of Americans had their names changed each year. All it took was a legal petition, the article had said. And suddenly he envisioned "Gogol" added to the list of names, "Nikhil" printed in tiny letters upside down.
- 2 That night at the dinner table, he brought it up with his parents. It was one thing for Gogol to be the name penned in calligraphy on his high school diploma, and printed below his picture in the yearbook, he'd begun. It was one thing, even, for it to be typed on his applications to five Ivy League colleges, as well as to Stanford and Berkeley. But engraved, four years from now, on a bachelor of arts degree? Written at the top of a résumé? Centered on a business card? It would be the name his parents picked out for him, he assured them, the good name they'd chosen for him when he was five.
- 3 "What's done is done," his father had said. "It will be a hassle. Gogol has, in effect, become your good name."
- 4 "It's too complicated now," his mother said, agreeing. "You're too old."

- 5 "I'm not," he persisted. "I don't get it. Why did you have to give me a pet name in the first place? What's the point?"
- 6 "It's our way, Gogol," his mother maintained. "It's what Bengalis do."
- 7 "But it's not even a Bengali name."
- 8 He told his parents what he'd learned in Mr. Lawson's class, about Gogol's lifelong unhappiness, his mental instability, about how he'd starved himself to death. "Did you know all this stuff about him?" he asked.
- 9 "You forgot to mention that he was also a genius," his father said.
- 10 "I don't get it. How could you guys name me after someone so strange? No one takes me seriously," Gogol said.
- 11 "Who? Who does not take you seriously?" his father wanted to know, lifting his fingers from his plate, looking up at him.
- 12 "People," he said, lying to his parents. For his father had a point; the only person who didn't take Gogol seriously, the only person who tormented him, the only person chronically aware of and afflicted by the embarrassment of his name, the only person who constantly questioned it and wished it were otherwise, was Gogol. And yet he'd continued, saying that they should be glad, that his official name would be Bengali, not Russian.
- 13 "I don't know, Gogol," his mother had said, shaking her head. "I really don't know." She got up to clear the dishes. Sonia¹ slinked away, up to her room. Gogol remained at the table with his father. They sat there together. . . .
- 14 "Then change it," his father said simply, quietly, after a while.
- 15 "Really?"
- 16 "In America anything is possible. Do as you wish."

¹Sonia—Gogol's sister

- 17 And so he had obtained a Commonwealth of Massachusetts change-of-name form, to submit along with a certified copy of his birth certificate and a check to the Middlesex Probate and Family Court. He'd brought the form to his father, who had glanced at it only briefly before signing his consent, with the same resignation with which he signed a check or a credit card receipt, his eyebrows slightly raised over his glasses, inwardly calculating the loss. He'd filled out the rest of the form in his room, late at night when his family was asleep. The application consisted of a single side of a cream-colored sheet, and yet it had taken him longer to fill out than his applications for college. On the first line he filled out the name he wished to change, and his place and date of birth. He wrote in the new name he wished to adopt, then signed the form with his old signature. Only one part of the form had given him pause: in approximately three lines, he was asked to provide a reason for seeking the change. For nearly an hour he'd sat there, wondering what to write. He'd left it blank in the end.
- 18 At the appointed time, his case is called. He enters a room and sits on an empty wooden bench at the back. . . . There is nothing decorating the room apart from the Massachusetts state and American flags and an oil portrait of a judge. "Gogol Ganguli," the clerk says, motioning for Gogol to approach the dais, and as eager as he is to go through with it, he is aware, with a twinge of sadness, that this is the last time in his life he will hear that name uttered in an official context. In spite of his parents' sanction he feels that he is overstepping them, correcting a mistake they've made.
- 19 "What is the reason you wish to change your name, Mr. Ganguli?" the judge asks.
- 20 The question catches him off-guard, and for several seconds he has no idea what to say. "Personal reasons," he says eventually.
- 21 The judge looks at him, leaning forward, her chin cupped in her hand. "Would you care to be more specific?"
- 22 At first he says nothing, unprepared to give any further explanation. He wonders whether to tell the judge the whole convoluted story, about his great-grandmother's letter that never made it to Cambridge, and about pet names and good names, about what had happened on the first day of kindergarten. But instead he takes a deep breath and tells the people in the courtroom what he has never dared admit to his parents. "I hate the name Gogol," he says. "I've always hated it."

- 23 “Very well,” the judge says, stamping and signing the form, then returning it to the clerk. He is told that notice of the new name must be given to all other agencies, that it’s his responsibility to notify the Registry of Motor Vehicles, banks, schools. He orders three certified copies of the name change decree, two for himself, and one for his parents to keep in their safe-deposit box. No one accompanies him on this legal rite of passage, and when he steps out of the room no one is waiting to commemorate the moment with flowers and Polaroid snapshots and balloons. In fact the procedure is entirely unmomentous, and when he looks at his watch he sees that from the time he’d entered the courtroom it had taken all of ten minutes. He emerges into the muggy afternoon, perspiring, still partly convinced it is a dream. He takes the T² across the river to Boston. He walks with his blazer clasped by a finger over his shoulder, across the Common, through the Public Garden, over the bridges and along the curving paths that rim the lagoon. Thick clouds conceal the sky, which appears only here and there like the small lakes on a map, and the air threatens rain.
- 24 . . . “I’m Nikhil,” he wants to tell the people who are walking their dogs, pushing children in their strollers, throwing bread to the ducks. He wanders up Newbury Street as drops begin to fall. He dashes into Newbury Comics, buys himself *London Calling* and *Talking Heads: 77* with his birthday money, a Che poster for his dorm room. He pockets an application for a student American Express card, grateful that his first credit card will not say Gogol in raised letters at the bottom. “I’m Nikhil,” he is tempted to tell the attractive, nose-ringed cashier with dyed black hair and skin as pale as paper. The cashier hands him his change and looks past him to the next customer, but it doesn’t matter; instead he thinks of how many more women he can now approach, for the rest of his life, with this same unobjectionable, uninteresting fact. Still, for the next three weeks, even though his new driver’s license says “Nikhil,” even though he’s sliced up the old one with his mother’s sewing scissors, even though he’s ripped out the pages in front of his favorite books in which he’d written his name until now, there’s a snag: everyone he knows in the world still calls him Gogol. He is aware that his parents, and their friends, and the children of their friends, and all his own friends from high school, will never call him anything but Gogol. He will remain Gogol during holidays and in summer; Gogol will revisit him on each of his birthdays. Everyone who comes to his going-away-to-college party writes “Good Luck, Gogol” on the cards.

²T—Boston’s subway system

Teresa Mei Chuc is an American poet who was born in Vietnam. In this poem, she reflects on the meaning and history of her names.

Names

by Teresa Mei Chuc

I am tired of having five different names;
Having to change them when I enter

A new country or take on a new life. My
First name is my truest, I suppose, but I

5 Never use it and nobody calls me by this Vietnamese
Name though it is on my birth certificate—

Tue My Chuc. It makes the sound of a twang of a
String pulled. My parents tell me my name in Cantonese

10 is Chuc Mei Wai. Three soft bird chirps and they call
me Ah Wai. Shortly after I moved to the U.S., I became

Teresa My Chuc, then Teresa Mei Chuc. "Teresa" is the sound
Water makes when one is washing one's hands. After my first

Marriage, my name was Teresa Chuc Prokopiev.
After my second marriage, my name was Teresa Chuc Dowell.

15 Now I am back to Teresa Mei Chuc, but I want to go way back.
Reclaim that name once given and lost so quickly in its attempt

to become someone that would fit in. Who is Tue My Chuc?
I don't really know. I was never really her and her birthday

20 on March 16, I never celebrate because it's not my real birthday
though it is on my birth certificate. My birthday is on January 26,

really, but I have to pretend that it's on March 16
because my mother was late registering me after the war.

Or it's in December, the date changing every year according to the lunar calendar—this is the one my parents celebrate

25 because it's my Chinese birthday. All these names and birthdays make me dizzy. Sometimes I just don't feel like a

Teresa anymore; Tue (pronounced Twe) isn't so embarrassing. A fruit learns to love its juice. Anyways, I'd like to be string . . .

resonating. Pulled back tensely like a bow

30 Then reverberate in the arrow's release straight for the heart.

"Names" by Teresa Mei Chuc, from *Keeper of the Winds*. Copyright © 2014 by Teresa Mei Chuc. Reprinted by permission of the author.

- 1 What does paragraph 2 of *The Namesake* **mainly** reveal about Gogol?
- Ⓐ He fears that the name Gogol will get him into trouble.
 - Ⓑ He believes that the name Gogol is not suitable for a serious adult.
 - Ⓒ He wants to replace the name Gogol with Nikhil on all his old documents.
 - Ⓓ He plans to use both the names Gogol and Nikhil throughout his college years.

- 2 Read the sentence from paragraph 23 of *The Namesake* in the box.

No one accompanies him on this legal rite of passage, and when he steps out of the room no one is waiting to commemorate the moment with flowers and Polaroid snapshots and balloons.

What does the word *commemorate* **most likely** mean as it is used in the sentence?

- Ⓐ engage
- Ⓑ promote
- Ⓒ recognize
- Ⓓ reproduce

- 3 Read the sentence from paragraph 24 of *The Namesake* in the box.

Still, for the next three weeks, even though his new driver's license says "Nikhil," even though he's sliced up the old one with his mother's sewing scissors, even though he's ripped out the pages in front of his favorite books in which he'd written his name until now, there's a snag: everyone he knows in the world still calls him Gogol.

What is the **main** purpose of the colon in the sentence?

- Ⓐ to emphasize the reality of the main character's situation
 - Ⓑ to introduce an intriguing detail about the main character
 - Ⓒ to signal an abrupt change in the main character's behavior
 - Ⓓ to highlight the satisfaction the main character now experiences
- 4 How are lines 1–18 of "Names" important to the development of the theme?
- Ⓐ They act as a tribute to all the people who affected the speaker throughout her life.
 - Ⓑ They offer a recollection of life events to explain how the speaker acquired so many names.
 - Ⓒ They present a description of the processes the speaker followed to change each of her names.
 - Ⓓ They serve as a summary of reasons why the speaker has been unable to choose a proper name.

- 5 In addition to having five names, what else affects the speaker's sense of self in "Names"?
- Ⓐ her need to confess her actual birthday to the proper authorities
 - Ⓑ her misunderstanding about when her lunar calendar birthday falls
 - Ⓒ her indecision about whether to share her confusing birthday history
 - Ⓓ her annoyance that her actual birthday is not officially acknowledged
- 6 How are Gogol in *The Namesake* and the speaker in "Names" different?
- Ⓐ Gogol feels disconnected from his heritage, while the speaker feels deeply connected to hers.
 - Ⓑ Gogol wavers in his decision to act, while the speaker acts decisively to solve a problem with her name.
 - Ⓒ Gogol shows respect for his parents and their choices, while the speaker seems indifferent to her parents.
 - Ⓓ Gogol struggles to express his true feelings about his name, while the speaker can articulately express hers.

7 Part A

Which theme is shared by **both** *The Namesake* and “Names”?

- Ⓐ It is possible to escape the past.
- Ⓑ One has a right to shape one’s own identity.
- Ⓒ One has a duty to confront social problems.
- Ⓓ A family’s history has little to do with its future.

Part B

Which pair of quotations **best** supports the answer to Part A?

- Ⓐ “He was sitting in the waiting room of his dentist, flipping through an issue of *Reader’s Digest*.” (paragraph 1 of *The Namesake*)
“I am tired of having five different names;” (line 1 of “Names”)
- Ⓑ “A list of names followed and, at the bottom of the page, printed in tiny letters upside down, the famous personalities they corresponded to.” (paragraph 1 of *The Namesake*)
“. . . After my first / Marriage, my name was Teresa Chuc Prokopiev.” (lines 12 and 13 of “Names”)
- Ⓒ “All it took was a legal petition, the article had said.” (paragraph 1 of *The Namesake*)
“. . . My birthday is on January 26, / really, but I have to pretend that it’s on March 16” (lines 20 and 21 of “Names”)
- Ⓓ “And suddenly he envisioned ‘Gogol’ added to the list of names, ‘Nikhil’ printed in tiny letters upside down.” (paragraph 1 of *The Namesake*)
“. . . Sometimes I just don’t feel like a / Teresa anymore; . . .” (lines 26 and 27 of “Names”)

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea/thesis.
 - Provide evidence and/or details from the passage(s).
 - Use correct grammar, spelling, and punctuation.
- 8 Based on *The Namesake* and “Names,” write an essay that compares and contrasts Gogol’s and the speaker’s attitudes toward their names. Be sure to use details from **both** the excerpt and the poem to develop your essay.

Write your answer on the next two pages.

A large rectangular area containing 25 horizontal lines for writing.

Read the excerpt from a poem about changes in people's lives and then answer the questions that follow.

from *Metamorphoses*

Book XV, The Teachings of Pythagoras

by Ovid

Notice the year's four seasons: they resemble
Our lives. Spring is a nursling, a young child,
Tender and young, and the grass shines and buds
Swell with new life, not yet full-grown nor hardy,
5 But promising much to husbandmen, with blossom
Bright in the fertile fields. And then comes summer
When the year is a strong young man, no better time
Than this, no richer, no more passionate vigor.
Then comes the prime of Autumn, a little sober,
10 But ripe and mellow, moderate of mood,
Halfway from youth to age, with just a showing
Of gray around the temples. And then Winter,
Tottering, shivering, bald or gray, and aged.

Our bodies also change. What we have been,
15 What we now are, we shall not be tomorrow.
There was a time when we were only seed,
Only the hope of men, housed in the womb,
Where Nature shaped us, brought us forth, exposed us
To the void air, and there in light we lay,
20 Feeble and infant, and were quadrupeds
Before too long, and after a little wobbled
And pulled ourselves upright, holding a chair,
The side of the crib, and strength grew into us,
And swiftness; youth and middle age went swiftly
25 Down the long hill toward age, and all our vigor
Came to decline, so Milon, the old wrestler,
Weeps when he sees his arms whose bulging muscles
Were once like Hercules',¹ and Helen² weeps
To see her wrinkles in the looking glass:

¹Hercules—Roman hero and god from classical mythology

²Helen—In Greek mythology, Helen of Troy was the daughter of Zeus and considered the most beautiful woman in the world.

30 . . . Time devours all things
With envious Age, together. The slow gnawing
Consumes all things, and very, very slowly.

“Book XV, The Teachings of Pythagoras” by Ovid, from *The Metamorphoses*, translated by Rolfe Humphries. Copyright © 1955 Indiana University Press. Copyright renewed © 1983 by Winifred Davies. Reprinted by permission of Indiana University Press.

- 9 What do the personifications of Nature, Time, and Age **mainly** imply about human life?
- Ⓐ We are always afraid of unpredictable forces.
 - Ⓑ Positive forces shape the world to our advantage.
 - Ⓒ Our willpower can defeat seemingly invincible forces.
 - Ⓓ We are at the mercy of forces greater than ourselves.
- 10 What idea do the references to Hercules and Helen in line 28 help convey?
- Ⓐ Stories about great deeds eventually fade and are forgotten.
 - Ⓑ The gods punish those who succumb to vanity in their youth.
 - Ⓒ The heroes admired long ago may not seem quite as impressive today.
 - Ⓓ Even the strongest and the most attractive are subject to the effects of aging.
- 11 Which sentence **best** describes how the second stanza relates to the ideas established in the first stanza?
- Ⓐ The second stanza casts doubts on the metaphor presented in the first stanza.
 - Ⓑ The second stanza provides a theory about aging that differs from the one in the first stanza.
 - Ⓒ The second stanza glorifies the process of aging, providing a contrast to the negativity of the first stanza.
 - Ⓓ The second stanza describes the physical effects of time, expanding on the comparison from the first stanza.

12 Part A

Based on the excerpt, what does the speaker **most likely** believe?

- Ⓐ Wisdom is more valuable than strength.
- Ⓑ Memories keep the lessons of the past alive.
- Ⓒ Most people mourn the passing of their youth.
- Ⓓ Individuals should question what they are told.

Part B

Which lines from the excerpt best support the answer to Part A?

- Ⓐ “. . . then comes summer / When the year is a strong young man, no better time / Than this, . . .” (lines 6–8)
- Ⓑ “Then comes the prime of Autumn, a little sober, / But ripe and mellow, moderate of mood,” (lines 9 and 10)
- Ⓒ “There was a time when we were only seed, / Only the hope of men, housed in the womb,” (lines 16 and 17)
- Ⓓ “. . . so Milon, the old wrestler, / Weeps when he sees his arms whose bulging muscles / Were once like Hercules’, . . .” (lines 26–28)

- 13 Select the phrases to complete the sentences about the excerpt.

In the first stanza, the speaker describes spring as “a young child,” emphasizing its

- Ⓐ hope and possibility.
- Ⓑ innocence and purity.
- Ⓒ jealousy and ambition.

However, in the second stanza the speaker emphasizes that “our bodies” in early childhood are

- Ⓐ vulnerable to the world.
- Ⓑ resistant to major changes.
- Ⓒ firm against external factors.

The speaker develops the idea about “our bodies” by using words like

- Ⓐ “seed,” “hope,” and “light.”
- Ⓑ “womb,” “air,” and “infant.”
- Ⓒ “exposed,” “feeble,” and “wobbled.”

Grade 10 English Language Arts

SESSION 2

This session contains 17 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the articles about algae and then answer the questions that follow.

This article explains the many potential uses of algae.

Can Algae Save the World?

The earth is crying out for a hero. This natural resource may be the answer.

by Edwina Langley



- 1 According to recent data, the last decade was the warmest on record. If emissions continue to rise at their current rate, global warming is predicted to impact agriculture and fisheries to the extent that 90 percent of the world's population will be subjected to losses of food production. Meaning 7.2 billion people could be affected.
- 2 "Ecological grief" is now emerging as a condition; the emotional anguish suffered by scientists whose day-to-day work entails persistent reminders of exactly how much our planet is losing—from species and habitats to time itself . . .
- 3 Calling Captain Planet,* we need some swift assistance. Someone (or something!) to swoop in and eliminate our carbon emissions—POW!—sort out our food shortages and water scarcity issues—WHAM!—and work out how on earth we eradicate plastic pollution—ZAP!

*Captain Planet—an animated environmentalist superhero

- 4 Enter, some little green organisms. Algae: proof that heroes really do come in many forms.

What is algae?

- 5 The plural form of alga, algae refer to a large and varied group of aquatic organisms. They might be single-celled and microscopic—called microalgae—or multicellular, such as seaweeds like kelp (macroalgae).
- 6 Once considered plants, taxonomists are now turning away from this classification. As Charles Greene, Professor of Earth and Atmospheric Sciences at Cornell University, explains, “Their genetic make-up (genome) is very different, indicating that they are not closely related to plants. In fact, algae are protists, a completely different kingdom.”
- 7 These differences are multifarious and many of them, visible to the naked eye. Algae, for example, don’t have roots, nor leaves, nor flowers . . . But there are some similarities with plants, namely the ability to perform one of the most important functions in the world: photosynthesis.
- 8 For those struggling to recall those primary school biology lessons, photosynthesis is a chemical reaction that occurs inside plants and organisms after they take in sunlight, water and carbon dioxide (CO₂). The purpose of this is to create glucose from which they can acquire energy to live, however a useful byproduct—for the animal kingdom, at least—is oxygen (O₂). In summary, through photosynthesis, algae (and plants) remove CO₂ from the atmosphere—and there’s a fair amount of it in there, thanks to us and our machines—while gifting the world O₂ in exchange.
- 9 Algae have been in existence for hundreds of millennia. In fact, red algae fossils recently discovered in Chitrakoot, India are believed to date back an estimated 1.6 billion years. Yet, in spite of their impressive lineage—which predates both plants and animals—many hold the plant kingdom responsible for the oxygenated air we breathe. Who hasn’t heard, for example, the Amazon referred to as “the lungs of the world—producer of 20% of the world’s oxygen”? But this is, in fact, incorrect. For all its extraordinary qualities—and there are many, like the fact it absorbs roughly two billion tons of CO₂ each year making it a bona fide global warming warrior—the rainforest’s actual net contribution to the planet’s oxygen supply is believed to be roughly zero.

- 10 We love plants and we need them, but most of the world’s oxygen comes from algae. And it has been accumulating in the atmosphere because of them for millions of years. “Through photosynthesis, marine microalgae account for most of the primary production of living biomass in the ocean and nearly half of the photosynthesizing biomass produced on the planet,” Professor Greene explains.
- 11 (In case you’re wondering, land plants make up the remainder.)
- 12 “Since oxygen is given off during photosynthesis,” he continues, “this means that, on average, approximately every other oxygen molecule we breathe in [has been] produced by marine microalgae.”
- 13 “Even more importantly,” he adds, “it was the ancestors of these modern day marine microalgae that produced the oxygen that led to the oxidizing atmosphere that supports most modern day life as we know it.”
- 14 It’s as simple as that: the majority of life on Earth depends on algae. Yet, as remarkable as this fact is, it barely scratches the surface of how heroic these organisms could turn out to be.

Algae as fuel, as food, as freshwater preservers . . .

- 15 One of the many awe-inspiring things about algae, Professor Greene explains, is that they can grow between ten and 100 times faster than land plants. In view of this speedy growth rate—combined with the fact they can thrive virtually anywhere in the right conditions—growing marine microalgae could provide a variety of solutions to some of the world’s most pressing problems.
- 16 Take, global warming. Algae sequesters CO₂, as we have learned, but owing to the fact they grow faster than land plants, can cover wider areas and can be utilized in bioreactors, they can actually absorb CO₂ more effectively than land plants. AI company Hypergiant Industries, for instance, say their algae bioreactor was 400 times more efficient at taking in CO₂ than trees.
- 17 Imagine the possibilities here . . .
- 18 Too many to fathom, although one idea is to start positioning algae plants next to factories powered by fossil fuels, so the CO₂ can be taken out of the atmosphere as *it is emitted*.

- 19 Of course, it's important to note that growing algae on an industrial scale for any purpose would have its own environmental impact. Algae would need fertilizer to grow—a lot of it—and plenty of electricity too (and where will that come from, fossil fuels?). We don't yet have all the answers.
- 20 There is another way in which algae could help in the battle against global warming and that's as algal biofuel. When extracted, algae oil can be used to create a more environmentally-friendly version of fossil fuel: biodiesel. Other parts of the organism can be used to make other types of fuel as well—like ethanol and, believe it or not, even jet fuel.
- 21 Algal biofuels are currently in development. While progress has slowed in recent years, a joint research program between ExxonMobil and Synthetic Genomics Inc recently predicted that by 2025, they will produce 10,000 barrels of algal biofuel each day. Clearly, there is promise in this field.
- 22 Yet perhaps even more excitingly is what algae—marine microalgae, specifically—could do to eradicate world hunger. According to Professor Greene, it has the potential to provide “all of the protein necessary to feed a global population approaching 10 billion people.” “Algae have a much more diverse assemblage of amino acids in their proteins than terrestrial plants, and many essential nutrients that don't occur in plants,” he explains.
- 23 “Hence, algae can be a lot more nutritious than many of the plant-based items we put in our diet, such as soy.”
- 24 Already used in food supplements like omega-3 fats EPA and DHA, algae are currently being developed into snacks and protein powders, and are likely to be served up as meat and seafood substitutes in the not too distant future as well.
- 25 “Also, algae can replace many of the dairy products we currently consume,” Greene adds, “and it is at least, if not more nutritious, certainly more digestible.”
- 26 And it's not just their nutritional credentials which could solve humanity's looming food crisis, but how they are produced. Marine microalgae grow in seawater, which means they do not rely on arable land or freshwater, both of which are in limited supply. Professor Greene believes the use of these organisms could therefore release almost three million km² of cropland for reforestation, *and also* conserve one fifth of global freshwater consumption. . . .



Hero with a dark side

- 27 Yet for all algae’s awesome potential, there is such a thing as too much of a good thing. In recent years, a worrying trend has emerged in certain parts of the world: the rise of harmful algal blooms (HABs).
- 28 Algal blooms refer to aquatic systems which have become saturated with too much of one particular species of algae. Turning waters blue, green, brown or red—although some remain worryingly invisible—they become classified as HABs when they start to turn toxic. This can occur for multiple reasons, although scientists believe climate change (with more CO₂ for algae to feed off and warmer temperatures to hasten growth) and certain farming practices—like when fertilizer containing nitrogen and phosphorus (aka algae food) runs off fields into freshwater—lie behind the surge.
- 29 In 2019, 150 incidents of HABs around the world were listed on the Harmful Algal Information Database. There were 315 listed in 2018, and 367 the year before that.
- 30 Exposure to HABs can cause a wide range of symptoms and these will depend on the algae species in question. But contamination from blue-green algal bloom, a common bloom in the UK last year, can cause everything from rashes and eye irritation to vomiting and fever. In the case of wildlife, livestock and pets, it can even cause death.
- 31 Put simply, HABs are dangerous and their existence serves as a stark reminder that we cannot take this precious species for granted. Algae can take in our carbon emissions, yes; but too much, and our treasured friend becomes toxic.

Can algae save the world?

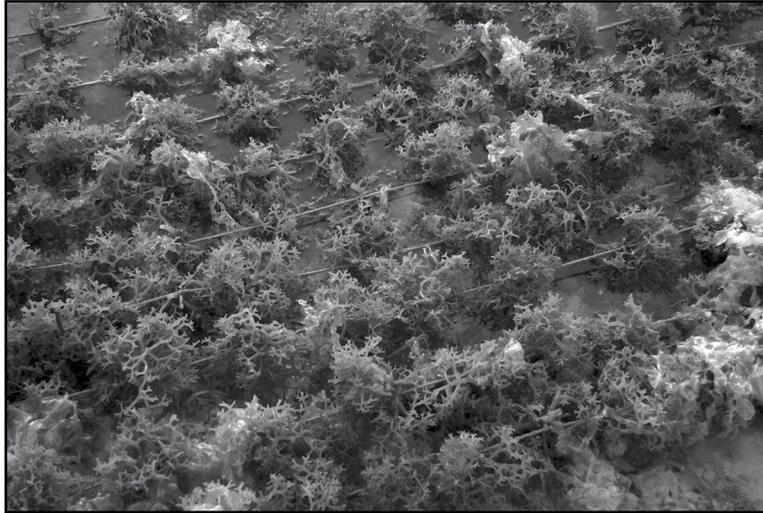
- 32 That algae is largely responsible for providing us oxygen and absorbing our CO₂, you might say it is already “saving” the world. The question is, can it continue to?
- 33 Experts appear to be positive.
- 34 “Algae are the real ‘Green New Deal,’” says Professor Greene, “providing a resource that has the potential to solve many of society’s greatest challenges during the 21st century.”

“Can Algae Save the World?” by Edwina Langley, from *The Face* (January 17, 2020). Text copyright © 2020 by The Face. Photograph 1 copyright © iStockphoto/Balakleypb. Photograph 2 copyright © Douglas Klug Noa via Getty Images.

This article describes the unlikely but growing popularity of seaweed.

The Ocean Farmers Trying to Save the World with Seaweed

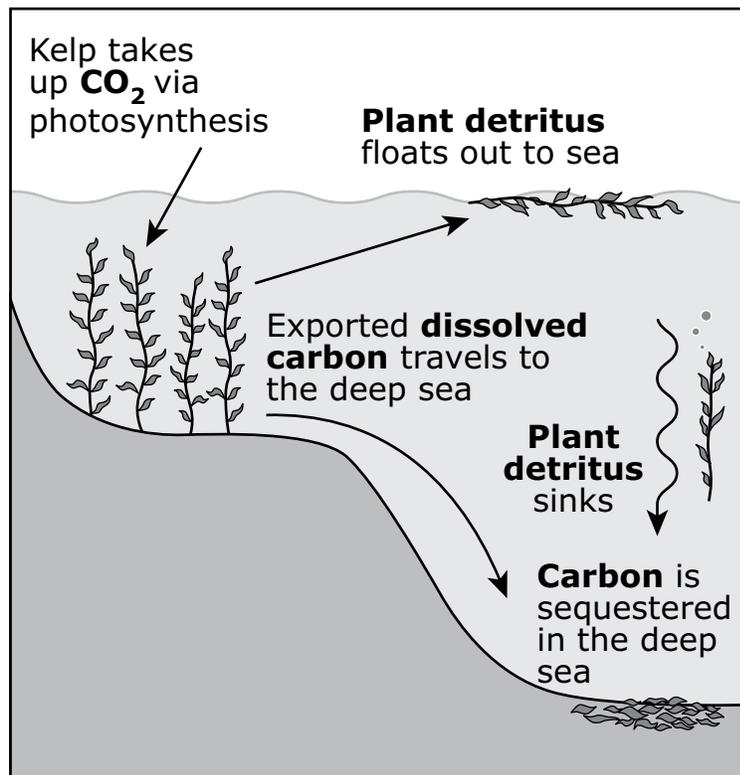
by Mélissa Godin



- 1 In a cove in Bamfield, a coastal community in British Columbia, Canada, Louis Druehl steers his boat, *The Kelp Express*, a mile along the mountainous coastline. For 51 years, this boat has taken Druehl to the fortuitously named Kelp Bay where beneath the water's surface ropes of seaweed that Druehl has been carefully harvesting for decades dangle in the cold Pacific water.
- 2 Referred to by some as the "seaweed guru"—by others, as the "kelp grandfather"—Druehl, 84, was the first commercial seaweed operator in North America when he began growing kelp, a brown seaweed, in 1982. Seaweed is his life: he has studied it, farmed it, cooked it, and written an award winning, bestselling book about it. Over the years, Druehl has watched interest in seaweed come and go. But now, as climate change wreaks havoc on ecosystems across the planet, the world is turning to seaweed as a potential climate change solution. "All of a sudden, people have discovered seaweed," Druehl tells me. "They've discovered us."

- 3 Seaweed can play a huge role in fighting climate change by absorbing carbon emissions, regenerating marine ecosystems, creating biofuel and renewable plastics as well as generating marine protein. Until recently, this centuries old industry has mainly farmed seaweed for food in Asia, with China as the world’s biggest producer of seaweed, accounting for 60% of global volume. But over the past decade, global seaweed production has doubled—with an estimated value of \$59.61 billion in 2019—as interest in seaweed as a food source, carbon sink option and renewable product from consumers, farmers, researchers, and business leaders blossoms. The coast of British Columbia, where Druehl has spent his adult life, is a hotspot of seaweed biodiversity and yet the industry here is only just taking off. A seaweed industry could bring jobs to the area. . . . Could this remote, seaweed-rich corner of the world turn seaweed into climate solutions for the future? Druehl is optimistic: “I think we’re going to pull it off.”
- 4 While forests have long been considered the best natural defense in the battle against climate change, researchers have found that seaweed is in fact the most effective natural way of absorbing carbon emissions from the atmosphere. Unlike tree planting, seaweed does not require fresh water or fertilizers and grows at a much faster rate than trees, expanding by up to two feet a day. But seaweed’s biggest comparative advantage is that it does not compete for demands on land. “When we’re planting trees, we need to make sure it does not take away that land from food production,” says Katie Lebling, a researcher with the World Resources Institute’s carbon removal team, which studies how best to sequester carbon from the atmosphere. “But that is not an issue with seaweed.”
- 5 Seaweed can also help reduce greenhouse gas emissions in other ways: adding a small amount of *Asparagopsis taxiformis*—a red algal species—to cattle feed has the potential to reduce methane production from beef cattle by up to 99%.

- 6 Given concerns about the environmental impact of eating meat, seaweed—which itself is a source of protein—could be an eco-friendly and nutrient packed food source in the coming years. Ronald Osinga of the Wageningen University in the Netherlands found that growing “sea-vegetable” farms totaling 180,000 square kilometers—roughly the size of Washington State—could provide enough protein for the entire world. “When you look at how we are going to feed the world population by 2050 in a way that doesn’t harm the environment, there is only one pathway,” says Carlos Duarte, a researcher and professor in biological oceanography and marine ecology. “To scale up¹ seaweed farming.”. . .



Pathways for sequestration of macroalgae carbon into the deep sea

¹scale up—to increase production or capacity

“The climate economy is wind at our back”

- 7 Since 2014, seaweed has increasingly been in the spotlight as a solution for climate change due to its ability to offset carbon, be a sustainable food source, and its regenerative properties for ocean ecosystems. Over the past five years, several academic articles have been published about seaweed as a climate change solution and various seaweed cultivation projects have popped up around the world. From Saudi Arabia to New Hampshire, seaweed farmers and researchers are experimenting with seaweed cattle feed, biofuel, and bioplastics. While the industry for these products is still in its infancy, many are optimistic about its future. “The climate economy is wind at our back,” says Bren Smith, executive director of Green Wave, an ocean farming company. “The ocean is coming, the tide is rising, we can either run and hide and build sea walls, or we can turn around and embrace the sea as a climate change solution.”
- 8 Yet there remain questions about whether seaweed can be scaled globally as a carbon offsetting strategy to combat climate change. The gains from seaweed sequestering CO₂ can be reversed if it is not used correctly. If seaweed is just grown for the purpose of absorbing carbon without being harvested, it will rot and release the CO₂ it has captured back into the atmosphere.
- 9 Researchers say there are two possibilities—sinking the seaweed into the deep sea or using it for products ranging from food to biofuel. But these options are not straightforward. Technology to sink seaweed is unlikely to be cost effective and the process of transporting, drying and converting seaweed into food, biofuel and bioplastics itself emits CO₂. “Seaweed has a range of applications beyond carbon storage that can be a part of the solution,” says Halley Froehlich, an assistant professor at the University of California Santa Barbara who researches the scalability of seaweed farming. “But it’s certainly not a silver bullet.”² Growing seaweed on a global scale also has ecological risks; too much seaweed could impact the amount of light that goes down to other species affecting photosynthesis processes and could have dangerous effects on ecosystems by removing too many nutrients from wild ecosystems. . . .

²silver bullet—a simple, seemingly magic solution

- 10 For the industry to scale, Druehl says, governing bodies—both national and international—as well as private companies have to make major investments to help the industry get its feet off the ground. But currently, many governments in the Western world have yet to sufficiently invest in the industry or create the necessary conditions for it to scale. In some countries like the United States and Australia, it is easier to receive a government concession for oil and gas than it is for cultivating seaweed for biofuel. In many Western countries, permits for growing seaweed are hard to come by. And internationally, all the global mechanisms that could regulate seaweed farming were developed before the industry was created, leaving gaps in regulation and permitting. “Seaweed is not an industry in most Western nations,” says Duarte. “It’s a thought.”
- 11 But this thought—somewhere between a pipedream and an inevitability—has captivated Druehl for half a century. “It’s always been kelp,” he tells me, noting that he has always been fascinated by kelp’s many uses. . . . Druehl thinks seaweed has a role to play. The industry, he says, could provide meaningful, green jobs to people who have recently become unemployed. Currently, Druehl is trying to convince his own daughter . . . to join him in Kelp Bay. “I keep telling her, we’ve got nice kelp business out here!” But even if Druehl’s daughter is not interested in joining the family business, there is a long line of prospective seaweed farmers waiting to learn from the kelp grandfather.

“The Ocean Farmers Trying to Save the World with Seaweed” by Mélissa Godin, from *Time* (September 4, 2020). Text copyright © 2020 by TIME USA, LLC. Reprinted by permission of Time USA, LLC. Photograph copyright © Edmund Lowe Photography via Getty Images.

- 14 In “Can Algae Save the World?,” which sentence **best** contributes to the optimistic tone of the article?
- Ⓐ “According to recent data, the last decade was the warmest on record.” (paragraph 1)
 - Ⓑ “Once considered plants, taxonomists are now turning away from this classification.” (paragraph 6)
 - Ⓒ “Algae have been in existence for hundreds of millennia.” (paragraph 9)
 - Ⓓ “Yet, as remarkable as this fact is, it barely scratches the surface of how heroic these organisms could turn out to be.” (paragraph 14)
- 15 In “Can Algae Save the World?,” what is the **main** purpose of the section **Algae as fuel, as food, as freshwater preservers . . .?**
- Ⓐ to illustrate the collaboration required to cultivate algae
 - Ⓑ to explain the scientific processes behind algae production
 - Ⓒ to explore the variety of global concerns algae can help address
 - Ⓓ to demonstrate the many ways algae businesses can be profitable

- 16 Read the sentence from paragraph 2 of “The Ocean Farmers” in the box.

Referred to by some as the “seaweed guru”—by others, as the “kelp grandfather”—Druehl, 84, was the first commercial seaweed operator in North America when he began growing kelp, a brown seaweed, in 1982.

What is the **most likely** reason the author includes the sentence at the beginning of the article?

- Ⓐ to suggest that she supports Druehl’s position regarding seaweed farms
 - Ⓑ to establish Druehl as a reliable source of information about seaweed farming
 - Ⓒ to honor the contributions Druehl has made to seaweed farming over the years
 - Ⓓ to introduce the idea that seaweed farms like Druehl’s are already a major industry
- 17 Read the sentence from paragraph 7 of “The Ocean Farmers” in the box.

“The climate economy is wind at our back,” says Bren Smith, executive director of Green Wave, an ocean farming company.

Based on the paragraph, what does the phrase “wind at our back” **most likely** mean?

- Ⓐ that public opinion should drive decision-making
- Ⓑ that the main reasons for failure have been identified
- Ⓒ that there are many forces in motion to support success
- Ⓓ that the focus for new opportunities should be research-based

- 18 Which detail from “The Ocean Farmers” **best** supports the idea that interest in the seaweed industry has increased?
- Ⓐ “. . . this centuries old industry has mainly farmed seaweed for food in Asia, with China as the world’s biggest producer of seaweed. . . .” (paragraph 3)
 - Ⓑ “From Saudi Arabia to New Hampshire, seaweed farmers . . . are experimenting with seaweed cattle feed, biofuel, and bioplastics.” (paragraph 7)
 - Ⓒ “Seaweed has a range of applications beyond carbon storage that can be a part of the solution,” says Halley Froehlich. . . .” (paragraph 9)
 - Ⓓ “It’s always been kelp,” he tells me. . . . Druehl thinks seaweed has a role to play.” (paragraph 11)

- 19 Read the sentences from the articles in the box.

- For all its extraordinary qualities—and there are many, like the fact it absorbs roughly two billion tons of CO₂ each year making it a bona fide global warming warrior—the rainforest’s actual net contribution to the planet’s oxygen supply is believed to be roughly zero. (paragraph 9 of “Can Algae Save the World?”)
- But over the past decade, global seaweed production has doubled—with an estimated value of \$59.61 billion in 2019—as interest in seaweed as a food source, carbon sink option and renewable product from consumers, farmers, researchers, and business leaders blossoms. (paragraph 3 of “The Ocean Farmers”)

What is the **main** function of the dashes in each sentence?

- Ⓐ to introduce an opinion
- Ⓑ to indicate a shift in focus
- Ⓒ to indicate contrasting ideas
- Ⓓ to introduce clarifying information

20 Part A

What idea is **mainly** developed in paragraph 9 of “Can Algae Save the World?”

- Ⓐ Algae can grow in more locations than plants can.
- Ⓑ The impact of algae has been widely misunderstood.
- Ⓒ Plants and algae work together to produce the air we breathe.
- Ⓓ Other environmental aspects must be considered along with algae growth.

Part B

Which quotation from “The Ocean Farmers” **best** develops an idea similar to the answer to Part A?

- Ⓐ “While forests have long been considered the best natural defense in the battle against climate change, researchers have found that seaweed is in fact the most effective natural way of absorbing carbon emissions. . . .” (paragraph 4)
- Ⓑ “But seaweed’s biggest comparative advantage is that it does not compete for demands on land.” (paragraph 4)
- Ⓒ “Over the past five years, several academic articles have been published about seaweed. . . .” (paragraph 7)
- Ⓓ “Yet there remain questions about whether seaweed can be scaled globally as a carbon offsetting strategy to combat climate change.” (paragraph 8)

- 21 Both articles present central ideas about the benefits of and concerns with using algae and seaweed.

Select **two** quotations that support the idea that algae are of tremendous benefit to the world.

- Ⓐ "Through photosynthesis, marine microalgae account for . . . nearly half of the photosynthesizing biomass produced on the planet,' . . ." (paragraph 10 of "Can Algae Save the World?")
- Ⓑ ". . . they can grow between ten and 100 times faster than land plants." (paragraph 15 of "Can Algae Save the World?")
- Ⓒ "Algae can take in our carbon emissions, yes; but too much, and our treasured friend becomes toxic." (paragraph 31 of "Can Algae Save the World?")
- Ⓓ "Seaweed can play a huge role in fighting climate change by absorbing carbon emissions . . . as well as generating marine protein." (paragraph 3 of "The Ocean Farmers")
- Ⓔ "If seaweed is just grown for the purpose of absorbing carbon without being harvested, it will rot and release the CO₂ it has captured back into the atmosphere." (paragraph 8 of "The Ocean Farmers")

Select **two** quotations that support the idea that the use of algae to address climate issues comes with some concerns.

- Ⓐ "Through photosynthesis, marine microalgae account for . . . nearly half of the photosynthesizing biomass produced on the planet,' . . ." (paragraph 10 of "Can Algae Save the World?")
- Ⓑ ". . . they can grow between ten and 100 times faster than land plants." (paragraph 15 of "Can Algae Save the World?")
- Ⓒ "Algae can take in our carbon emissions, yes; but too much, and our treasured friend becomes toxic." (paragraph 31 of "Can Algae Save the World?")
- Ⓓ "Seaweed can play a huge role in fighting climate change by absorbing carbon emissions . . . as well as generating marine protein." (paragraph 3 of "The Ocean Farmers")
- Ⓔ "If seaweed is just grown for the purpose of absorbing carbon without being harvested, it will rot and release the CO₂ it has captured back into the atmosphere." (paragraph 8 of "The Ocean Farmers")

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- Present and develop a central idea/thesis.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 22 Based on “Can Algae Save the World?” and “The Ocean Farmers,” write an argument in the form of a letter to your state lawmakers advocating for algae and seaweed farming. Be sure to use details from **both** articles to develop your letter.

Write your answer on the next two pages.

A large rectangular area containing 25 horizontal lines for writing, enclosed in a black border. The lines are evenly spaced and extend across the width of the page.

Read the excerpts about two young men immigrating to the United States from their home or host countries. Then answer the questions that follow.

Call Me American is a memoir by Abdi Nor Iftin, a Somalian refugee. In this excerpt, he is living in Nairobi, Kenya, and trying to obtain the documents needed to secure a visa to study in the United States. A reporter named Leo, a woman named Sharon, and a man named Ben have been helping Abdi navigate the process.

from *Call Me American*:

The Extraordinary True Story of a Young Somali Immigrant

by Abdi Nor Iftin

- 1 Everything changed two days later, when good luck came to my in-box. It was an email from the State Department.

Dear DV applicant. An appointment has been scheduled for you at the U.S. embassy in Nairobi on July 22, 2014 07:30 AM. You will be required to submit sufficient proof of identity upon arrival. If you fail to obtain a DV-2014 visa by September 30, 2014, your registration will expire.

- 2 So this was it. I was on the list! I had sixty-nine days to round up my paperwork. Sixty-nine days to arrange a medical exam and get transcripts from a school I could no longer safely attend. Sixty-nine days to somehow get that police background check. I texted all my Somali friends with the news. They did not encourage me.
- 3 “. . . [Y]ou are crazy,” wrote Yonis. “Forget about America and the lottery thing. That’s not happening.”
- 4 Even Hassan thought I was deceiving myself at this point. “I think it is time to give up, Abdi,” he said.
- 5 But I would not give up on my American dream until America slammed its door shut. . . .
- 6 Time was running out. Thousands of lottery visas had already been approved for 2014. But the U.S. embassy in Nairobi was already scrutinizing Somali visa applicants. . . . Everywhere my hope was shrinking. I wished so badly that the embassy would read my heart instead of all these pieces of paper. . . .

* * *

- 7 June 6, Friday. Forty-six days until my interview. I had scheduled my medical exam, which was at the Migration Health Assessment Center in northwest Nairobi, near the U.S. embassy. Another scary dash for a *matatu*.¹
- 8 The guard at the gate of the Migration Health Assessment Center searched me with a metal detector, then let me in. First came a blood test; then they checked my weight and height, then a quick physical. In twenty minutes, it was over. “You are all good,” said the lady. “We’ll send the results to the embassy. Good luck on your interview!” . . .
- 9 July 21, the day before my interview. I washed my shirt and pants under the faucet in the bathroom downstairs. I carefully laid the shirt under my mattress to press it overnight. Leo called. “I’m not going to bed anymore,” I told him.
- I’m not going to sleep, I’m sure about that. Tomorrow’s going to change my life. It’s going to change my life to be the happiest person, or else it’s going to change my life to be the most devastated man on earth, so it’s these two. . . .*
- 10 I couldn’t sleep out of anticipation, but also pure fear. . . . Once you miss your interview at the embassy, it’s finished. No more chances. My heart was racing.
- 11 At four thirty, I headed downstairs carrying an envelope containing my Letter of Good Conduct, the letters of support from senators and journalists, Sharon’s sponsorship letter, and a printout of the emailed transcript from Africa Nazarene University. I reached the embassy gate by five. I sat on the side of the street next to the embassy building, which opened at seven. By six o’clock, a line of people arriving for their visa interviews trailed around the building. Many of them were Kenyans who had won the lottery like myself. At seven fifteen, I went through the security check, proceeded inside, and paid the \$330 fee for the interview. As I waited, I saw people walking out grinning. Their visas had been approved. Others had been denied and were crying. Seeing these different emotions made me even more nervous. The stakes were so high.
- 12 My number was called to Window Nine. An African American woman with a huge smile greeted me. “Hi!”

¹*matatu*—a bus service

- 13 "Good morning, ma'am," I said. So far so good; this woman was black like me and seemed nice.
- 14 "Please, can you raise your right hand and swear that everything that you will say is the truth?"
- 15 I did.
- 16 "Where did you go to college?" she asked. I told her and indicated the transcript.
- 17 "This transcript does not have a signature. Did you know that?"
- 18 I looked at it. She was right. The emailed transcript had no signature. She took out a pink piece of paper and on the bottom wrote two words, "Missing transcript." She handed it to me and said, "Sorry, I can't give you the visa. Send it to us if you can get one with a signature. And don't come back here. Just send it through DHL."²
- 19 *Send it through DHL?*
- 20 I was speechless, frozen. All I could do was look into her eyes and beg with my own eyes for mercy. *Please change your mind*, I was praying. *Please, I need some luck today.*
- 21 But the lady didn't change her mind. She picked up her microphone and called the next number.
- 22 Dazed, I walked outside and collapsed under a tree. I was holding my head in my hands, wishing this was a nightmare I could wake up from. But the pink slip in my hand felt too real. I texted all my friends: "This is the worst day of my life." I sat there for a few more minutes, rubbing the pink slip between my hands. Then I stuffed it in my pocket, got up, and headed for the *matatu* station. The university was far and traffic was bad. As we sat stalled behind other *matatus* coughing black smoke, my heart raced and my right knee bounced. *Please move, please move.* It was four o'clock when I ran into the student affairs office. The woman behind the window said, "I'm sorry, we are closed."
- 23 "Please!" I said. "Please help me!" The lady saw my face and realized I was on fire. She signed my transcript. I dashed back downtown on another bus, crawling through heavy rush-hour traffic, arriving at the DHL office at six.
- 24 "We are closed," said the man in the office. "We close at six."

²DHL—an international mail and package delivery service

- 25 I begged and pleaded just like at the school. He let me drop the package. Within a day, the U.S. embassy would receive it, he said.
- 26 Nine days passed. I was calling the embassy every day, and every time they said, “No. We have not received the transcript.”
- 27 On August 1, Leo called the U.S. embassy. He identified himself and said he was on deadline for his story and wanted to know when a decision would be made on my application. The embassy staff member had no information for him. But two hours later, I got an email from the State Department: “Your document has been received and your visa will be sent by tomorrow.” . . .

* * *

- 28 Abdi American was finally going to America.
- 29 On August 8, I got a call from DHL that they had my visa and I could come collect it. By noon I walked out of that building carrying my amazing, beautiful American visa. It was Friday in downtown Nairobi, and the streets were packed with thousands of people happy that the workweek was ending. But no one was skipping like me. That day, I had to be the happiest man in Nairobi.
- 30 With my visa in hand, Sharon and Ben quickly bought me a plane ticket for Boston. My flight was on Monday at five in the morning, connecting through Addis Ababa and Frankfurt. With all of this confirmed, Leo flew into Nairobi that weekend to meet me and finish the radio documentary we were doing together. Sunday evening, my last day in Little Mogadishu,³ Hassan and I snuck past the police and caught a *matatu*. . . . Before meeting Leo at his hotel, we made a quick shopping trip. I needed luggage for my stuff—all I had were plastic shopping bags—and some clean clothes.
- 31 At nine o’clock that evening, a small Mazda car hired by the BBC staff showed up in front of the hotel. Hassan and I got in. I don’t remember breathing during the twenty-minute drive to the airport. . . . Leo had his microphone in my face, asking me what I was feeling like. I told him I felt like the clock was ticking. I was so nervous about the airport and if the immigration people would arrest me for being a refugee. Meanwhile, I was thinking Hassan would have to go back to that room, alone, in the dark with no company. . . .

³Little Mogadishu—a neighborhood named after the capital of Somalia

- 32 At the airport entrance, we were stopped by the police; they peeked into the car, Leo said hi, and the Kenyan driver waved. They let us go. We all got out and entered the airport departure terminal. Leo took some pictures of Hassan and me. We hugged and said goodbye. I was so choked up I couldn't say anything to my brother. Hassan told me to stay strong. His last words were "Remember to support Mom!"
- 33 With that, I proceeded inside. The Kenya immigration officer looked at my visa, stamped my refugee documents, and waved me through. So easy with the right piece of paper. Hassan and Leo decided to wait at a cafeteria inside the airport until the flight took off, to make sure I departed without being arrested.
- 34 It was ten o'clock when I sat down at the gate for the long wait until my flight. I was the first passenger there. I sat alone looking around the airport, watching people come and go. After a few hours, many other people joined me in the wait. Finally, our boarding was announced. I had a window seat. When we took off, the sun was just rising above the horizon. My American dream was now becoming real life, and it seemed like everything in my past life was becoming a dream that I needed to wake up from.
- 35 After a stop in Ethiopia, we landed in Frankfurt, where I had to change planes. That airport was so huge I freaked out for a moment trying to connect with my flight to Boston. We had to take a bus to the departure gate. Again, I boarded the biggest airplane I had ever seen. Again, I had a window seat. An American lady with her teenage daughter sat next to me. After takeoff they shut their eyes and acted like the flight was boring. I was awake; I could not take my eyes off the window and the screen in front of me that showed where we were. . . .
- 36 My heart was beating fast as the plane banked over downtown Boston and descended to Logan Airport. My face was glued to the window as I looked at the skyscrapers of America, then the blue waters of the Atlantic. Even though we were going down, I felt like I was going up to heaven. When the wheels bumped on the runway, I couldn't control myself. "I am in America!" I shouted.
- 37 Even the bored lady next to me smiled. "Welcome!" she said.

38 As we taxied to the gate, I thought of my brother in Kenya, my mom on the dusty streets of Mogadishu waiting for the good news, my friends in the tea shop in Little Mogadishu who applied for the visa lottery when I forced them, all the while assuring me it was hogwash. But I had no thought of saying, "I told you so." I was overwhelmed with joy, tears melting down my cheeks.

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In this excerpt, Peter is leaving his family, including his twin brother Paul, in Trinidad to go study in the United States.

from *Golden Child*

by Claire Adam

- 1 They are at the airport: the old airport, the one with the waving gallery upstairs and the big breeze-block hall downstairs. It is the sort of place that should be bright and airy, but it is not. The walls are painted a lifeless green, their lower flanks soiled by years of greasy hands, sweaty backs, sticky patches of spilt sweet-drink, the fluorescent yellow of curry stains. The lights, fixed to the iron bars of the roof thirty or so feet above them, have just flickered on a few minutes ago, but it was better before, in the dim twilight. Peter, standing quietly next to his mother, thinks that he has never seen her look so tired, so old. . . . She glances up as a man in a string vest brushes past her, and pulls her handbag to her front, hugging it to her belly.
- 2 The hall is filling up. A few feet from where Peter and his mother are standing, there is a glass door over which is a white, backlit sign with the words: "Departures—*Salidas*." In front of the door are two metal barriers, the kind that appear at Carnival or Independence Day parades, arranged to create a makeshift corridor up to the glass door. Two air hostesses push through the crowds and stalk past the barriers in their stockings and high-heels and jaunty little neckties to take up their posts on either side of the glass door. They speak into walkie-talkies, and then busy themselves with chatting and smoothing their hair, ignoring the onlookers.
- 3 The passengers are gathering, saying their last goodbyes to their families. A lot of the people here have no connection to the departing flight, but are just here for the spectacle: they jostle against the metal barriers, trying to get into a good position to overhear the farewells, study who is on the flight to New York today, and what their business is there. Nearest to Peter is a short woman. . . . Her eyes have been over him top to toe several times already, taking in the new jeans, the new sneakers, the new T-shirt, the knapsack over his shoulder, just like the ones American students wear on TV.
- 4 Inside the knapsack are several important documents, which he checked and re-checked at home in Port of Spain before they set off for the airport. A bank draft, from Barclays in England, for thirty thousand

US dollars; several hundred in cash to see him through until the draft clears; and a letter addressed to US Immigration at JFK, from Harvard International Student Services. The letter is his favorite, on that creamy, watermarked paper, with the crimson and black crest at the top. It is signed by someone called Dr. Evan Waszowski, and lists his phone number and that of his assistant; below the signature are the words, written in swift cursive: "Please call my cell phone in the event of any problems at immigration." The s's finish with a little flick so that they look more like the number 8; the crosses on the t's extend with a flourish. Evan Waszowski is a busy man, an important man, but he will take a phone call in the middle of the night and vouch for Peter if needs be. That is something.

- 5 He and his mother stand in silence, looking toward the little booth where his father is waiting in line to pay his departure tax. A hundred TT dollars¹ it costs, and everyone has to pay it, otherwise they won't let you through. His father has one hand on his hip, stepping out to the side of the line to observe what is happening at the counter, the blue hundred-dollar bill folded in his hand. There is plenty of time: they have only announced the flight once so far, and it will probably be late anyway, knowing BWIA.² Peter watches him, hoping to catch his eye and signal that there is no rush. He bites his lips together, runs his hand through his hair, folds his arms and unfolds them again, taps one hand against his thigh. When it is his turn, he slaps the blue note on the counter; the official stamps the receipt and slides it under the glass. Peter watches his father snatch the yellow chit from the counter, sees how he closes his fist around it as he walks back to meet them.
- 6 "You have everything?" his father asks.
- 7 Peter takes the scrap of paper from his father's hand. The three of them huddle together.
- 8 His father counts the items off on his fingers. "Ticket?"
- 9 "Yes."
- 10 "Boarding pass? Passport?"

¹TT dollars—currency used in Trinidad and Tobago

²BWIA—British West Indian Airways

- 11 "Yes. Yes."
- 12 "Bank draft?"
- 13 "Yep."
- 14 "The visa? And the letter?"
- 15 "Yep."
- 16 "All your travel instructions?"
- 17 "Yep."
- 18 "And the cash. Keep it safe."
- 19 "I will."
- 20 And just like that, after all these years of waiting, they are here. Later, whenever Peter thinks back to this moment, he imagines himself with his head bowed and his arms raised at his sides: one hand trying to hold back the past, the other, the future, as Moses³ might have held back the sea. In that quiet space between those high, dark walls, if only he had enough power in his arms, he would have held the world back from them, created somewhere to keep them all safe, keep them together. But he cannot. Already, the moment is passing; already, his father seems to be shrinking before his eyes; already, he is no longer his father, but an old man at the end of a long journey, laying down his burden.
- 21 Peter has a lump in his throat, but he swallows it back: crying has no place here. Paul has played his part. Daddy has played his part. The rest is up to him: he, now, must play his part. He turns to his mother first. Her fingers grip his shoulders; against his chest, he feels her swallowing and swallowing again.
- 22 Then, his father. The onlookers lean closer.
- 23 "All the best," his father says, as they shake hands.

³Moses—an allusion to the biblical Moses, known for parting the Red Sea to lead the Israelites out of slavery in Egypt

24 He turns to go. The country bookies hiss as he walks up the makeshift aisle toward the security guard: *Bye bye, travel safe. Make us proud.* The guard takes a good look through his passport, not for any official reason, but just out of sheer macociousness,⁴ and glances over his shoulder at his parents, sizing them up. Peter takes his documents back, steps through the doorway, pauses a moment to reorder them. He can feel the eyes on his back, of his parents, the onlookers, everyone waiting for him to turn and wave goodbye once more. But all that is over now; he must think only of the task ahead.

⁴macociousness—minding other people’s business; gossipy

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- 23 Read paragraph 17 of *Call Me American* in the box.

“This transcript does not have a signature. Did you know that?”

Based on the excerpt, why does paragraph 17 create a sense of surprise?

- Ⓐ because the excerpt shows how Abdi had responded to previous delays
 - Ⓑ because the excerpt describes the appearance of the woman interviewing Abdi
 - Ⓒ because the excerpt establishes how carefully Abdi had prepared for the interview
 - Ⓓ because the excerpt provides a list of documents essential to the application Abdi presents
- 24 Read the sentence from paragraph 38 of *Call Me American* in the box.

As we taxied to the gate, I thought of my brother in Kenya, my mom on the dusty streets of Mogadishu waiting for the good news, my friends in the tea shop in Little Mogadishu who applied for the visa lottery when I forced them, all the while assuring me it was hogwash.

Which sentence from the excerpt provides the **best** context clue for understanding the meaning of the word *hogwash* in paragraph 38?

- Ⓐ “I was on the list!” (paragraph 2)
- Ⓑ “That’s not happening.” (paragraph 3)
- Ⓒ “Time was running out.” (paragraph 6)
- Ⓓ “Good luck on your interview!” (paragraph 8)

- 25 Which phrase **best** describes Abdi in *Call Me American*?
- Ⓐ confident but cautious
 - Ⓑ diligent but misguided
 - Ⓒ doubtful but adaptable
 - Ⓓ anxious but determined
- 26 In *Golden Child*, what does the dialogue in paragraphs 6–18 **mainly** reveal about Peter’s father?
- Ⓐ He thinks Peter is incapable of looking after himself.
 - Ⓑ He has a lot of experience traveling to other countries.
 - Ⓒ He is practical and wants to make sure everything goes smoothly.
 - Ⓓ He feels excited and amazed that Peter has this opportunity to study abroad.

27 Read the sentences from the excerpts in the box.

- I washed my shirt and pants under the faucet in the bathroom downstairs. I carefully laid the shirt under my mattress to press it overnight. (paragraph 9 of *Call Me American*)
- Her eyes have been over him top to toe several times already, taking in the new jeans, the new sneakers, the new T-shirt, the knapsack over his shoulder, just like the ones American students wear on TV. (paragraph 3 of *Golden Child*)

What do the sentences **best** suggest about Abdi and Peter?

- Ⓐ They feel as if they are losing their identities.
- Ⓑ They want to make good impressions on others.
- Ⓒ They take excellent care of their personal belongings.
- Ⓓ They refuse to follow the fashion trends of their peers.

28 Read the sentences from the excerpts in the box.

- Hassan told me to stay strong. His last words were “Remember to support Mom!” (paragraph 32 of *Call Me American*)
- He can feel the eyes on his back, of his parents, the onlookers, everyone waiting for him to turn and wave goodbye once more. (paragraph 24 of *Golden Child*)

What do the sentences **most clearly** suggest about the relationships between the main characters and their families?

- Ⓐ They want to work to bring their family members to the United States.
- Ⓑ They resent the pressure to succeed placed on them by their families.
- Ⓒ They feel a sense of responsibility to the family members they are leaving behind.
- Ⓓ They know they will connect with their families once they arrive in the United States.

29 Part A

Which quotation from *Call Me American* **best** suggests that Abdi has depended on the assistance of others?

- Ⓐ "But the U.S. embassy in Nairobi was already scrutinizing Somali visa applicants." (paragraph 6)
- Ⓑ "At four thirty, I headed downstairs carrying an envelope containing my Letter of Good Conduct, the letters of support from senators and journalists, Sharon's sponsorship letter, and a printout of the emailed transcript from Africa Nazarene University." (paragraph 11)
- Ⓒ "The university was far and traffic was bad. As we sat stalled behind other *matatus* coughing black smoke, my heart raced and my right knee bounced. *Please move, please move.*" (paragraph 22)
- Ⓓ "The Kenya immigration officer looked at my visa, stamped my refugee documents, and waved me through." (paragraph 33)

Part B

Which quotation from *Golden Child* **best** suggests that Peter has relied on others in a way similar to Abdi in Part A?

- Ⓐ "Peter, standing quietly next to his mother, thinks that he has never seen her look so tired, so old. . . ." (paragraph 1)
- Ⓑ "Evan Waszowski is a busy man, an important man, but he will take a phone call in the middle of the night and vouch for Peter if needs be." (paragraph 4)
- Ⓒ "Peter watches his father snatch the yellow chit from the counter, sees how he closes his fist around it as he walks back to meet them." (paragraph 5)
- Ⓓ "The guard takes a good look through his passport, not for any official reason, but just out of sheer macociousness. . . ." (paragraph 24)

- 30 Both excerpts develop similar themes. For **each** detail, select the theme of its excerpt it **best** develops.

She took out a pink piece of paper and on the bottom wrote two words, "Missing transcript." (paragraph 18 of *Call Me American*)

- Ⓐ Moving to a new country can mean a new start.
- Ⓑ A successful journey starts with careful preparation.

The Kenya immigration officer looked at my visa, stamped my refugee documents, and waved me through. (paragraph 33 of *Call Me American*)

- Ⓐ Moving to a new country can mean a new start.
- Ⓑ A successful journey starts with careful preparation.

My American dream was now becoming real life, and it seemed like everything in my past life was becoming a dream that I needed to wake up from. (paragraph 34 of *Call Me American*)

- Ⓐ Moving to a new country can mean a new start.
- Ⓑ A successful journey starts with careful preparation.

Inside the knapsack are several important documents, which he checked and re-checked at home in Port of Spain before they set off for the airport. (paragraph 4 of *Golden Child*)

- Ⓐ Moving to a new country can mean a new start.
- Ⓑ A successful journey starts with careful preparation.

The rest is up to him: he, now, must play his part. (paragraph 21 of *Golden Child*)

- Ⓐ Moving to a new country can mean a new start.
- Ⓑ A successful journey starts with careful preparation.

But all that is over now; he must think only of the task ahead. (paragraph 24 of *Golden Child*)

- Ⓐ Moving to a new country can mean a new start.
- Ⓑ A successful journey starts with careful preparation.

Grade 10 English Language Arts
Spring 2023 Released Operational Items

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	9	<i>Reading</i>	RL.9-10.3	SR	Analyze what is revealed about a character in a section of an excerpt.	B
2	9	<i>Language</i>	L.9-10.4	SR	Determine the meaning of an unknown word in an excerpt using context.	C
3	10	<i>Language</i>	L.9-10.2	SR	Analyze the purpose of a colon in a sentence from an excerpt.	A
4	10	<i>Reading</i>	RL.9-10.2	SR	Identify how lines of a poem contribute to the theme.	B
5	11	<i>Reading</i>	RL.9-10.2	SR	Determine the impact of a character's feelings on their identity in a poem.	D
6	11	<i>Reading</i>	RL.9-10.3	SR	Identify a contrast between the main character in an excerpt and the speaker of a poem.	D
7	12	<i>Reading</i>	RL.9-10.2	SR	Identify a shared theme in an excerpt and a poem; select evidence from both texts for support.	B;D
8	13	<i>Language, Writing</i>	L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.2, W.9-10.4	ES	Write an essay that compares and contrasts the attitudes of a character in an excerpt with those of a speaker in a poem.	
9	18	<i>Reading</i>	RL.9-10.4	SR	Determine the meaning of figurative language used in a poem.	D
10	18	<i>Reading</i>	RL.9-10.9	SR	Determine a key idea of a poem based on allusions in a line of the poem.	D
11	18	<i>Reading</i>	RL.9-10.5	SR	Analyze how the second stanza of a poem relates to ideas established in the first stanza.	D
12	19	<i>Reading</i>	RL.9-10.6	SR	Analyze details to determine the author's point of view in a poem and select evidence for support.	C;D
13	20	<i>Reading</i>	RL.9-10.3	SR	Compare how ideas are developed in one stanza of a poem to how ideas are developed in another stanza of the poem.	A;A;C
14	33	<i>Reading</i>	RI.9-10.4	SR	Identify a detail that contributes to a specific tone in an article.	D
15	33	<i>Reading</i>	RI.9-10.2	SR	Determine the purpose of a specific section of an article.	C
16	34	<i>Reading</i>	RI.9-10.3	SR	Determine the purpose of a specific introductory detail in an article.	B
17	34	<i>Language</i>	L.9-10.5	SR	Determine the impact of figurative language on meaning in an excerpt.	C
18	35	<i>Reading</i>	RI.9-10.1	SR	Identify a detail that supports a specific claim made in an article.	B
19	35	<i>Language</i>	L.9-10.2	SR	Identify the purpose of dashes in sentences from two articles on similar topics.	D
20	36	<i>Reading</i>	RI.9-10.5	SR	Determine an idea developed in a specific paragraph of an article and identify a detail that develops a similar idea in an article on a similar topic.	B;A

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
21	37	<i>Reading</i>	RI.9-10.2	SR	Match details from two articles on similar topics with the central ideas they support.	A,D;C,E
22	38	<i>Language, Writing</i>	L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.1, W.9-10.4	ES	Write an argument in the form of a letter advocating for a topic addressed in two articles; use evidence from both articles for support.	
23	51	<i>Reading</i>	RL.9-10.5	SR	Make an inference about the effect of a specific paragraph in an excerpt.	C
24	51	<i>Language</i>	L.9-10.4	SR	Determine the context for an unfamiliar word in an excerpt.	B
25	52	<i>Reading</i>	RL.9-10.3	SR	Make an inference about a character based on details in an excerpt.	D
26	52	<i>Reading</i>	RL.9-10.3	SR	Make an inference about a character based on dialogue in a specific section of an excerpt.	C
27	53	<i>Reading</i>	RL.9-10.3	SR	Make an inference about two characters from excerpts on similar topics based on specific details in the excerpts.	B
28	53	<i>Reading</i>	RL.9-10.3	SR	Make an inference about characters' relationships based on specific details from two excerpts on similar topics.	C
29	54	<i>Reading</i>	RL.9-10.1	SR	Determine which sentence from an excerpt supports an interpretation of a character and which sentence from another excerpt suggests a similar interpretation of a different character.	B;B
30	55	<i>Reading</i>	RL.9-10.2	SR	Determine which quotations from two excerpts on similar topics support two different themes shared by the excerpts.	B;B;A;B; A;A

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

** Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department's website later this year.