

Grade 9 Released 2010 & 2011

# Alberta Provincial Achievement Test

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Knowledge & Employability  
English Language Arts  
Part B: Reading & Questions

This document contains released items from the 2010 and 2011 Grade 9 Knowledge and Employability English Language Arts Achievement Tests.

A test blueprint and an answer key that includes the difficulty, reporting category, curricular content area, and item description for each test item are also included. These materials, along with the program of studies and subject bulletin, provide information that can be used to inform instructional practice.

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*2010 and 2011 Achievement Test Released Readings and Questions*

The readings and questions presented in this document are from the secured 2010 and 2011 Grade 9 Knowledge and Employability English Language Arts Achievement Tests, *Part B: Reading*. These readings and items are released by Alberta Education.

**Grade 9 Knowledge and Employability  
English Language Arts Achievement Test**  
*Part B: Reading*

**Released Items 2010 and 2011**

I. Read the excerpt from an illustrated story below and answer questions 1 and 2.



1. In frame 3, “TWO-PLANKERS” are
  - A. skiers
  - B. snowboarders
  - C. helicopter pilots
  - D. mountain climbers
  
2. Depicting the helicopter with potential mechanical problems is an example of
  - A. setting
  - B. flashback
  - C. hyperbole
  - D. foreshadowing



II. Read the excerpt from an illustrated story below and answer questions 3 and 4.



From Stomp It!: Board Sports and Riders Who Rip, by Debbie Nyman and Ian Parker © Rubicon Publishing Inc., 2004

3. A synonym for “GLOATING” (frame 4) is
- A. smirking
  - B. bragging
  - C. worrying
  - D. complaining
4. Throughout the excerpt, excitement is emphasized through the use of
- A. alliteration
  - B. personification
  - C. question marks
  - D. exclamation marks

III. Read the excerpt from an illustrated story below and answer question 5.



5. In frame 3, the words in the speech bubble and the expression on the character's face **best** suggest a feeling of
- A. anger
  - B. sarcasm
  - C. confusion
  - D. hopelessness



IV. Read the excerpt from an illustrated story below and answer question 6.



6. Serene talks to herself as she crosses the crevasse **most likely** because she is
- A. feeling afraid
  - B. being critical of herself
  - C. showing off her superiority
  - D. helping herself concentrate

**V. Read the following article and answer questions 7 to 14.**

**Hockey in our Society**

On his first voyage into space in 1984, Canadian astronaut Marc Garneau took a hockey puck and stick along with him. This highly symbolic gesture clearly reflects the importance of hockey throughout our  
5 country.

More than any other sport, hockey has influenced the lives of Canadians. Love it or hate it, you cannot escape it. At sunrise, the morning paper and radio broadcasts provide all Canadian homes with information and  
10 statistics on the game played the night before. Television allows fans to watch games, sometimes with a better view of the action than if they had been there themselves. Drivers should be on the lookout for the many young people playing hockey in the street. Even our language  
15 has borrowed expressions from hockey, for example, when someone is retiring they are said to be hanging up their skates.

In our country's harsh and cold climate with varied geography and multiple political allegiances, hockey  
20 rallies people together, serving as a common denominator among all Canadians.

Hockey inspires such fervour that it has often been compared to a religion. The arenas are its temples, and the star players its high priests. The riot that broke out in  
25 the Montreal Forum on March 17, 1955 when Maurice Richard was suspended is perhaps the most striking example of the attachment of Canadiens fans and supporters to their idol and hero ... the hockey player.

7. The word closest in meaning to “symbolic” (line 3) is
- A. meaningful
  - B. respectful
  - C. daring
  - D. caring
8. In the quotation “Love it or hate it, you cannot escape it” (lines 7 to 8), the word “it” refers to
- A. morning newspapers
  - B. radio broadcasts
  - C. television
  - D. hockey
9. The expression “hanging up their skates” (lines 16 to 17) means that a person is likely
- A. retiring from hockey
  - B. playing a game of hockey
  - C. watching hockey on television
  - D. placing hockey skates on a hook
10. In the context of the article, the words “common denominator” (lines 20 to 21) **most likely** mean
- A. familiar feeling
  - B. shared experience
  - C. ordinary experience
  - D. accepted knowledge

11. The word “fervour” (line 22) means intense
- A. anger
  - B. passion
  - C. curiosity
  - D. happiness
12. According to the article, which of the following factors brings Canadians together?
- A. Politics
  - B. Hockey
  - C. Weather
  - D. Geography
13. The **main** purpose of this article is to
- A. share feelings
  - B. amuse the reader
  - C. express an opinion
  - D. entertain the reader
14. The intended audience of this article is **most likely**
- A. retirees
  - B. astronauts
  - C. hockey fans
  - D. talented hockey players

**VI. Read the poem below and answer questions 15 to 20.**

*Poet R.e. Schaffner's title "∅" is a "no solution" sign. She wrote this poem when she was sixteen and, surprisingly, inspired by a school assignment. She says her love of writing often tries to outstrip<sup>1</sup> her ability to write.*

∅

A fight with a friend;  
another one, but  
it's the worst.  
Can't turn back your  
5 tongue, your  
brain, your  
not-so-smart comment.  
You want to say sorry, but  
the hall's already sucked  
10 you into its vortex,<sup>2</sup> and  
you're struggling to keep from drowning  
amid all the bodies, words, wills.  
So you sweat it all day,  
a dreadful itch  
15 in the back of your  
conscience,<sup>3</sup>  
until last hour (algebra),  
solving equations and  
plotting reparations,  
20 you turn, say,  
"hey, man, what's an equation to solve  
this problem of ours?"  
And he turns back with a  
little piece of paper that says,  
25 "Hey, man—no solution."

*R.e. Schaffner*

<sup>1</sup>outstrip—to be better than

<sup>2</sup>vortex—rapidly spinning mass of water

<sup>3</sup>conscience—sense of right and wrong

"∅" by R.e. Schaffner, *Cicada*, March/April 2008 vol. 10, no. 4. "∅" © by Carus Publishing Company. Reproduced with permission." All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.



15. The author uses the symbolic title “ $\emptyset$ ” to suggest that the solution to a fight between friends is similar to
- A. stressing over what is right
  - B. swimming in swirling water
  - C. answering an impossible equation
  - D. having an itch that will not go away
16. What class is the speaker in when the speaker turns to talk to her friend?
- A. Science
  - B. Mathematics
  - C. Social Studies
  - D. Language Arts
17. In context, the phrase “plotting reparations” (line 19) means
- A. helping someone
  - B. planning how to apologize
  - C. preparing to trick someone
  - D. finding something that was lost
18. The quote “hey, man, what’s an equation to solve / this problem of ours?” (lines 21 and 22) **most likely** means the speaker would like
- A. an excuse for not getting their homework done
  - B. an answer to their class assignment
  - C. to continue their argument
  - D. to end their argument
19. The poem is told from the point of view of
- A. a high-school teacher
  - B. a high-school student
  - C. an elementary-school student
  - D. an elementary-school teacher
20. The speaker’s tone throughout the poem is **best** described as
- A. remorseful
  - B. humorous
  - C. exhausted
  - D. irritated

**VII. Read the excerpt from a novel below and answer questions 21 to 26.**

**from WINNERS**

Every season had its attractions for Erasmus. He loved the starkness of winter, the gushing revival of spring, the heat of summer, and the ripeness of fall. Now that winter had come, Erasmus was peacefully settling into his routine. He took particular joy in winter nights, snug in his warm cocoon, relishing his  
5 solitude while outside his walls, the wind wailed and the snow drove itself against his door. On this night he had come in from checking a small herd of cows, bedded down his horse, fired up his stove, and settled down to a blistering cup of coffee. He sipped it slowly, noisily, feeling the heat trickle down his throat.

10 He heard a muffled whack against his door, then a cry like that of a wounded rabbit. He rushed to the door and pulled it open. Cold smacked him in the chest, snow blew in his face. He looked down, stunned to see what looked like a heap of clothes flung in his doorway.

On his knees he peered, nose to nose, into the face of a half-frozen boy. The kid was mumbling and moaning. Erasmus pulled him inside, took off his  
15 frozen outer clothes, rubbed him to get a little warmth going inside him, wrapped him in a blanket and propped him in a chair beside the woodstove. Then he tried to get some hot coffee down the boy's throat.

20 Slowly, the boy tossed his head from side to side. Erasmus held his jaw in one hand, pried open his mouth with the other, and tipped in a little of the liquid heat. The boy spluttered and sneezed. Erasmus tried again, then gave up.

The boy was shaking. Erasmus picked up his feet and rubbed them between his own sandpaper-rough hands. The feet didn't look too healthy. In fact, neither did the rest. The hands were blue, the face looked blotchy. Frostbite, probably pneumonia, thought Erasmus. He knew he was going to have  
25 to stay with this kid.

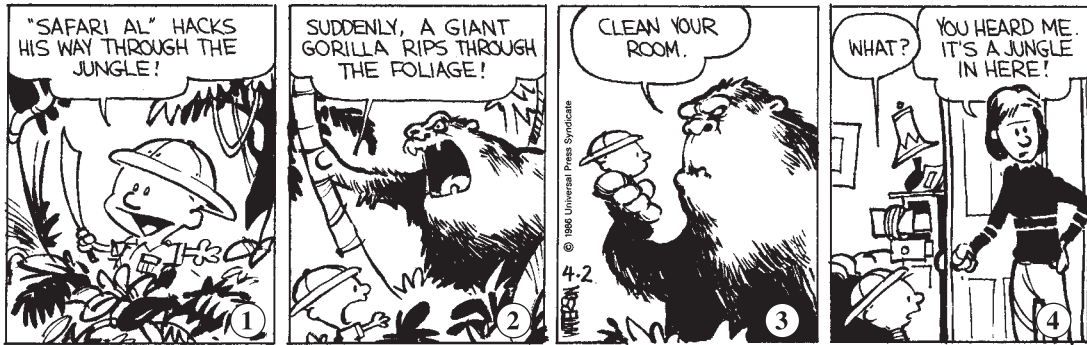
*Mary-Ellen Lang Collura*

From *Winners*, by Mary-Ellen Lang Collura, copyright 1984. Published by Greystone Books, an imprint of D&M Publishers Inc. Reprinted with permission from the publisher.

- 21.** The detail “snug in his warm cocoon” (line 4) suggests that Erasmus was feeling
- A. tense
  - B. content
  - C. optimistic
  - D. thoughtful

22. An example of imagery is found in the quotation
- A. “Every season had its attractions” (line 1)
  - B. “He took particular joy in winter nights” (line 4)
  - C. “the wind wailed and the snow drove itself against his door” (lines 5–6)
  - D. “he had come in from checking a small herd of cows” (line 6)
23. Which of the following details **best** establishes setting?
- A. “Now that winter had come” (line 3)
  - B. “He sipped it slowly, noisily” (line 8)
  - C. “He heard a muffled whack against his door” (line 9)
  - D. “The boy was shaking” (line 21)
24. The first thing that Erasmus does to help the boy is
- A. pull him inside
  - B. wrap him in a blanket
  - C. rub him to get a little warmth going
  - D. prop him in a chair beside the warm stove
25. The author describes Erasmus’ hands as being “sandpaper-rough” (line 22) in order to develop
- A. mood
  - B. action
  - C. suspense
  - D. character
26. From this excerpt, the reader can **most clearly** infer that Erasmus
- A. lives alone
  - B. is a veterinarian
  - C. is related to the boy
  - D. does not enjoy cold weather

VIII. Read the comic strip below and answer questions 27 to 30.



27. In frame 1, the word “HACKS” means
- A. cuts
  - B. travels
  - C. pushes
  - D. explores
28. The words “SAFARI AL” (frame 1) are written in quotation marks because the boy is
- A. hunting a gorilla
  - B. having a vivid dream
  - C. using a pretend name
  - D. investigating a jungle
29. The sentence “SUDDENLY, A GIANT GORILLA RIPS THROUGH THE FOLIAGE!” (frame 2) creates a sense of
- A. relief
  - B. excitement
  - C. satisfaction
  - D. determination
30. In frame 4, the boy says “WHAT?” **most likely** because he is
- A. upset
  - B. polite
  - C. curious
  - D. startled

IX. Read the e-mails below and answer questions 31 to 33.

A SUPER BATTLE

An E-Mail Story by *Diane Robitaille*

Part A

**From:** Rogue  
**To:** Superman, Wolverine, Green Hornet, Steel, Storm, Jubilee  
**Subject:** New Web site

Dear Superhero Pals and Fellow X-Men,

I am pleased to announce my new Web site. The site has exciting photos of me in action, and lots of information about my amazing adventures.

Be sure to check out my “Superhero Tips” section. It has good advice for new superheroes and older crime fighters, too. You’re never too old to learn new tricks.

Yours truly,  
Rogue

**From:** Superman  
**To:** Rogue  
**Subject:** Fastest superhero

Dear Rogue,

Thanks for the e-mail. On your Web site, I notice that you say you are “faster than a speeding bullet.” I have all rights to this line, and you must stop using it. NOW. I am the fastest superhero around, and everybody knows it.

Yours truly,  
Superman

Robitaille, Diane. “A Super Battle.” In *Literacy Power G Student Book, Grade 9*. By Gage. Toronto: Gage Learning, 2003. Adapted and reproduced with permission from Diane Robitaille © Diane Robitaille. For permission to reprint contact D. Robitaille at 34 Hughey Cres., Toronto, ON, M1K 2V4.

31. The purpose of Rogue’s first e-mail is **mainly** to
- A. teach new tricks to others
  - B. pass on tips to web page designers
  - C. make her website known to others
  - D. show off her ability to create web pages
32. Superman responds to Rogue’s first e-mail **most likely** because
- A. Rogue is using Superman’s line
  - B. Superman needs some good advice
  - C. Rogue has spelled a word incorrectly
  - D. Superman believes Rogue is bragging too much
33. It can be inferred that the word “NOW” is capitalized because Superman is
- A. angry
  - B. excited
  - C. flexible
  - D. anxious

X. Read the e-mails below and answer questions 34 and 35.

Part B

The image shows three overlapping email windows. The top window is from Rogue to Superman with the subject 'Check your super eyesight'. The middle window is from Superman to Rogue with the subject 'Put your money where your big mouth is'. The bottom window is from Rogue to Superman with the subject 'Fastest? Hah!!'. Each window has a header with 'From:', 'To:', and 'Subject:' fields, and a main body of text.

**From:** Rogue  
**To:** Superman  
**Subject:** Check your super eyesight

Dear Superman,

Please return to my Web site and use your super eyesight to reread the sentence. What I say is that “I’m faster than a speeding *pullet*.” That’s a type of chicken. And it’s a joke. You can take a joke, can’t you?

Anyway, who says you’re fastest? Care to have a race?

Yours truly,  
Rogue

**From:** Superman  
**To:** Rogue  
**Subject:** Put your money where your big mouth is

Dear Rogue,

Ha, ha. Sure I can take a joke. If it’s funny. And speaking of funny, you think you can take me on? I’m the fastest superhero in this galaxy. And I’m willing to prove that anytime, anywhere!

Yours,  
Superman

**From:** Rogue  
**To:** Superman  
**Subject:** Fastest? Hah!!

Dear Superman,

When and where, Supie? When and where?

Cheers,  
Rogue

Robitaille, Diane. “A Super Battle.” In *Literacy Power G Student Book, Grade 9*. By Gage. Toronto: Gage Learning, 2003. Adapted and reproduced with permission from Diane Robitaille © Diane Robitaille. For permission to reprint contact D. Robitaille at 34 Hughey Cres., Toronto, ON, M1K 2V4.



34. From Part A of “A Super Battle” to Part B of “A Super Battle,” the tone of the e-mails changes from
- A. polite to worried
  - B. angry to friendly
  - C. serious to humorous
  - D. polite to competitive
35. A conclusion that can **best** be drawn from the e-mails in Part B is that
- A. Rogue likes a challenge
  - B. Superman likes to tell jokes
  - C. Rogue is worried about Superman
  - D. Superman will win the race against Rogue

**XI. Read the excerpt from a book below and answer questions 36 to 38.**

**from GREYEYES**

During his six-year term in the Canadian Army, David Georges Greyeyes served in seven European countries and assumed a variety of increasingly demanding military roles. A grain farmer from the Muskeg Lake Cree Band in Saskatchewan, Greyeyes enlisted in June 1940 at the age of 25; two of his  
5 brothers and a sister also served.

From the start, this Prairie recruit excelled in machine-gun and rifle use, and drill instruction, and was soon selected to join the instructional staff of a machine-gun reinforcement unit. For more than two years, as sergeant, he gave advanced weaponry training to reinforcements arriving in Great Britain from Canada. He  
10 was then transferred to British Columbia to enter an officer's training program and, five months later, made his second journey to Great Britain – this time as a lieutenant. ...

When the war in Europe ended, Greyeyes volunteered to serve in the Pacific. Japan surrendered, however, and he was instead stationed with the Canadian  
15 Army Occupation Force in Germany as an intelligence officer in the Royal Winnipeg Rifles. ...

Known for his involvement with various sporting activities, particularly soccer, Greyeyes was inducted into Saskatchewan's Sports Hall of Fame in 1977. That same year, he was honoured by his country – appointed a Member of the Order  
20 of Canada. *Janice Summerby*

Summerby, Janice. *Native Soldiers: Foreign Battlefields*. Remembrance Series. Ottawa: Veterans Affairs Canada, 2005. Reproduced with the permission of Veterans Affairs Canada, 2008.



Photograph in *Native Soldiers: Foreign Battlefields*. By Janice Summerby. Remembrance Series. Ottawa: Veterans Affairs Canada, 2005. Reproduced with the permission of Veterans Affairs Canada, 2008.

36. A synonym for the word “enlisted” (line 4) is
- A. was drafted
  - B. had joined
  - C. organized
  - D. collected
37. Greyeyes did **not** serve in the Pacific because
- A. Japan surrendered
  - B. his rank was too high
  - C. his farm required attention
  - D. he was training Canadian soldiers
38. In the quotation “he was instead stationed with the Canadian Army” (lines 14 to 15) the phrase “stationed with” means
- A. visited by
  - B. involved in
  - C. assigned to
  - D. travelled beside

XII. Read the web page below and answer questions 39 to 42.

VIRTUAL MUSEUM CANADA

# GRAVEYARD OF THE PACIFIC

*The Shipwrecks of Vancouver Island*

The captain strained his eyes into the darkness, but no lights were in sight. White water crashed over the deck. The ship listed, its cargo shifted, and the boat grazed rock on its port side. Waves pushed the vessel further upon the jagged outcropping with a snap of splintering wood as the hull was pierced. The alarm bell rang. The ship was taking on water and nothing could be done. Sailors rushed to life boats and made ready for a night on the rough seas, hoping for rescue or to reach the shore before they too were taken by the storm . . .

TALES OF HOPE & COURAGE

THE WRECKS

THE HAZARDS

SAVING THE WRECKS

WRECKS GAME

SITE MAP CREDITS FEEDBACK BIBLIOGRAPHY FRANÇAIS © 2004 MARITIME MUSEUM OF BC

Maritime Museum of British Columbia. "Graveyard of the Pacific: The Shipwrecks of Vancouver Island." Virtual Museum of Canada. Accessed April 25, 2007. [www.pacificshipwrecks.ca](http://www.pacificshipwrecks.ca) (site discontinued). Courtesy of the Maritime Museum of British Columbia, Victoria, British Columbia.

39. The quotation that **most clearly** establishes a sense of time is
- A. "strained his eyes into the darkness"
  - B. "water crashed over the deck"
  - C. "the boat grazed rock"
  - D. "nothing could be done"

40. Which of the following phrases is an example of imagery?
- A. “a snap of splintering wood”
  - B. “nothing could be done”
  - C. “to reach the shore”
  - D. “hoping for rescue”
41. In the last sentence, the ellipsis (...) is used to create
- A. tone
  - B. mood
  - C. suspense
  - D. flashback
42. Which of the following types of writing is used the **most** on the web page?
- A. Persuasive
  - B. Descriptive
  - C. Exploratory
  - D. Informational

**Knowledge and Employability English Language Arts**  
***Test Blueprint and Item Descriptions***

The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly), the reporting category, the language function, and the item description.

The following blueprint shows the reporting categories by which these questions were classified on the 2010 and 2011 Grade 9 Knowledge and Employability English Language Arts Achievement Tests.

<b>Reporting Category</b>	<b>Language Function</b>	
	<b>Informational</b>	<b>Narrative / Poetic</b>
<b>Identifying and Interpreting Ideas and Details</b> (Students recognize explicit or implicit ideas and details and make inferences about the relationships between ideas and details)	8 12 37 39 41	2 16 21 22 23 24 25 29
<b>Interpreting Text Organization</b> (Students identify and analyze the author’s use of genre. Students identify and analyze the author’s choice of form, organizational structure, style, literary techniques, text features, and conventions)	33 40	4 15 22 28
<b>Associating Meaning</b> (Students use contextual clues to determine the connotative and denotative meaning of words, phrases, and figurative language)	7 9 10 11 36 38	1 3 17 27
<b>Synthesizing Meaning</b> (Students make generalizations by integrating information from a selection in order to identify the purpose, theme, main message, point of view, or mood of the selection)	13 14 31 32 34 35 42	5 6 18 19 20 26 30
<b>Number and Proportion of Questions</b>		

**Knowledge and Employability English Language Arts  
Test Blueprint**

The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly), the reporting category, the language function, and the item description.

<b>Question</b>	<b>Key</b>	<b>Diff. %</b>	<b>Reporting Category</b>	<b>Language Function</b>	<b>Item Description</b>
<b>1</b>	A	83.6%	NP	AM	Identify the meaning of a phrase from context in an illustrated story.
<b>2</b>	D	47.8%	NP	ID	Recognize and understand the use of foreshadowing in an illustrated story.
<b>3</b>	B	55.4%	NP	AM	Identify the choice for a synonym in an illustrated story.
<b>4</b>	D	69.3%	NP	TO	Recognize the use of exclamation marks to convey feeling in an illustrated story.
<b>5</b>	D	75.0%	NP	SI	Draw a conclusion about a character's feelings using details from a specific frame in an illustrated story.
<b>6</b>	D	80.0%	NP	SI	Make a judgment about the most likely reason for a character's actions using related details from an illustrated story.
<b>7</b>	A	61.2%	I	AM	Recognize the meaning of a word from context in an article.
<b>8</b>	D	84.9%	I	ID	Recognize and identify what is implied by the use of a particular word in a phrase in an article.
<b>9</b>	A	81.8%	I	AM	Identify the meaning of an expression used in an article.
<b>10</b>	B	45.5%	I	AM	Recognize the connotative meaning of a phrase from context in an article.
<b>11</b>	B	80.2%	I	AM	Identify the meaning of a word from context in an article.
<b>12</b>	B	87.1%	I	ID	Locate key details in an article.
<b>13</b>	C	39.5%	I	SI	Integrate information to make a generalization related to the main purpose of an article.
<b>14</b>	C	84.3%	I	SI	Integrate information from an article to draw a conclusion related to the intended audience of the article.



<b>Question</b>	<b>Key</b>	<b>Diff. %</b>	<b>Reporting Category</b>	<b>Language Function</b>	<b>Item Description</b>
<b>15</b>	C	51.3%	NP	TO	Make an inference about the relationship between the poem's symbolic title and the narrator's central conflict in a poem.
<b>16</b>	B	84.1%	NP	ID	Locate a key detail in a poem.
<b>17</b>	B	69.9%	NP	AM	Identify the connotative meaning of a word in context in a poem.
<b>18</b>	D	73.7%	NP	SI	Synthesize information from the text to draw a conclusion related to the speaker's intentions in a poem.
<b>19</b>	B	89.0%	NP	SI	Integrate information to identify which individual's point of view is represented in the poem.
<b>20</b>	A	52.2%	NP	SI	Synthesize information to make a generalization related to the speaker's tone in a poem.
<b>21</b>	B	39.1%	NP	ID	Interpret details to identify the feelings of a character in an excerpt from a novel.
<b>22</b>	C	59.2%	NP	TO	Recognize and identify the use of imagery as a literary technique used in a quotation in an excerpt from a novel.
<b>23</b>	A	65.7%	NP	ID	Interpret details to identify the quotation that best establishes setting in an excerpt from a novel.
<b>24</b>	A	68.2%	NP	ID	Locate and identify an explicit detail in an excerpt from a novel.
<b>25</b>	D	64.1%	NP	ID	Recognize from implicit ideas the meaning of a phrase used to describe a trait of a character in an excerpt from a novel.
<b>26</b>	A	77.3%	NP	SI	Synthesize information to make a generalization related to a character in an excerpt from a novel.
<b>27</b>	A	84.6%	NP	AM	Identify the meaning of a word based on its context in a cartoon.
<b>28</b>	C	61.7%	NP	TO	Analyze and identify the use of quotation marks in a cartoon as a method of communicating meaning to the reader.
<b>29</b>	B	77.2%	NP	ID	Infer from implicit ideas the relationship between a quotation and the intended feeling the quotation creates in a cartoon.

<b>Question</b>	<b>Key</b>	<b>Diff. %</b>	<b>Reporting Category</b>	<b>Language Function</b>	<b>Item Description</b>
<b>30</b>	D	62.6%	NP	SI	Integrate information to draw a conclusion related to the cause of a character's behavior in a cartoon.
<b>31</b>	C	50.5%	I	SI	Integrate information from an e-mail to make a generalization about the main purpose of an e-mail.
<b>32</b>	A	68.4%	I	SI	Integrate information from e-mails to draw a conclusion related to the purpose for an individual's actions.
<b>33</b>	A	86.6%	I	TO	Recognize the use of capital letters in an e-mail to convey the feelings of an individual.
<b>34</b>	D	64.7%	I	SI	Integrate information from e-mails to draw a conclusion related to the establishment of tone.
<b>35</b>	A	73.8%	I	SI	Integrate information from e-mails to draw a conclusion related to a character's motivation.
<b>36</b>	B	72.2%	I	AM	Identify a choice of a synonym in an excerpt from a book.
<b>37</b>	A	71.9%	I	ID	Locate a key detail in an excerpt from a book.
<b>38</b>	C	71.5%	I	AM	Identify the meaning of a phrase from context in an excerpt from a book.
<b>39</b>	A	54.2%	I	ID	Recognize the use of implicit details from a web page that identify the establishment of time.
<b>40</b>	A	60.4%	I	TO	Recognize the author's use imagery in text used in a web page.
<b>41</b>	C	60.6%	I	ID	Recognize the use of ellipsis to make an inference related to the creation of suspense in a web page.
<b>42</b>	B	50.3%	I	SI	Integrate information to determine the type of writing mainly used on a web page.