



Book Stage B  
Reading WASL Practice

## **STUDENT PACKET**







**rBook Stage B**  
**Workshop One: The New Americans**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “School Before Soccer”**

1. What is the main idea in the selection? [IC11]

- ☐ A. Freddy immigrated from Ghana and had to learn English.
- ☐ B. Freddy was influenced by his mother’s words and stayed in school.
- ☐ C. Freddy was new to America and had trouble fitting in.
- ☐ D. Freddy realized his dream and became a professional soccer player.



**MULTIPLE CHOICE: “Fitting In”**

2. What does the author mean when he says, “She was getting smaller and smaller,” on page 13, paragraph 4, of the selection? [IC13]

- ☐ A. Moving to America, Irene was afraid she would forget her grandmother.
- ☐ B. Irene was worried her grandmother would become tiny and fragile.
- ☐ C. Irene’s grandmother would become less important once she moved.
- ☐ D. By leaving Mexico, Irene believed her family would make more money.



**MULTIPLE CHOICE: “A New Immigration Boom”**

3. What is the meaning of the word *policy* as it is used on page 14, paragraph 5, of the selection? [IC14]

- ☐ A. Diploma
- ☐ B. Memory
- ☐ C. Honor
- ☐ D. Strategy



**SHORT ANSWER: “A New Immigration Boom”**

4. The selection shows how America has changed. Provide **two** details from the selection that support this idea. [IC11]

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**EXTENDED RESPONSE: “School Before Soccer”**

5. Is Freddy’s choice to not accept the \$750,000 a good idea? Provide **four** details from the selection to support your answer. [IT19]

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**rBook Stage B**  
**Workshop Two: When Disaster Strikes**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “Struck by Lightning”**

1. Based on the information in the selection, which conclusion can the reader draw about being struck by lightning? [IT20]
- ☐ A. Lightning can cause long term damage.
  - ☐ B. It’s important to pay attention to changes in weather.
  - ☐ C. Lightning chooses its victims carefully.
  - ☐ D. Accidents can occur during work hours.



**MULTIPLE CHOICE: “A Mountain on Fire”**

2. Which sentence summarizes the section titled “The Big Blowup” on page 37? [IC12]
- ☐ A. During a dry summer, a fire stretched across acres of forest land.
  - ☐ B. After attempts to contain the fire, the firefighters realize it is out of control.
  - ☐ C. Fourteen brave firefighters lost their lives when the fire exploded and spread.
  - ☐ D. Multiple attempts were made to extinguish the raging fire.



**MULTIPLE CHOICE: “Hurricanes: The Monster Storms”**

3. According to the selection, what happens when scientists warned people to evacuate their homes? [IA17]
- ☐ A. Residents along the coast left immediately for higher ground.
  - ☐ B. There were people who did not receive the message in time.
  - ☐ C. Residents who stayed behind escaped the floods and went unharmed.
  - ☐ D. Some people believed the scientists were wrong and remained in their homes.



**SHORT ANSWER: “Hurricanes: The Monster Storms”**

4. Explain **two** ways that the diagram “Inside a Hurricane,” on page 43, helps you understand the selection. Include information from the diagram in your answer. [IA15]
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**EXTENDED RESPONSE: “A Mountain on Fire” and “Hurricanes: The Monster Storms”**

5. What are **two** ways the firefighters in “A Mountain on Fire” are like the survivors of hurricanes in “Hurricanes: The Monster Storms”? Include information from **both** selections in your answer.
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What are **two** ways the firefighters in “A Mountain on Fire” are different from the survivors of hurricanes in “Hurricanes: The Monster Storms”? Include information from **both** selections in your answer. [IA16]

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**rBook Stage B**  
**Workshop Three: Identity Crisis**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “I’m Nobody! Who Are You?”**

1. What is the theme of the poem? [LC01]

- ☐ A. The speaker wants to flee to another life.
- ☐ B. The speaker wishes her life was less miserable.
- ☐ C. The speaker prefers living a private life.
- ☐ D. The speaker wants her life to change.



**MULTIPLE CHOICE: “Louisa, Please Come Home”**

2. Based on the information in the story, what inference can the reader make about why Louisa doesn’t take a suitcase with her when she leaves? [LC03]

- ☐ A. Louisa had everything with her she needed for a new life.
- ☐ B. Louisa only planned to be away for a very short time.
- ☐ C. Louisa didn’t want to carry heavy luggage on her journey.
- ☐ D. Louisa’s parents would know she was running away.



**MULTIPLE CHOICE: “Louisa, Please Come Home”**

3. According to the story, what happens when Louisa says, “Do you think she looks like me?” on page 64, paragraph 4? [LA07]

- ☐ A. Mrs. Peacock begins to suspect Louisa is the missing girl.
- ☐ B. Louisa takes additional steps to safeguard her new look.
- ☐ C. Mrs. Peacock urges Louisa to contact her family.
- ☐ D. Louisa realizes she has succeeded in creating a new identity.



**SHORT ANSWER: “Louisa, Please Come Home” and “A Whole New Look”**

4. The author of the poem “A Whole New Look” states, “no one knows who I was”. Provide **two** examples from the story “Louisa, Please Come Home” that demonstrates that no one knew who Louisa was. [LA06]

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**EXTENDED RESPONSE: “Louisa, Please Come Home”**

5. According to the story “Louisa, Please Come Home”, describe how Louisa feels about running away. Provide **three** details from the story to support your answer. [LA05]

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**rBook Stage B**  
**Workshop Four: Stolen Childhoods**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “Life in the Dumps”**

1. Based on the selection, which sentence explains why children are most likely to work in the dumps? [IC13]
- ☐ A. They need to contribute to the family income.
  - ☐ B. They are saving money for education.
  - ☐ C. They understand the importance of recycling.
  - ☐ D. They are threatened by their bosses and families.



**MULTIPLE CHOICE: “Working in the Fields”**

2. What is the main idea in the selection? [IC11]
- ☐ A. Many migrant workers travel far distances and from field-to-field to find enough work.
  - ☐ B. Education is costly and many children cannot afford to attend.
  - ☐ C. Young migrant workers lose out on childhood because they work to help their families survive.
  - ☐ D. Currently, 620,000 youth are enrolled in the Migrant Education Program.



**MULTIPLE CHOICE: “Child Labor Around the World”**

3. Which sentence summarizes the section titled “From Work to School,” on page 94? [IC12]
- ☐ A. Given the opportunity, children would rather go to school than work.
  - ☐ B. Children are often sent to work under harmful conditions.
  - ☐ C. More children attend elementary school than high school in Kenya.
  - ☐ D. The Fair Labor Standards Act was established to protect children.



**SHORT ANSWER: “Working in the Fields” and “Child Labor Around the World”**

4. The author of “Child Labor Around the World” states “These children are deprived of a normal childhood.” Provide **two** examples from “Working in the Fields” that demonstrate how children may lose out on a childhood. [IA16]
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**EXTENDED RESPONSE: “Child Labor Around the World”**

5. In “Child Labor Around the World,” is ending child labor a good idea? Provide **four** details from the selection to support your answer. [IT19]
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**rBook Stage B**  
**Workshop Five: Under Pressure**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “Tragic Death on Train”**

1. Which sentence best describes the author’s attitude about peer pressure in the selection? [IT18]

- ☐ A. Peer pressure can have positive effects.
- ☐ B. Advice from family members can influence teen decisions.
- ☐ C. Rebelliousness is a typical teenage behavior.
- ☐ D. Peer pressure can lead to serious consequences.



**MULTIPLE CHOICE: “The Secrets of Self-Esteem”**

2. Which sentence from the selection is an opinion? [IT18]

- ☐ A. “Drugs can damage your body even kill you.”
- ☐ B. “They think that looking better will make them happier.”
- ☐ C. “Experts say that 39 percent of girls in fifth to eighth grade are on a diet!”
- ☐ D. “People with high self-esteem are comfortable with their unique identities.”



**MULTIPLE CHOICE: “The Power of Peer Pressure”**

3. Based on the selection, which sentence explains why the senior girls most likely haze the junior girls, on page 118? [IC13]

- ☐ A. The older girls wanted the attention and wanted to be on the news.
- ☐ B. The older girls hazed the younger girls to initiate them into the group.
- ☐ C. The older girls wanted to bring attention to the hazards of hazing.
- ☐ D. The older girls hazed the younger girls to keep the tradition alive.



**SHORT ANSWER: “Tragic Death on Train” and “The Power of Peer Pressure”**

4. What problems are associated with peer pressure? Include **one** problem from **each** of the two selections “Tragic Death on Train” and “The Power of Peer Pressure” in your answer. [IA17]

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**EXTENDED RESPONSE: “The Secrets of Self-Esteem”**

5. Suppose you are on a committee to advise adults on how self-esteem effects teenagers. Provide **four** ideas from the selection “The Secrets of Self-Esteem” that could be used to encourage adults to take steps to improve teenagers’ self-esteem. [IT19]

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**rBook Stage B**  
**Workshop Six: Poe: The Master of Horror**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “The Fall of the House of Usher”**

1. Which word could the author have used on page 136, paragraph 3, instead of *obliged*? [LC04]

- ☐ A. Afraid
- ☐ B. Required
- ☐ C. Eager
- ☐ D. Honored



**MULTIPLE CHOICE: “The Fall of the House of Usher”**

2. Which two objects does the author compare using a simile? [LA05]

- ☐ A. Long crack and open wound
- ☐ B. Dark passages and cloaked shadows
- ☐ C. Enlarged eyes and pale skin
- ☐ D. Melancholy music and Madeline



**MULTIPLE CHOICE: “The Fall of the House of Usher”**

3. Based on the information in the story, what assumption can the reader make about the narrator? [LC03]

- ☐ A. The narrator enjoyed dark, gloomy settings.
- ☐ B. The narrator cared for Madeline as much as he cared for Roderick.
- ☐ C. The narrator felt like he was member of the Usher family.
- ☐ D. The narrator was a trusted and dedicated friend.



**SHORT ANSWER: “The Fall of the House of Usher”**

4. Write a summary of the story. Include **three** main events from the story in your summary. [LC02]

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**EXTENDED RESPONSE: “The Haunted House”**

5. According to the poem, describe how the narrator feels about the house. Provide **three** details from the poem to support your answer. [LA05]

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**rBook Stage B**  
**Workshop Seven: Alien Invaders**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “Freaky Fish Invasion”**

1. What is the main idea in the selection? [IC11]

- ☐ A. The Little Patuxent River was in danger because of the fish.
- ☐ B. Snakehead fish were threatening the native fish of Maryland.
- ☐ C. Fish were brought into the U.S. illegally from China.
- ☐ D. Poisonous chemicals were used to destroy the invading fish.



**MULTIPLE CHOICE: “America’s Least Wanted”**

2. According to the flowchart titled “The Great Lakes Food Chain,” on page 168, which statement is true? [IA15]

- ☐ A. Zebra mussels are essential to the Great Lakes food chain.
- ☐ B. Larger native fish end the danger by eating the zebra mussels.
- ☐ C. Invaders to the Great Lakes, zebra mussels are eaten by plankton.
- ☐ D. Without plankton, zebra mussels and native fish would not survive.



**MULTIPLE CHOICE: “America’s Least Wanted”**

3. Based on the information in the selection, what is the most important concept the author presents? [IT20]

- ☐ A. The food chain links different plants and animals together.
- ☐ B. Non-native species are introduced to solve existing problems.
- ☐ C. The U.S. government has methods for monitoring non-native species.
- ☐ D. Non-native species can harm the local environment.



**SHORT ANSWER: “America’s Least Wanted”**

4. What are **two** similarities between the kudzu and the red fire ant invasions? Include information from the selection in your answer. [IA16]

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**EXTENDED RESPONSE: “Island of Snakes”**

5. What problem does Guam experience in the selection? What are **three** events that happen as a result of the problem? Include information from the selection in your answer. [IA17]

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**rBook Stage B**  
**Workshop Eight: Turning Points**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “Starting Over”**

1. What sentence summarizes the selection? [LC02]

- ☐ A. A teen moved to the U.S. from Taiwan, has a difficult start, and finds a solution through speaking English.
- ☐ B. American teens believe that kids who don't speak English are boring.
- ☐ C. After Jonathan moved to the U.S., he was harassed by classmates so he wanted to move back to Taiwan.
- ☐ D. Jonathan discovered school was more difficult in the U.S. than in Taiwan.



**MULTIPLE CHOICE: “Starting Over” and “Words Set Him Free”**

2. Which sentence tells how Jonathan from “Starting Over” and Ekiwah from “Words Set Him Free” are similar? [LA06]

- ☐ A. Both use poetry to overcome their loneliness.
- ☐ B. Both are unhappy and feel isolated from others.
- ☐ C. Both experience harassment from their peers.
- ☐ D. Both make friends by learning a new language.



**MULTIPLE CHOICE: “Hard Time”**

3. Which word could the author have used on page 192, paragraph 2, instead of *incarcerated*? [LC04]

- ☐ A. Captive
- ☐ B. Inside
- ☐ C. Locked up
- ☐ D. Put aside



**SHORT ANSWER: “Hard Time”**

4. Based on the information in the selection “Hard Time”, what inference can you make about people who face tough challenges? Include information from the selection to support your inference. [LA03]

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**EXTENDED RESPONSE: “Words Set Him Free”**

5. What problem does Ekiwah experience in the selection? What are **three** steps he takes to solve this problem? Include information from the selection in your answer. [LA05]

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**rBook Stage B**  
**Workshop Nine: The Streets of Harlem**  
**Reading WASL Practice**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

**MULTIPLE CHOICE: “Heartbeat of Harlem”**

1. Why do African Americans move from the South to the North? [IA17]

- ☐ A. They were moving closer to relatives.
- ☐ B. They wanted to move somewhere famous.
- ☐ C. They were moving to find better opportunities.
- ☐ D. They wanted to move to a more interesting place.



**MULTIPLE CHOICE: from *Bad Boy***

2. Based on the information in the selection, what do you predict Walter will do now that he jumped off the roof and hurt himself? [LC03]

- ☐ A. Walter won't tell his parents he is hurt.
- ☐ B. Walter will confess to hitching a ride on the cab.
- ☐ C. Walter will apologize to Crazy Joe for taunting him.
- ☐ D. Walter will tell his parents he is hurt.



**MULTIPLE CHOICE: “Langston Hughes’s Harlem” (3 poems)**

3. Which two objects does the poet compare using a metaphor? [LA05]

- ☐ A. Neon lights and a crown
- ☐ B. Life and a broken-winged bird
- ☐ C. Harlem night and a heartbeat
- ☐ D. Love song and a heartbeat

**SHORT ANSWER: “Langston Hughes’s Harlem” (3 poems)**

4. The author of “Harlem” states “What happens to a dream deferred?” Provide **two** examples from “Dreams” that demonstrates what happens when a dream is postponed. [LA06]

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**EXTENDED RESPONSE: from *Bad Boy***

5. Does Walter’s treatment of Mama seem fair? Include **four** details from the selection to support your answer. [LT09]

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