



rBook Stage B
Reading WASL Practice

TEACHER'S GUIDE





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

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.

Correct Answer = B

Freddy’s mother had to step in and remind Freddy that their main reason for moving to America was for him to receive an education.

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.

Correct Answer = A

“Smaller and smaller” infers that Irene’s memory of her grandmother would dim. Also, with students, connect this quote to paragraph 2, “I didn’t see him for five years.”

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

Correct Answer = D

Irene’s policy of hard work is a strategy she uses to learn English.

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]

Possible Answers:

- Prior to 1965, most immigrants came from Europe.
- After 1965 when the laws changed, more immigrants came from Asia and Latin America.
- In 1990, Latinos made up 9% of Americans and, by 2000, they made up 12.5%, making them the largest minority group.
- The Latino immigration to America has changed our culture through the food we eat, the music we listen to, magazines we read and the TV shows we watch.

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]

Possible Answers:

Yes, it’s a good idea for Freddy to not accept the \$750,000.

- Freddy respects his mom and listens to her.
- Freddy focuses on school and graduates early.
- Freddy joins his hometown pro soccer team.
- Freddy eventually plays pro for the D.C. United team.
- Freddy ends up having both an education and a great career.

No, it’s not a good idea for Freddy to not accept the \$750,000.

- Freddy could have made money without going to school.
- Freddy could have moved to Italy with an Italian team.
- Freddy had to give up a large sum of money that could have made his family’s life easier.
- Freddy lost his instant fame and had to give up something he loved (soccer).
- Freddy had to return to school.



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

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.

Correct Answer = A

Justin Norris in “Struck by Lightning” was struck by lightning and is still recovering. Justin was damaged by lightning with seizures and memory loss.

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.

Correct Answer = B

The section titled “The Big Blowup” describes how the firefighters tried to control the fire by digging ditches and dumping water. When they see the oak trees burst into flames, the fire soon becomes uncontrollable.

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.

Correct Answer = D

Some people, like the Vines family, refused to evacuate and stayed in their home.

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]

Possible Answers:

- The diagram shows how a hurricane works. (See sentence below the diagram, “A diagram shows you how a process works.”)
- The diagram shows the inside of the hurricane such as the eye, the eye wall, the movement of the warm, moist air rising, the wind, and the warm air drawn in from the ocean water.
- The diagram shows a picture of a hurricane and puts images to the words describing the hurricane in the article.
- The diagram gives a cross-section or unique view of the hurricane.

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.

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]

Possible Answers:

Similarities

- Both firefighters and hurricane survivors are scared. Firefighters on p. 38 said, “I was scared to death.” The hurricane survivors on p. 40 “got the scare of their lives.”
- Both firefighters and hurricane survivors have to escape from danger. The firefighters on p. 38 run from the racing flames. The hurricane survivors on p. 40 had to evacuate.
- Both firefighters and hurricane survivors saw destruction. The firefighters, after they left their tents on p. 38, saw destruction everywhere and found bodies. The hurricane survivors on p. 41 saw the flooding, cars hanging from trees, and animals rotting.

Differences

- Firefighters believe they can control the fire, whereas the hurricane survivors do not believe that they control the effects of the hurricane. Firefighters on p. 37 headed for Storm King to dump water and dig ditches. Hurricane survivors are warned by scientists to leave on p. 40 and 2.6 million people leave.
- Firefighters and hurricane survivors face different types of natural disasters. Firefighters face a forest fire and hurricane survivors face water and wind damage.
- Firefighters and hurricane survivors face disasters of very different sizes. Firefighters fought a ten acre fire on one mountain. Hurricane survivors faced a disaster from a hurricane 600 miles wide and covered multiple states.



rBook Stage B
Workshop Three: Identity Crisis
Reading WASL Practice

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.

Correct Answer = C

The theme is described when the speaker says, “Don’t tell! They’d advertise -/you know!”, meaning the speaker wants to be left alone.

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.

Correct Answer = D

Louisa’s parents would think she was running away if she took a suitcase with her. Louisa wanted her parents to believe she hadn’t gone too far away, such as a close location like Crain.

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.

Correct Answer = D

Mrs. Peacock doesn’t really realize that Louisa is the missing girl. On page 64, paragraph 5, Mrs. Peacock responds by saying, “Her hair is longer, and her face is fatter than yours.”

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]

Possible Answers:

- Louisa isn’t recognized by her parents, her sister, Mrs. Peacock, and by no one in the town.
- Although Louisa has been traveling around town, no one remembers her enough to report that she is the missing girl. On page 64, paragraph 7, “My picture appeared in the Chandler papers a lot, but no one ever looked at me twice.”
- On page 62, paragraph 7, Louisa says, “Hundreds of people saw me that day, but no one really saw me.”

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]

Possible Answers:

Louisa feels successful.

- She asks Mrs. Peacock if the newspaper picture looks like her.
- She celebrates the anniversary of running away by buying a new hat.
- She hasn’t been recognized for three years.
- She hasn’t contacted her family over the past three years.
- She will be promoted to manager of the stationery store.
- She has savings.
- On page 65, paragraph 15, “I was adjusting to my new life. I never had a thought about returning home.”

Louisa feels regret.

- On page 67, paragraph 4, she calls out for Paul when she saw him. “Maybe I really wanted to go home, maybe that’s why I yelled his name out on the street. Anyway, I decided to go with him.”
- On page 68, paragraph 11, she returns home and she says, “I suddenly realized that all I wanted was to stay here, but it was evident that I couldn’t.”
- She was genuinely glad to see Carol, but Carol didn’t recognize her.
- She listens to the radio every year on the anniversary of running away.
- On page 67, paragraph 6, she remembers her old life clearly. “I would have sworn that I hadn’t thought about Rockville for three years, but I remembered it all precisely, as if I had never been away.”



rBook Stage B
Workshop Four: Stolen Childhoods
Reading WASL Practice

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.

Correct Answer = A

Tariah and other children are very poor, page 86, paragraph 4, “They need it for their family to survive.”

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.

Correct Answer = C

“Working in the Fields” captures the idea that young migrant workers give up many aspects of childhood, such as education, fun, and time with family and friends, in order to bring money home to their families to pay for food and bills.

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.

Correct Answer = A

The section titled “From Work to School” describes how when the Kenyan government banned school fees, 1.5 million children decided to attend.

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]

Possible Answers:

- In “Working in the Fields”, paragraph 1, children work in the sweltering heat.
- In “Working in the Fields”, paragraph 1, children sacrifice their time and freedom.
- In “Working in the Fields”, paragraph 2, children work 9 hours a day, six days a week, and work 14 hours over the legal limit.
- In “Working in the Fields”, paragraph 3, sometimes children carry 50 lbs of cucumbers at a time.
- In “Working in the Fields”, paragraph 3, “But the hardest part is not having fun.”

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]

Possible Answers:

Yes, it’s a good idea to end child labor.

- On page 92, in paragraph 1, 250 million children work for a living for little pay, in extreme heat, for 14 hours a day.
- On page 92, in paragraph 2, children’s fingertips are blistered from pesticides from picking oranges.
- On page 92, in paragraph 2, in Pakistan, five year olds stitch together soccer balls and sportswear.
- On page 92, in paragraph 2, in Indonesia, children work for on 15 cents an hour.

No, it’s not a good idea to end child labor.

- On page 92, in paragraph 1, children receive money to give to their parents and family.
- On page 93, in paragraph 5, work allows children enough money to have food.
- On page 94, in paragraph 1, because school costs money, working is an alternative.
- On page 95, in paragraph 5, the United Nations assists children who work with by giving them food and medicine.



rBook Stage B
Workshop Five: Under Pressure
Reading WASL Practice

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.

Correct Answer = D

The author describes the story of Eric who dies as a result of peer pressure.

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.”

Correct Answer = B

B is correct because it is the only statement that cannot be proven.

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.

Correct Answer = B

B is correct because it is the only statement that cannot be proven.

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]

Possible Answers:

From “Tragic Death on Train”

- Eric died when he decided to surf the train just like his friends.
- Eric and his friends leaned out of the subway cars in tunnels.
- Eric’s aunt and girlfriend knew Eric has a problem being rebellious.

From “The Power of Peer Pressure”

- Teens shoplift, drink, or smoke.
- Teens begin to rebel against their parents, becoming more loyal to friends than parents.
- Teens may become involved in hazing.

EXTENDED RESPONSE: “The Secrets of Self-Esteem”

5. Suppose you are on a committee to advise adults on how self-esteem affects 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]

Possible Answers:

- Adults can match teens to self-esteem boosting activities, such as working with animals, visiting with the elderly, or other volunteer activities.
- Adults could coach a sport for teens.
- Adults could create a discussion group to help teens deal with their feelings.
- Adults could create a group for teens to work through self-esteem building activities.
- Adults could connect teens to activities, such as Big Brothers, YMCA, Boys & Girls Club, etc.
- Adults can share their personal stories with teens of their experiences as a teenager.
- Adults could advocate for companies to advertise to teens in ways that include better body images.



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

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

Correct Answer = B

The narrator feels compelled or “required” to visit his friend.

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

Correct Answer = A

On page 137, paragraph 4, the long crack and an open wound are compared in the following sentence using the word “like”: “My eyes fixed on a long crack that zigzagged down the front of the house like an open wound.”

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.

Correct Answer = D

The narrator visits Roderick and stays at the house, even though he is scared.

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]

Possible Answers:

Beginning

- Roderick Usher asks his friend (the narrator) to visit because he is sick.
- The narrator decides to visit, with hesitation.
- The narrator notices that the house is falling apart and that there's a atmosphere of decay.

Middle

- Roderick and his sister Madeline both have a mental disease and are dying.
- The narrator tries to lift Roderick's spirits by painting, reading books, and listening to music.
- Roderick and the narrator bury Madeline.

End

- Noises come from downstairs and they hope that it's just the storm.
- Madeline appears in a ghost form and falls onto Roderick.
- Roderick dies.
- The house crumbles.
- The narrator flees the house.

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]

Possible Answers:

Anxious, Terrified, Scared, Nervous, etc.:

- “looms the castle of despair”
- “within its dismal walls”
- “Tortured spirits whine and wail”
- “diabolic horrors screaming”
- “So shun this place where specters soar –”
- “to haunt your souls forevermore”



rBook Stage B
Workshop Seven: Alien Invaders
Reading WASL Practice

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.

Correct Answer = B

The entire article is about the impact the snakehead fish from China have had on the native fish of Maryland. Answers A, C & D are smaller aspects of this main idea.

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.

Correct Answer = D

All fish and mussels in the Great Lakes food chain depend on plankton.

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.

Correct Answer = D

The article gives several examples of how non-native species have harmed and destroyed local environments.

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]

Possible Answers:

- Both came from foreign countries. Kudzu came from Asia and the ants came from Mexico.
- Both need to be managed. The U.S. government monitors invasive species.
- Both are expanding their territory. Kudzu is making its way to the cities and ants continue to kill animals.
- Both are harming the natural environment. Kudzu destroys forests and ants have killed thousands of animals.

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]

Possible Answers:

- Brown tree snakes have been introduced to Guam and they’re taking over.
- The snakes have no natural predators and their multiplying.
- There are 13,000 snakes per square mile in Guam.
- The snakes have eaten native birds, lizards, and small mammals.
- Twelve species of birds are extinct, due to the snakes.
- The snakes have caused more than 1200 power outages because they hang on power lines.
- Power lines and electrical appliances are expensive to repair.
- Snakes bite.



rBook Stage B
Workshop Eight: Turning Points
Reading WASL Practice

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.

Correct Answer = A

A is the correct answer because it captures the beginning, middle, and end of Jonathan's story. He moves from Taiwan to the U.S. Then he has difficulty making friends because he doesn't speak English and because other students label him as "boring". Finally, he learns English and is looking forward to a better future.

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.

Correct Answer = B

Both Jonathan and Ekiwah were sad because they didn't fit in with others their own age.

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

Correct Answer = C

C is the correct answer because it means to be imprisoned and it fits more appropriately in the sentences on page 192, paragraph 2.

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]

Possible Answers:

They succeed.

- They graduate from middle and high school.
- They prepare for college.
- They can join honor societies.
- They learn from past mistakes of others.

They can build a new life.

- Family friend help take care of them.
- They participate in the jail’s program “Hour Children.”
- They continue to go to school.
- They graduate from middle and high school.
- They persisted in keeping their lives on the right track.

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]

Possible Answers:

Ekiwah has a physical difficulty that prevents him from walking.

- He goes to his doctor and gets an x-ray.
- They send the x-ray to a top surgeon who offers to do the surgery for free.
- The doctor inserts rods, screws, and wires to fix Ekiwah’s spine.

Ekiwah feels isolated and unhappy.

- His parents read him poetry and he begins to write it himself.
- He publishes three books and is able to express his ideas and feelings, helping him to feel connected to the world.
- He travels around the world, sharing his poetry.



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

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.

Correct Answer = C

Harlem provided African Americans an opportunity for more job options, less poverty, and fewer racist laws. This movement was called the Great Migration (see paragraph 2).

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.

Correct Answer = A

Based on Walter's previous actions and the last paragraph of the memoir, it is unlikely that he will tell his parents the truth about how he hurt his feet. "I suffered in silence for the next two weeks. Years later I found out I had sustained minor fractures to both feet."

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

Correct Answer = B

In the poem “Dreams”, Hughes compares life with a broken-winged bird, “For if dreams die/Life is a broken-winged bird.”

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]

Possible Answers:

- “Life is a broken-winged bird/That cannot fly.”
- “Life is a barren field/Frozen with snow.”

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]

Possible Answers:

Yes, Walter’s treatment of Mama seems fair.

- He won’t get in trouble for hitching a ride on the cab.
- He gets special attention from his dad.
- His mother is still nice to him.
- He feels more confident to do more naughty things.
- He has run out of times to lie and will have to live with the pain of jumping off the roof.
- He was allowed to miss two days of school.

No, Walter’s treatment of Mama does not seem fair.

- He feels guilty and even thinks God knows.
- Mama was threatened and yelled at by dad not to touch him.
- He panicked Mama with his injuries.
- Mama now distrusts him.
- He hurt himself.
- Mama’s feelings were hurt.
- He made Mama look back to his dad.