By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a voice ... one hears once in a hundred years." Despite her success, when Marian wanted to sing at Constitution Hall that year, she was banned from doing so. The owner of the hall, an organization called the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there because she was African American.

**Chosen by Music**

That wasn't the first time Marian had been turned away because she was black. When she was 18 years old, she applied to music school. The clerk at the desk rudely sent her home because of her race. Marian was shocked by the clerk's words. "I could not conceive of a person," Marian said, "surrounded as she was with the joy that is music without having some sense of its beauty and understanding rub off on her."
Because of segregation—the practice of keeping blacks and whites separate—the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. "It was something that just had to be done," she remembered. "I don't think I had much to say in choosing it. I think music chose me."

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

**A World-Class Singer Faces Racism**

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare Marian from that.

Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.
A Voice for Civil Rights

When news of the DAR's policy got out, many people were outraged. First Lady Eleanor Roosevelt resigned from the DAR. In a letter, she wrote: "I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist .... You had an opportunity to lead in an enlightened way, and it seems to me your organization has failed."

Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy with the DAR was resolved would be a milestone for civil rights.

Despite public outcry, the DAR would not back down and let Marian sing. With Mrs. Roosevelt's support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian's concert was considered to be America's first civil rights rally. That night, she took a stand against discrimination and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the openhearted and courageous way," she said, "many others follow."

As Marian's career progressed, America changed. She performed in many prestigious locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she'd had to fight through were disappearing. Marian's farewell tour began in front of an admiring crowd at Constitution Hall.
Eleanor Roosevelt honors singer Marian Anderson.

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This booklet contains 6 reading assessment units and 25 questions related to these units. These are released items from the 2000 PISA administration. To access the full selection of released items from PISA 2000, scoring guides, and item-level performance data for participating countries, visit http://nces.ed.gov/surveys/pisa/educators.asp.
READING UNIT 1

Lake Chad

Figure A shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

Figure B shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

Question 1: LAKE CHAD

What is the depth of Lake Chad today?

A  About two meters.
B  About fifteen meters.
C  About fifty meters.
D  It has disappeared completely.
E  The information is not provided.
Question 2: LAKE CHAD

In about which year does the graph in Figure A start?
Question 3: LAKE CHAD

Why has the author chosen to start the graph at this point?
**Question 4: LAKE CHAD**

Figure B is based on the assumption that

A  the animals in the rock art were present in the area at the time they were drawn.
B  the artists who drew the animals were highly skilled.
C  the artists who drew the animals were able to travel widely.
D  there was no attempt to domesticate the animals which were depicted in the rock art.
**Question 5: LAKE CHAD**

For this question you need to draw together information from Figure A and Figure B.

The disappearance of the rhinoceros, hippopotamus and aurochs from Saharan rock art happened

A at the beginning of the most recent Ice Age.

B in the middle of the period when Lake Chad was at its highest level.

C after the level of Lake Chad had been falling for over a thousand years.

D at the beginning of an uninterrupted dry period.
Reading Unit 2

Flu

ACOL Voluntary Flu Immunization Program

As you are no doubt aware, the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks.

The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.

ACOL has decided to offer staff the opportunity to be immunized against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunizations at ACOL, during a half-day session in work hours in the week of May 17. This program is free and available to all members of staff.

Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects.

Medical advice indicates that the immunization does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.

Who Should Be Immunized?

Anyone interested in being protected against the virus.

The immunization is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions.

In an office environment ALL staff are at risk of catching the flu.

Who Should Not Be Immunized?

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women.

Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection.

If you would like to be immunized in the week of May 17 please advise the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunized for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers.

For further information please contact Fiona on ext. 5577.
**Question 1: FLU**

Which one of the following describes a feature of the ACOL flu immunization program?

A. Daily exercise classes will be run during the winter.
B. Immunizations will be given during working hours.
C. A small bonus will be offered to participants.
D. A doctor will give the injections.
**Question 2: FLU**

We can talk about the **content** of a piece of writing (what it says).

We can talk about its **style** (the way it is presented).

Fiona wanted the **style** of this information sheet to be friendly and encouraging.

Do you think she succeeded?

Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics.
Question 3: FLU

This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

A  more effective than exercise and a healthy diet, but more risky.
B  a good idea, but not a substitute for exercise and a healthy diet.
C  as effective as exercise and a healthy diet, and less troublesome.
D  not worth considering if you have plenty of exercise and a healthy diet.
Question 4: FLU

Part of the information sheet says:

Who Should Be Immunized?
Anyone interested in being protected against the virus.

After Fiona had circulated the information sheet, a colleague told her that she should have left out the words “Anyone interested in being protected against the virus” because they were misleading.
Do you agree that these words are misleading and should have been left out?
Explain your answer.
**Question 5: FLU**

According to the information sheet, which one of these staff members should contact Fiona?

A  Steve from the store, who does not want to be immunized because he would rather rely on his natural immunity.

B  Julie from sales, who wants to know if the immunization program is compulsory.

C  Alice from the mailroom, who would like to be immunized this winter but is having a baby in two months.

D  Michael from accounts, who would like to be immunized but will be on leave in the week of May 17.
Reading Unit 3

Graffiti

The two letters below come from the internet and are about graffiti. Graffiti is illegal painting and writing on walls and elsewhere. Refer to the letters to answer the questions below.

I’m simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.

Why do you spoil the reputation of young people by painting graffiti where it’s forbidden? Professional artists do not hang their paintings in the streets, do they? Instead they seek funding and gain fame through legal exhibitions.

In my opinion buildings, fences and park benches are works of art in themselves. It’s really pathetic to spoil this architecture with graffiti and, what’s more, the method destroys the ozone layer. Really, I can’t understand why these criminal artists bother as their “artistic works” are just removed from sight over and over again.

Helga

There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no.

Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer.

Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn’t it all just a question of communication – your own name, the names of gangs and large works of art in the street?

Think about the striped and chequered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colours were stolen directly from the flowery concrete walls. It’s quite amusing that these patterns and colours are accepted and admired but that graffiti in the same style is considered dreadful. Times are hard for art.

Sophia

Source: Mari Hankala.
Question 1: GRAFFITI

The purpose of each of these letters is to

A   explain what graffiti is.
B   present an opinion about graffiti.
C   demonstrate the popularity of graffiti.
D   tell people how much is spent removing graffiti.
Question 2: GRAFFITI

Why does Sophia refer to advertising?
**Question 3: GRAFFITI**

Which of the two letter writers do you agree with? Explain your answer by using your own words to refer to what is said in one or both of the letters.
Question 4: GRAFFITI

We can talk about **what** a letter says (its content).
We can talk about **the way** a letter is written (its style).
Regardless of which letter you agree with, in your opinion, which do you think is the better letter?
Explain your answer by referring to **the way** one or both letters are written.
READING UNIT 4

Labor

The tree diagram below shows the structure of a country’s labor force or “working-age population”. The total population of the country in 1995 was about 3.4 million.

The labor force structure, year ended 31 March 1995 (000s)\(^1\)

- **Working-age population\(^2\)**: 2656.5
- **In labor force**: 1706.5 (64.2%)
- **Not in labor force\(^3\)**: 949.9 (35.8%)

- **Employed**: 1578.4 (92.5%)
  - **Full-time**: 1237.1 (78.4%)
  - **Part-time**: 341.3 (21.6%)

- **Unemployed**: 128.1 (7.5%)

- **Seeking full-time work**: 101.6 (79.3%)
  - **Seeking full-time work not seeking full-time work**: 23.2 (6.8%)
  - **Not seeking full-time work**: 318.1 (93.2%)

- **Seeking part-time work**: 26.5 (20.7%)

---

1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People “Not in labor force” are those not actively seeking work and/or not available for work.


Use the above information about a country’s labor force to answer the following questions.
Question 1: LABOR

What are the two main groups into which the working-age population is divided?

A  Employed and unemployed.
B  Of working age and not of working age.
C  Full-time workers and part-time workers.
D  In the labor force and not in the labor force.
Question 2: LABOR

How many people of working age were not in the labor force? (Write the number of people, not the percentage.)
**Question 3: LABOR**

In which part of the tree diagram, if any, would each of the people listed in the table below be included? The first one has been done for you.

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>&quot;In labor force: employed&quot;</th>
<th>&quot;In labor force: unemployed&quot;</th>
<th>&quot;Not in labor force&quot;</th>
<th>Not included in any category</th>
</tr>
</thead>
<tbody>
<tr>
<td>A part-time waiter, aged 35</td>
<td>![X]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A business woman, aged 43, who works a sixty-hour week</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>A full-time student, aged 21</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>A man, aged 28, who recently sold his shop and is looking for work</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>A woman, aged 55, who has never worked or wanted to work outside the home</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>A grandmother, aged 80, who still works a few hours a day at the family’s market stall</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>
**Question 4: LABOR**

Suppose that information about the labor force was presented in a tree diagram like this every year.

Listed below are four features of the tree diagram. Show whether or not you would expect these features to change from year to year, by circling either “Change” or “No change”. The first one has been done for you.

<table>
<thead>
<tr>
<th>Features of Tree Diagram</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The labels in each box (e.g. “In labor force”)</td>
<td>Change/No change</td>
</tr>
<tr>
<td>The percentages (e.g. “64.2%”)</td>
<td>Change/No change</td>
</tr>
<tr>
<td>The numbers (e.g. “2656.5”)</td>
<td>Change/No change</td>
</tr>
<tr>
<td>The footnotes under the tree diagram</td>
<td>Change/No change</td>
</tr>
</tbody>
</table>
Question 5: LABOR

The information about the labor force structure is presented as a tree diagram, but it could have been presented in a number of other ways, such as a written description, a pie chart, a graph or a table. The tree diagram was probably chosen because it is especially useful for showing

A changes over time.  
B the size of the country’s total population.  
C categories within each group.  
D the size of each group.
The table above is part of a report published by PLAN International, an international aid organization. It gives some information about PLAN’s work in one of its regions of operation (Eastern and Southern Africa). Refer to the table to answer the following questions.
Question 1: PLAN INTERNATIONAL

What does the table indicate about the level of PLAN International’s activity in Ethiopia in 1996, compared with other countries in the region?

A  The level of activity was comparatively high in Ethiopia.
B  The level of activity was comparatively low in Ethiopia.
C  It was about the same as in other countries in the region.
D  It was comparatively high in the Habitat category, and low in the other categories.
Question 2: PLAN INTERNATIONAL

In 1996 Ethiopia was one of the poorest countries in the world. Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International’s activities in Ethiopia compared with its activities in other countries?
**Reading Unit 6**

**Police**

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### Scientific Police Weapons

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him... The police and the judge are convinced that he is not telling the truth. But how to prove it?

At the crime scene, investigators have gathered every possible shred of evidence imaginable: fibers from fabrics, hairs, finger marks, cigarette ends... The few hairs found on the victim’s jacket are red. And they look strangely like the suspect’s. If it could be proved that these hairs are indeed his, this would be evidence that he had in fact met the victim.

**Every individual is unique**

Specialists set to work. They examine some cells at the root of these hairs and some of the suspect’s blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings of pearls. Imagine that these pearls come in four different colors and that thousands of colored pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body; those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card.

Geneticists are therefore able to compare the suspect’s genetic identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the suspect did in fact go near the victim he said he’d never met.

### Just one piece of evidence

More and more often in cases of sexual assault, murder, theft or other crimes, the police are having genetic analyses done. Why? To try to find evidence of contact between two people, two objects or a person and an object. Proving such contact is often very useful to the investigation. But it does not necessarily provide proof of a crime. It is just one piece of evidence amongst many others.

Anne Versaille

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DNA is made up of a number of genes, each consisting of thousands of "pearls". Together these genes form the genetic identity card of a person.

### How is the genetic identity card revealed?

The geneticist takes the few cells from the base of the hairs found on the victim, or from the saliva left on a cigarette end. He puts them into a product which destroys everything around the DNA of the cells. He then does the same thing with some cells from the suspect's blood. The DNA is then specially prepared for analysis. After this, it is placed in a special gel and an electric current is passed through the gel. After a few hours, this produces stripes similar to a bar code (like the ones on things we buy) which are visible under a special lamp. The bar code of the suspect’s DNA is then compared with that of the hairs found on the victim.

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**We are made up of billions of cells**

Every living thing is made up of lots of cells. A cell is very small indeed. It can also be said to be microscopic because it can only be seen using a microscope which magnifies it many times. Each cell has an outer membrane and a nucleus in which the DNA is found.

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**Question 1: POLICE**

To explain the structure of DNA, the author talks about a pearl necklace. How do these pearl necklaces vary from one individual to another?

A  They vary in length.

B  The order of the pearls is different.

C  The number of necklaces is different.

D  The color of the pearls is different.
Question 2: POLICE

What is the purpose of the box headed “How is the genetic identity card revealed”?

To explain

A  what DNA is.
B  what a bar code is.
C  how cells are analyzed to find the pattern of DNA.
D  how it can be proved that a crime has been committed.
Question 3: POLICE

What is the author’s main aim?

A  To warn.
B  To amuse.
C  To inform.
D  To convince.
**Question 4: POLICE**

The end of the introduction (the first shaded section) says: “But how to prove it?” According to the passage, investigators try to find an answer to this question by

A  interrogating witnesses.

B  carrying out genetic analyses.

C  interrogating the suspect thoroughly.

D  going over all the results of the investigation again.
College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavored to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

"I know how it will be," his sister had said when he was preparing to migrate to this rural retreat; "you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice."

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

"Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.

"Hardly a soul," said Framton. "My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here."

He made the last statement in a tone of distinct regret.

"Then you know practically nothing about my aunt?" pursued the self-possessed young lady.
"Only her name and address," admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

"Her great tragedy happened just three years ago," said the child; "that would be since your sister's time."

"Her tragedy?" asked Framton; somehow in this restful country spot tragedies seemed out of place.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened onto a lawn.

"It is quite warm for the time of the year," said Framton; "but has that window got anything to do with the tragedy?"

"Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor to their favorite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it."

"Poor aunt always thinks that they will come back someday, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing, 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will
all walk in through that window—"

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

"I hope Vera has been amusing you?" she said.

"She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes today, so they'll make a fine mess over my poor carpets. So like you menfolk, isn't it?"

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk onto a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond.

It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

"The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise," announced Framton, who labored under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. "On the matter of diet they are not so much in agreement," he continued.

"No?" said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.

"Here they are at last!" she cried. "Just in time for tea, and
don't they look as if they were muddy up to the eyes!"

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with a dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?"

Framton grabbed wildly at his stick and hat; the hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window; "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"

"A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her specialty.
Meet the author: E. B. White, the author of children's classics Charlotte's Web and Stuart Little, was also a great essayist.

Not Just for Kids Anymore

"I have a lot of the cat in me," said author E. B. White, "and cats are not joiners."

Perhaps that is why White, one of the country's greatest writers, is so hard to label. His essays for The New Yorker appealed to an urbane crowd, but he is best remembered for his children's books. He loved the bustle of New York City, but was happy raising chickens on a Maine farm. And just when critics thought they had him pegged as a benign satirist, he'd write a biting condemnation of the dangers of technology.
The son of a piano manufacturer, Elwyn Brooks White was born in Mount Vernon, New York, in 1899. His family was prosperous, and White was raised with the mix of sophistication and common sense that would mark his writing.

After graduation from Cornell University, White spent a year as a newspaper reporter in New York City, then decided to drive across the country with a friend in a Model T Ford. The trip gave White a lifetime of anecdotes, and spawned a legend or two. "When they ran out of money," White's friend, James Thurber, noted, "they played for their supper—and their gasoline—on a fascinating musical instrument that White had made out of some pieces of wire and an old shoe."

When White returned to New York City in the mid-1920s, he spent a few years bouncing between advertising jobs and unemployment before trying his hand again at writing. Borrowing his brother's typewriter, he began pounding out sketches and poems. On a lark, he sent some essays to a fledgling magazine called The New Yorker. Since its founding in 1925, the magazine had struggled to find its niche, and White's work helped put The New Yorker on the map. His essays were funny and sophisticated; they spoke equally to socialites and cab drivers, professors and plumbers. Through his essays, which he wrote for nearly 50 years, White helped give The New Yorker its voice and identity.

In 1945, already a leading literary figure, White embarked on his second career: writing children's books. He moved from New York to a farm in Maine, where he raised chickens and geese. Seeking a way to amuse his nieces and nephews, White started to write stories for them. "Children were always after me to tell them a story and I found I couldn't do it," he said. "So I had to get it down on paper."

A vivid dream about a mouselike character led to Stuart Little. Then, in 1952, White published Charlotte's Web. The book, which was inspired by White's own farm animals, is arguably the most famous children's story published in the 20th century.

By the time he died from Alzheimer's disease in 1985, White's essays had appeared in more college anthologies than those of any other writer. Many said his essays matched his personality: subtle without being simple, critical without being mean.

Indeed, one New York Times critic wrote, "There are times reading an E. B. White book of essays when you think he must be the most likable man of letters alive. If you are some kind of writer yourself, you probably want to imitate him."

—By John DiConsiglio

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E. B. White was not only a great author for children, he was also the preeminent essayist of his time. This essay, written as a "Talk of the Town" piece for The New Yorker, provides a hint of his powers.

On a warm, miserable morning last week we went up to the Bronx Zoo to see the moose calf and to break in a new pair of black shoes. We encountered better luck than we had bargained for. The cow moose and her young one were standing near the wall of the deer park below the monkey house, and in order to get a better view we strolled down to the lower end of the park, by the brook. The path there is not much traveled. As we approached the corner where the brook trickles under the wire fence, we noticed a red deer getting to her feet. Beside her, on legs that were just learning their business, was a spotted fawn, as small and perfect as a trinket seen through a reducing glass. They stood there, mother and child, under a gray beech whose trunk was engraved with dozens of hearts and initials. Stretched on the ground was another fawn, and we realized that the doe had just finished twinning. The second fawn was still wet, still unrisen. Here was a scene of rare sylvan splendor, in one of our five favorite boroughs, and we couldn't have asked for more. Even our new shoes seemed to be working out all right and weren't hurting much.

The doe was only a couple of feet from the wire, and we sat down on a rock at the edge of the footpath to see what sort of start young fawns get in the deep fastnesses of Mittel Bronx.
The mother, mildly resentful of our presence and dazed from her labor, raised one forefoot and stamped primly. Then she lowered her head, picked up the afterbirth, and began dutifully to eat it, allowing it to swing crazily from her mouth, as though it were a bunch of withered beet greens. From the monkey house came the loud, insane hooting of some captious primate, filling the whole woodland with a wild hooroar. As we watched, the sun broke weakly through, brightened the rich red of the fawns, and kindled their white spots. Occasionally, a sightseer would appear and wander aimlessly by, but of all who passed none was aware that anything extraordinary had occurred. "Looka the kangaroos!" a child cried. And he and his mother stared sullenly at the deer and then walked on.

In a few moments the second twin gathered all his legs and all his ingenuity and arose, to stand for the first time sniffing the mysteries of a park for captive deer. The doe, in recognition of his achievement, quit her other work and began to dry him, running her tongue against the grain and paying particular attention to the key points. Meanwhile the first fawn tiptoed toward the shallow brook, in little stops and goes, and started across. He paused midstream to make a slight contribution, as a child does in bathing. Then, while his mother watched, he continued across, gained the other side, selected a hiding place, and lay down under a skunk-cabbage leaf next to the fence, in perfect concealment, his legs folded neatly under him. Without actually going out of sight, he had managed to disappear completely in the shifting light and shade. From somewhere a long way off a twelve-o'clock whistle sounded. We hung around awhile, but he never budged. Before we left, we crossed the brook ourself, just outside the fence, knelt, reached through the wire, and tested the truth of what we had once heard: that you can scratch a new fawn between the ears without starting him. You can indeed.

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WHAT IS THE NAEP QUESTIONS TOOL?

The NAEP Questions Tool (NQT) is a database of more than 2,000 questions, in nine subject areas, from past assessments that have been released to the public and will not be used again on NAEP assessments. The NQT allows you to search for questions by subject, grade, difficulty, and other characteristics; view student responses; create customized reports, and more. You can also view scoring guides and performance data, such as the percentage of students nationwide and in your state who answered a question correctly, for most questions.

How Do I Access the NQT?

There are two ways to access the NQT:

- You can access the NQT directly by visiting http://nces.ed.gov/nationsreportcard/itmrlsx.
- Or, from the NAEP home page (http://nces.ed.gov/nationsreportcard) by clicking Sample Questions and then selecting Questions Tool.

Searching for Questions

Select a subject to begin your search.

You will then be directed to the Search Results window:

The window is separated into two panes (Refine Search and Search Results) to allow you to refine your search results while still viewing some question details. You can learn more about how to refine search results on the next page.
**Refine Search**

- The left panel allows you to refine your search options by grade (age if you are viewing Long-Term Trend data), type, and difficulty. You can do this by selecting, or deselecting, the boxes next to the options.

You can also choose to refine your search by Content Classifications and Years. To do so, click **Select Content Classifications** or **Select Years** in the Refine Search panel.

**Note:** The numbers in parenthesis represent the number of questions available for that specific search option.

- You can also refine your Search Results by conducting a keyword search.
  - Expand the Perform Keyword Search option from the Refine Search area.
  - Type the keyword in the text box, and click **Go**.

The Search Results will be filtered to show only those questions that have the word you searched for in their description.

**Search Results**

The right panel houses the questions that meet your search requirements and provides a space for previewing questions. From the Search Results panel you can also Print and/or Save your search results by clicking **Print/Save List** and selecting your preferred format (HTML, Word, or Excel).

**View Question Details**

You can view any question in your Search Results list by clicking on the question. You will see the question appear in the space below your Search Results list or in a new window (depending on your screen resolution).

To view question details, which include a key/scoring guide, sample responses, and national, or jurisdiction data (when available), click **View Question Detail** under the list of search results.

**My Workspace**

My Workspace allows you to store questions that you wish to use in a document or report.

- One at a time, by clicking on the +, or
- As a group, by clicking **Add All Questions** at the top of the Search Results list.

**Arranging Questions**

The questions you select will appear in the order in which you selected them.

You can rearrange the order of the questions by selecting the question you wish to move, and clicking on \( \downarrow \) or \( \uparrow \).
**Customizing Your Search Results**

**Adding & Removing Columns**
You can customize your Search Results by clicking on the Show/Hide drop-down menu to add and remove columns.

In the Show/Hide drop-down menu, the √ signifies that a column is currently included in your Search Results.

- Add a column by selecting the column name in the Show/Hide drop-down menu so that a √ appears next to it.
- Remove a column by clicking on the √ next to the column name in the Show/Hide drop-down menu.

**Rearranging Columns and Sorting Search Results**
Your search results are sorted by the criteria of the left-most column. Note that the default view has Year in the left-most column.

Rearrange the order of the columns by clicking a column heading and dragging it to your desired location.

You can change the order of the column contents by clicking on the blue arrow in the column header.

TIP: You can always restore your search results list back to its original form by clicking Reset Column Settings in the Show/Hide drop-down menu.

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**Creating Documents**
You can create documents using the questions in My Workspace. Documents may include the sample questions, student responses, and scoring guides, and more.

To create your sample questions document, select the content you wish to be included in the Document from the 1. Select Content menu. Then click on the √ next to the type of content you wish to be included in your Document (Questions, Answers, Students Responses, and/or Performance Summary Data).

Now you are ready to generate your Document!
Choose the format for your Document by clicking on either HTML or Word in the 2. Select Format menu.

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**Generating Data Reports**
You can also create Data Reports using the questions in My Workspace. Data Reports include detailed performance data for each question.

Click Get Data to begin generating your Data Report.

You can only select one type of data to include in your report—National Totals, National by student groups, or Totals for a specific jurisdiction.

To select the type of data you want to generate, click on the √ next to it.

Note that National Totals data can be generated as either a table or graph, while National by student group and Totals for [Select jurisdiction] can only be generated as tables.

Finally, select the format for your report by clicking on the HTML, Word, or Excel icons. Note: Word is only available for displaying graphs of National Totals.

TIP: You can compare jurisdiction data to the nation by selecting the include nation box.
Run a Sample Search

Task: Search and generate a document containing multiple choice, fourth-grade Mathematics questions of Medium-level difficulty.

1. Select **Mathematics** from the NQT home screen.
2. Under **Grade** in the **Search Results** window, deselect **Grade 8** and **Grade 12** by clicking on the **✓**.
3. Under **Type**, deselect **Short Constructed Response** and **Extended Constructed Response**.
4. Under **Difficulty**, deselect **Easy** and **Hard**.
5. View any question in your **Search Results** by clicking on it.
6. To create a sample questions **Document** using all the questions in your **Search Results**, click **Add All Questions**.
7. In **My Workspace**, select the **✓** next to **Questions**.
8. Your document will be ready to save and print once you click on your preferred format (**HTML** or **Word**).

Helpful Hints

- The **What Can I Do Here?** link at the top of each page explains the features and options available to you.
- The **?** button allows you to learn more about the item beside which the icon appears.
- A **Help** button is available on all pages.
- Click on the **Tutorial** button on any page for more detailed instructions.

Technical Requirements

- NQT is best viewed with a screen resolution of **1024 x 768**.
- NQT will work best with **Internet Explorer (IE) version 6 or higher** (**IE7** is recommended). If using Firefox, Firefox 3.0 or higher is recommended.
- **JavaScript** must be enabled and pop-ups must be allowed.
- **Flash version 9.0.115** or higher is recommended.
- If exporting files to Microsoft Word, **Office 2003** or later must be used.
- Exports of files to PDF can be read with **Adobe Acrobat Reader**.
- When using the accessible version of the NQT, use **Jaws 8.0 or higher**.