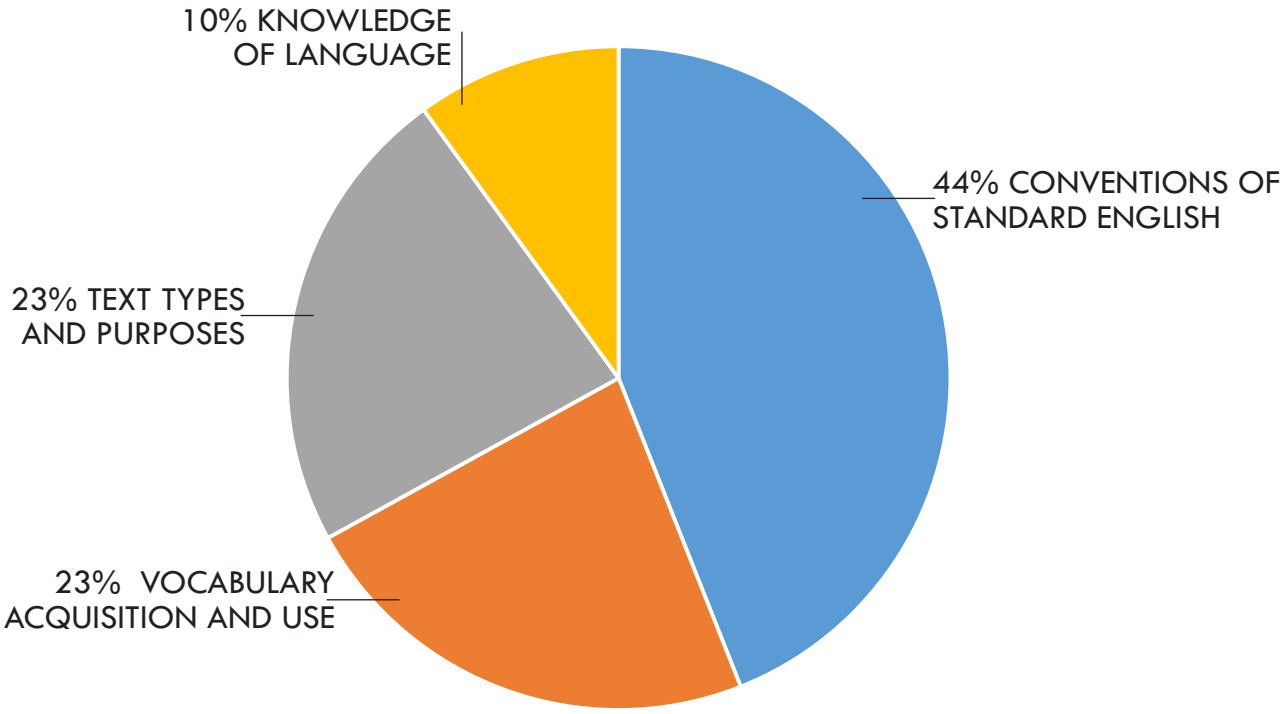
Tests of Adult Basic Education

LEVEL D

TABE 11 & 12 LANGUAGE BLUEPRINT OVERVIEW



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
CONVENTIONS OF STANDARD ENGLISH (44%)	6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d, 6.L.1.e)	D	High
	7.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7.L.1.a, 7.L.1.b, 7.L.1.c)	D	Low
	8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8.L.1.a, 8.L.1.b, 8.L.1.c, 8.L.1.d)	D	Medium
	6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6.L.2.a, 6.L.2.b)	D	High
	7.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (7.L.2.a, 7.L.2.b)	D	Low
	8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8.L.2.a, 8.L.2.b, 8.L.2.c)	D	High

KNOWLEDGE OF LANGUAGE (10%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6.L.3.a, 6.L.3.b)	D	Low
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7.L.3.a)	D	Low

VOCABULARY ACQUISITION AND USE (23%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (6.L.4.a, 6.L.4.b, 6.L.4.c, 6.L.4.d)	D	High
8.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	D	Medium

TEXT TYPES AND PURPOSES (23%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
7.W.1	Write arguments to support claims with clear reasons and relevant evidence. (7.W.1.a, 7.W.1.b, 7.W.1.c, 7.W.1.d, 7.W.1.e)	D	High
6-8. WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (6-8.WHST.2.a, 6-8.WHST.2.b, 6-8.WHST.2.c, 6-8.WHST.2.d, 6-8.WHST.2.e, 6-8.WHST.2.f)	D	Medium

1. Read the sentences.

Luke was so proud of _____. He helped his team finish the project at work.

Which word best completes the sentence?

A. itself

B. himself

C. ourselves

D. themselves

2. Which sentence is written correctly?

A. For protection against the midday sun, I wore a faded, denim hat.

B. Bright, colorful butterflies flitted about from one saltbush to another.

C. A heavy, morning fog covered the low-lying areas of the wildlife refuge.

D. The high-pitched, chirping sounds of the frogs were loud and continuous.

3. Which sentence contains a misspelled word?

A. The jury delivered a verdict that acquitted the man of all charges.

B. The editor omitted a few details that were unnecessary to the story.

C. Susan was late to rehersal because her car broke down on the interstate.

D. Megan seeks inspiration for her art from the mythology of ancient cultures.

Read the passage. Then answer questions 4 and 5.

Footwear

1. _____

2. The origin of high-heeled footwear may surprise you. High-heeled shoes were first worn centuries ago by Persian men on horseback. Persian hunting and warfare greatly relied on horsemanship, and footwear with a heel made these activities easier.

3. When a Persian diplomat brought the style to Europe in the seventeenth century, male aristocrats became enamored with the shoes and began wearing them as status symbols.

4. History shows that the modern view of high-heeled shoes is false. The style was first worn by men. It was not until many years later that women would adopt the shoe style for a very particular reason. _____

4. The passage lacks an introductory paragraph. The writer has made a list of possible introductions. Which two sentences would best introduce the passage?

A. Persian diplomats showed high-heeled shoes to many other cultures interested in new footwear.

B. Persian soldiers designed the high-heeled shoe because they needed better equipment for warfare.

C. Historical and political evidence show that the purpose of high-heeled shoes has changed over time.

D. High-heeled shoes are considered an invention of women's fashion. However, this view ignores hundreds of years of history.

E. High-heeled shoes were invented centuries ago for practical reasons. However, high-heeled shoes are more important as fashion accessories.

F. Fashion trends have evolved over the centuries, and the people who wear such things as high-heeled shoes can change within a few generations.

5. The conclusion the writer developed is not an effective end to the information presented in the passage. Which two sentences would be best to add to the concluding paragraph?

A. Today, high-heeled shoes are very fashionable and come in many different styles.

B. Today, high-heeled shoes remain an important piece of traditional Persian dress.

C. By the eighteenth century, the men in many cultures stopped wearing high-heeled shoes completely.

D. Once women began wearing high-heeled shoes more frequently, they decreased in popularity among men.

E. Surprisingly, some hunters still wear high-heeled shoes today for the same purpose that Persian men once did.

F. Some eighteenth century women began wearing high-heeled shoes to make their outfits seem more masculine.

6. Which sentence is written correctly?

A. We arrived at the beach just in time, to watch the playful, dolphins swimming.

B. The sun came out after a brief but heavy, shower, so we went hiking during the afternoon.

C. Lightning flashes kept us from swimming, in the ocean, and playing with the old, beach volleyball.

D. Our picnic lunch was delayed when dark, menacing clouds gathered on the horizon.

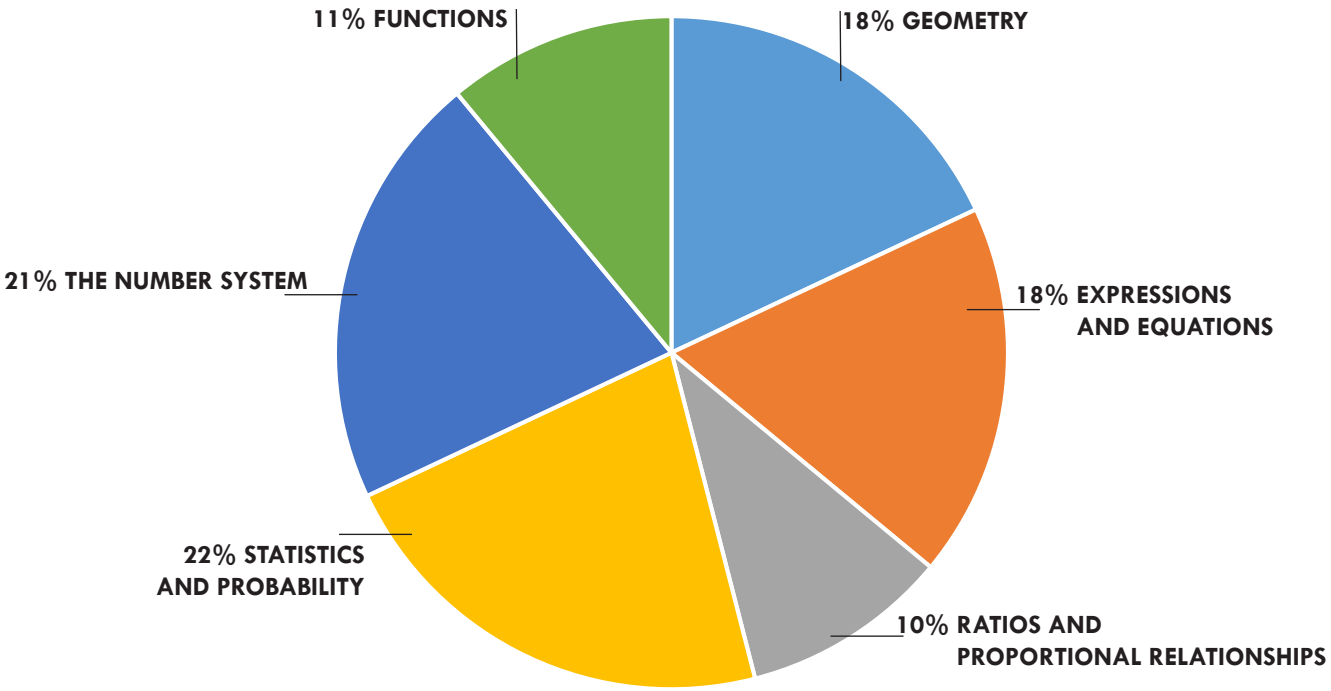
ANSWER KEY:

1. B
2. B
3. C
4. C, D
5. D, E
6. D

Tests of Adult Basic Education

LEVEL D

TABE 11 & 12 MATHEMATICS BLUEPRINT OVERVIEW



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
GEOMETERY (15%)	7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	D	Low
	8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	D	Medium
	7.G.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	D	Low
	8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	D	Low
	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	D	Low
	7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	D	Low
	8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	D	Low
	8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	D	Low

EXPRESSIONS AND EQUATIONS (18%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 x 3^-5 = 3^-3 = 1*-/3^3 = 1/27.	D	Low
7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that increase by 5% is the same as multiply by 1.05.	D	Low
8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that sqrt(2) is irrational.	D	Medium
7.EE.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $250. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	D	Low
8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 x 10^8 and the population of the world as 7 x 10^9, and determine that the world population is more than 20 times larger.	D	Low
7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7.EE.4a, 7.EE.4.b)	D	High
8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	D	Low
8.EE.8	Analyze and solve pairs of simultaneous linear equations. (8.EE.8.a, 8.EE.8.b, 8.EE.8.c)	D	Low

RATIOS AND PROPORTIONAL RELATIONSHIPS (10%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/ 1/4 miles per hour, equivalently 2 miles per hour.	D	Low
7.RP.2	Recognize and represent proportional relationships between quantities. (7.RP.2.a, 7.RP.2.b, 7.RP.2.c, 7.RP.2.d)	D	High
6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6.RP.3a, 6.RP.3.b, 6.RP.3.c, 6.RP.3.d)	D	Medium
7.RP.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	D	Low

STATISTICS AND PROBABILITY (22%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	D	Low
7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	D	Low
8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	D	Low
8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	D	Low
7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book	D	Medium
8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	D	Low
6.SP.5	Summarize numerical data sets in relation to their context, such as by: (6.RP.5.d)	D	Low
7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	D	Medium
7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7.SP.7.a, 7.SP.7.b)	D	Low
7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7.SP.8.a, 7.SP.8.b)	D	Medium

THE NUMBER SYSTEM (21%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	D	Medium
6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6.NS.6.a, 6.NS.6.b, 6.NS.6.c)	D	Medium
6.NS.7	Understand ordering and absolute value of rational numbers. (6.NS.7.a, 6.NS.7.b, 6.NS.7.c, 6.NS.7.d)	D	Medium
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	D	Low
7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (7.NS.1.a, 7.NS.1.b, 7.NS.1.c, 7.NS.1.d)	D	High
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7.NS.2.a, 7.NS.2.b, 73.NS.2.c, 7.NS.2.d)	D	Medium
8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., pi^2). For example, by truncating the decimal expansion of sqrt(2), show that sqrt(2) is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	D	Low

FUNCTIONS (11%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
8.F.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	D	Low
8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	D	Medium
8.F.5	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	D	High

TABE 11& 12 MATHEMATICS PRACTICE ITEMS

1. The two legs of a right triangle are 6 feet and 8 feet long.

What is the perimeter of the triangle?

A. 10 feet

B. 20 feet

C. 24 feet

D. 28 feet

2. A community athletic club holds an election to select a president and vice president. The nominations for selection include 4 females and 3 males.

What is the probability that a female is elected president and a male is elected vice president?

A. $\frac{1}{12}$

B. $\frac{12}{49}$

C. $\frac{2}{7}$

D. $\frac{7}{12}$

3. An escalator moves at a rate of 2 feet per second. At what rate does the escalator move in miles per hour?

5280 feet = 1 mile

A. 0.02 miles per hour

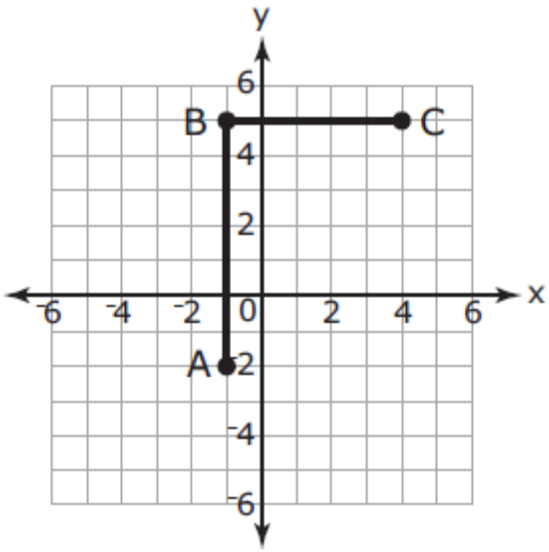
B. 0.34 miles per hour

C. 0.68 miles per hour

D. 1.36 miles per hour

4. Simon plots a cycling route on a map.

Each unit represents one kilometer.



What is the total length, in kilometers, of the route?

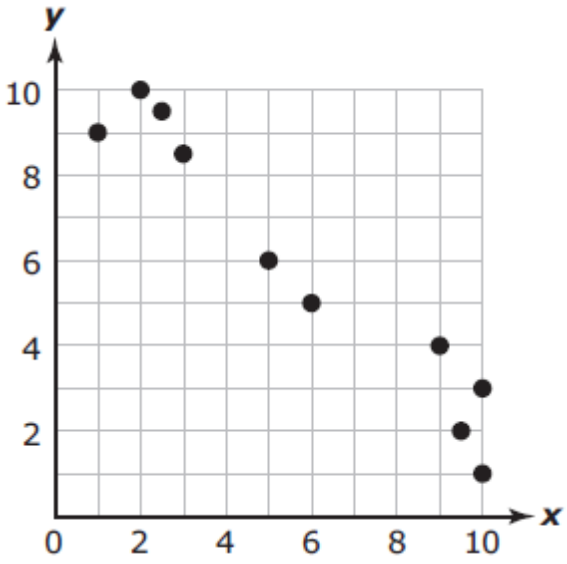
A. 6 kilometers

B. 7 kilometers

C. 8 kilometers

D. 12 kilometers

5. Look at the scatter plot.



Which type of pattern is displayed in this scatter plot?

A. a linear positive association with outliers

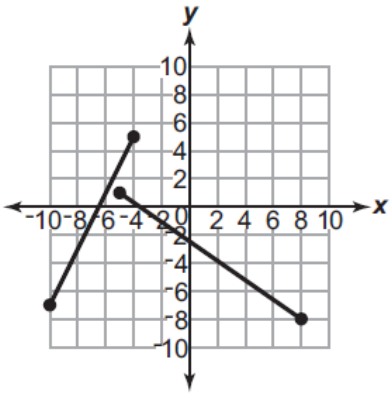
B. a linear negative association with clustering

C. a linear negative association with no outliers

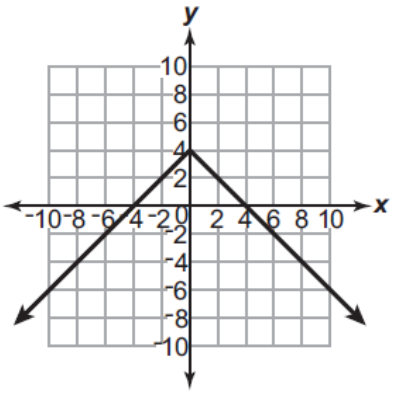
D. a linear positive association with no clustering

6. Look at the graphs. Which graphs represent a function? Select the three graphs that apply.

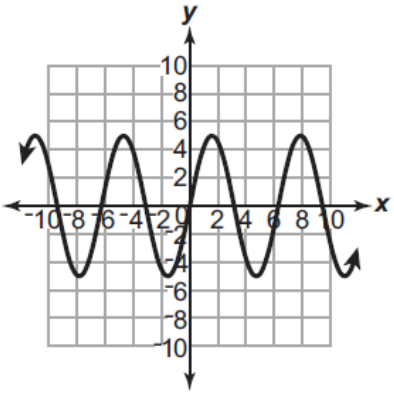
A.



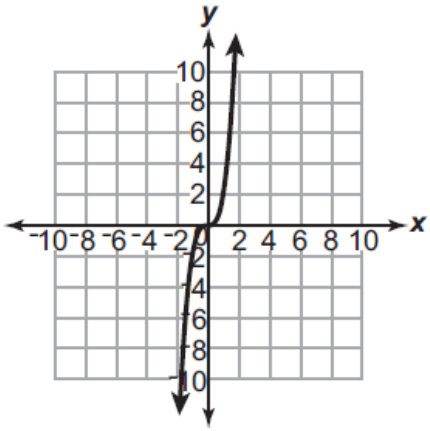
B.



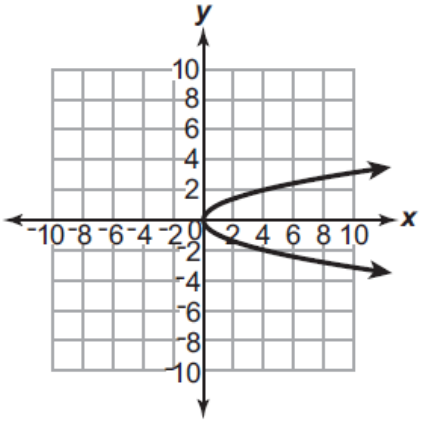
B.



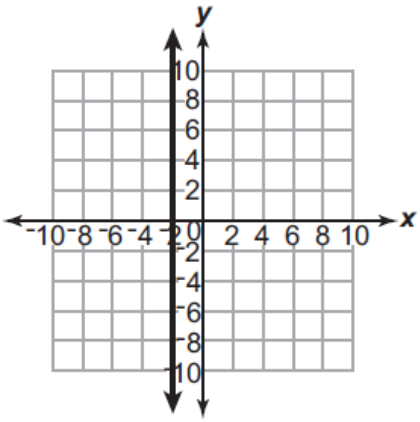
D.



E.



F.



7. Which of these expressions are equivalent to $10x + 11$? Select the three that apply.

A. $5(2x + 10) + 1$

B. $7(x + 2) + 3x – 3$

C. $3(3x + 4) + x – 1$

D. $2(6x + 4) + 2x + 5$

E. $2(6x + 5) – 2x + 1$

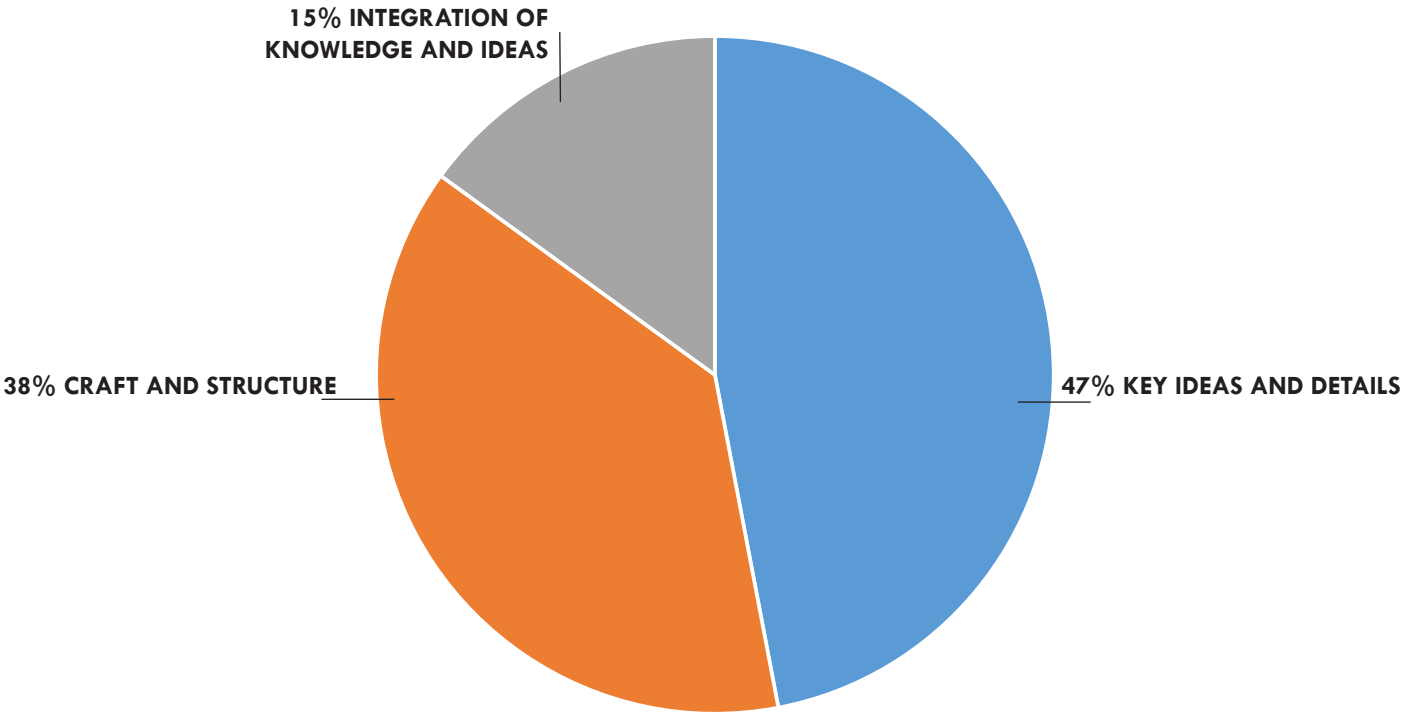
ANSWER KEY:

1. C
2. C
3. D
4. D
5. C
6. B, C, D
7. B, C, E

Tests of Adult Basic Education

LEVEL D

TABE 11 &12 READING BLUEPRINT OVERVIEW



	STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
KEY IDEAS AND DETAILS (47%)	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	Medium
	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	High
	6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.	D	Low
	6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.	D	High
	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	D	Medium
	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	D	High
	6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	D	Low
	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	D	High
	6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	D	Low
	6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	D	Low

CRAFT AND STRUCTURE (38%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	Medium
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	High
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	D	Low
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	D	High
8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	D	High
6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	D	Low

INTEGRATION OF KNOWLEDGE AND IDEAS (15%)

STANDARD	STANDARD DESCRIPTION	AE-CCR LEVEL	TABE 11/12 EMPHASIS LEVEL
6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	D	Low
6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	D	Low
8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	D	High

Read the passage. Then answer questions 1 through 5.

Quirky Quicksand

1 Quicksand has a reputation that it does not deserve. In a typical Hollywood movie scene, a character accidentally wanders into quicksand. Sometimes, the terrified character sinks quickly out of sight, leaving only a hat floating on the surface. At other times, a dramatic escape involves grabbing a nearby tree branch or the hand of another character.

2 It is true that you will begin to sink if you step into quicksand. However, you will not be sucked in and swallowed whole. The depth of quicksand ranges from a few inches to four feet. A person of average height probably will sink only waist-deep.

3 Quicksand can form almost any place where water flows beneath a sandy surface. Some common areas for quicksand include river deltas, shores, and sandy creek beds.

4 The best condition for forming quicksand is when water seeps upward from an underground source and saturates an area of sand, silt, or other grainy soil. If you disturb (or step into) the quicksand, a loose layer of fine sand on top of the water changes into a thick, soupy liquid. The mixture settles to the bottom and packs tightly around your feet. The mud-like layer creates a strong suction, especially if you are wearing flat shoes or boots.

5 A person can float on quicksand just as he or she floats on water. The human body has a density of about 62 pounds per cubic foot. Quicksand has a density of about 125 pounds per cubic foot. Because a person is less dense than quicksand, the person will rise to the top when his or her feet are free from the paste-like sand at the bottom. The key is to remain calm and follow a few simple steps to escape.

6 Start by taking several deep breaths and trying to relax. Stretch out your back and lean backward slightly to increase your surface area. Soon, you will be able to move your legs. Rotate one leg at a time in a slow circular motion. Water will flow down the leg into the thick sand on the bottom. Then as the bottom mixture thins, you can begin to free yourself. Move slowly and carefully. The area around you also might be soggy. Thrashing about wildly will cause you to sink deeper.

7 If you wander into an area of quicksand, do not ask another person to pull you out. In fact, pulling you from the thick mixture would require a great deal of strength. The suction that holds you in place is quite strong. Researchers at the University of Amsterdam found that the amount of force required to pull your trapped feet free is equal to the force that is needed to lift a medium-sized car. Your rescuer could be pulled into the heavy mixture, or you could be injured by the extreme stress placed on your arms.

8 Quicksand is not quite the mysterious force of nature that many believe it to be. An experience with quicksand usually is more messy and embarrassing than it is dangerous. In any case, don't panic, and keep your wits about you. Afterward, you will have a most interesting story to share with friends and family!

1. Read this sentence from the passage.

In any case, don't panic, and keep your wits about you.

Which of these best explains the meaning of the phrase "keep your wits about you"?

A. stay quiet
B. remain alert
C. focus on intelligence
D. have a helpful attitude

2. How does paragraph 4 contribute to the development of ideas in the passage?

A. It explains why a person might disturb quicksand.
B. It presents information about the water found in quicksand.
C. It describes what happens when a person steps into quicksand.
D. It states which shoes to wear in areas where quicksand is likely to form.

3. How does the movie scene described in paragraph 1 connect to the information in paragraphs 6 and 7?

A. The paragraphs demonstrate that the Hollywood movie scenes are accurate.

B. The Hollywood movie scenes foreshadow the actions discussed in the paragraphs.

C. The Hollywood movie scenes show what the paragraphs suggest will happen in quicksand.

D. The paragraphs describe what to do differently from the actions in the Hollywood movie scenes.

4. Which sentence from the passage best expresses the author's attitude toward the threat of quicksand?

A. "It is true that you will begin to sink if you step into quicksand."

B. "The depth of quicksand ranges from a few inches to four feet."

C. "If you wander into an area of quicksand, do not ask another person to pull you out."

D. "An experience with quicksand usually is more messy and embarrassing than it is dangerous."

5.

Part A

Which statement expresses a claim the author makes about quicksand?

A. Stepping in quicksand is an emergency that requires immediate action.

B. Quicksand is not a threat unless people attempt to float on the surface.

C. Any kind of movement a person makes in quicksand is apt to cause more trouble.

D. Some of the risks associated with stepping in quicksand are caused by people's reactions.

Part B

Which sentence from the passage best supports the answer to Part A?

A. "Sometimes, the terrified character sinks quickly out of sight, leaving only a hat floating on the surface."

B. "A person can float on quicksand just as he or she floats on water."

C. "Water will flow down the leg into the thick sand on the bottom."

D. "Thrashing about wildly will cause you to sink deeper."

ANSWER KEY:

1. B
2. C
3. D
4. D
5. Part A—D

   Part B—D