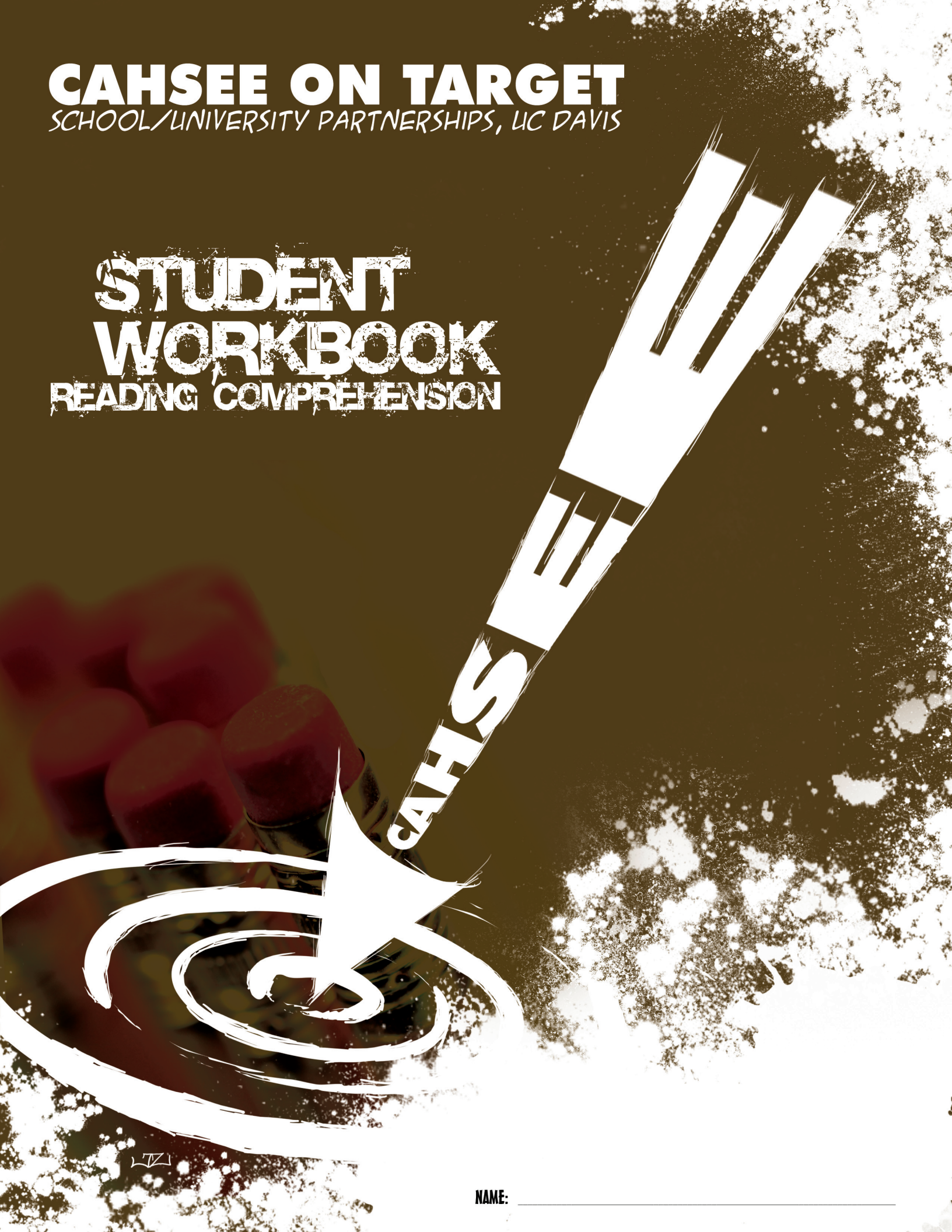


**CAHSEE ON TARGET**  
*SCHOOL/UNIVERSITY PARTNERSHIPS, UC DAVIS*

**STUDENT  
WORKBOOK**  
READING COMPREHENSION



NAME: \_\_\_\_\_





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**CAHSEE ON TARGET**  
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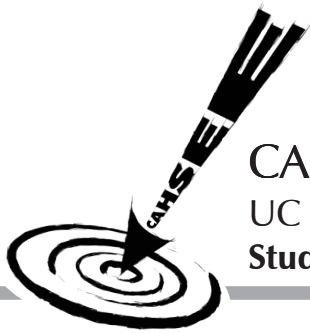
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## INTRODUCTION TO THE CAHSEE

The **CAHSEE** stands for the California High School Exit Exam. The English Language Arts section of the CAHSEE consists of **72 multiple-choice** questions (**45 reading** items and **27 writing** items) and **one essay** (accounting for **18%** of the section).

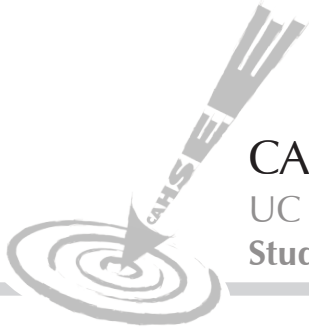
The items span across **6** distinct strands:

- Word Analysis: 7 Questions
- Reading Comprehension (Informational Text): **18** Questions
- Literary Response & Analysis: **20** Questions
- Writing Conventions: **15** Questions
- Writing Strategies: **12** Questions
- Writing Applications: **1** Essay (**18%** of the total score)

## WHAT IS CAHSEE ON TARGET?

**CAHSEE on Target** is a tutoring course specifically designed for the California High School Exit Exam (CAHSEE). The goal of the program is to pinpoint each student's areas of weakness and to then address those weaknesses through classroom and small group instruction, concentrated review, computer tutorials and challenging games.

Each student will receive a separate workbook for each strand and will use these workbooks during their tutoring sessions. These workbooks will present and explain each concept covered on the CAHSEE, and introduce effective strategies for reading comprehension, essay writing, and text revision.



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### **READING COMPREHENSION ON THE CAHSEE**

On the CAHSEE you will be given several passages to read, followed by a series of **multiple-choice** questions that test your understanding of the text. There are a total of **38** reading comprehension questions on the CAHSEE: 18 questions based on **informational** (factual) text and **20** questions based on **literary** text (i.e. poems, plays, short stories, and memoir).

The strategies you develop through CAHSEE on Target can be applied to both informational and literary text.

### **READING STRATEGIES FOR THE CAHSEE**

There are five distinct types of questions on the CAHSEE:

- Right There!
- In Other Words . . .
- Up Here!
- What's the Big Idea?
- Read All!

For each of these, there is a particular **strategy** that works best. The chart on the next to pages gives a broad overview of the five question types and their corresponding strategies. We will then examine each of these in further detail.



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## QUESTION TYPE

## STRATEGY

### Right There!

**Example:** *The question asks, “What is the best way to choose a password?” Let’s see ... it says right there that the best way to choose a password is to select something memorable from your past, and that’s one of the answers. All right, then!*

Skim & Scan for a particular **fact** & look for an answer in the **same words** as the text.



### In Other Words ...

**Example:** *The question asks, “What should you do first before choosing a password?” Let’s see -- the text says that I need to know the type of password required (how many letters, letter/number combination, etc.). But I don’t see that in any of the answer choices. Hey! Here’s something that means the same thing: ‘Read the directions for creating the password and be sure that your password conforms to the specifications required.’ This summarizes what the author said better than all of the other choices, so it must be the answer!*

Skim & scan the text for the **idea** referred to in the question. The correct answer will **paraphrase** or **summarize** what’s in the text – it will be stated in **different words**. Look at each answer carefully and **choose** the one that is **closest in meaning** to what is stated in the text.



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## Up Here!

**Example:** Let's see - - the question asks, "Which of the four phrases is an example of a simile?" I **already know** what a simile is, so I should examine each phrase and see which one fits the requirements of a simile. (The text does not define "simile" so going back to the text won't help me!)

Just use your **brain**.  
No need to go back to text.



## What's the Big Idea...

**Example:** Let's see, just from looking at the title, "Electric Cars Deserve a Second Chance," I can see that the main idea must be that people should consider buying electrical cars. Oh, then the author's purpose must be to persuade the reader to consider electric cars, and the tone is probably persuasive! Wow! That was easy!

Look at **big idea** places:

1. Title
2. 1st paragraph
3. Last paragraph



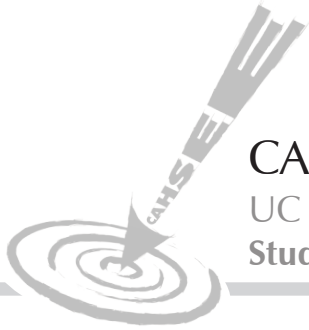
## Read All!

**Example:** "How does the character change throughout the story?" Let's see ... I need to know what he was like in the beginning and compare this with what he was like at the end.

No shortcuts!

Read the whole text, from **beginning to end!**

We will now examine each of these strategies in greater detail.



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### QUESTION TYPE 1: RIGHT THERE!

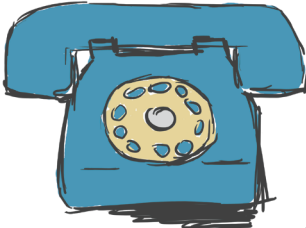

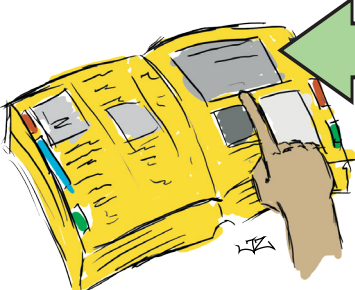
In this type of question, you must find a specific fact or detail in the passage.

The correct answer choice will be stated in the same words as those in the passage.

You can often recognize these types of questions by the way in which they are phrased.

Here are a few typical questions stems from the CAHSEE that correspond to a

“Right There!” question:

SAMPLE QUESTION STEMS	WHERE'S THE ANSWER?
According to the article, what should you do...?	<p><b>IN AN EMERGENCY CALL:</b></p>  <p>It says right here, “Call 911!”</p> 
According to the article, what is the best...?	 <p><b>RIGHT THERE!</b></p> <p>I found it! It says to look in the Yellow Pages.</p>





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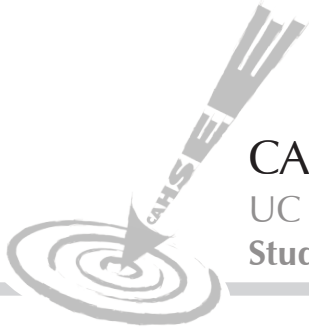
What suggestion does the author give...?



Oh, here it is! They suggest calling the Better Business Bureau to check if any complaints were filed against the company.

Based on information in the document, what would be the best . . .





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### Example of a “Right There” Question

The following question, which appeared on the CAHSEE, is an example of a “Right There” question. Read the question and then examine the section from the text in which the answer is found. When you find it, **circle** the correct answer choice.

What suggestion does the article provide about writing down passwords?

- A. Write it down often so you don't forget your password.
- B. Disguise your password when you write it down.
- C. Do not let people know your password.
- D. Change your password frequently when you write it down.

**Source:** “How to Choose a Password”

#### **Section from “How to Choose a Password”**

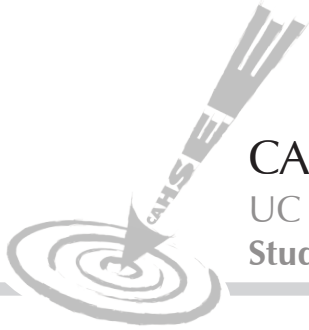
Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

**Source:** “How to Choose a Password”

**Note:** The question above is an example of a “Right There” question because . . .

- it focuses on a specific **fact** or **detail**
- the information needed is stated in **one specific part** of the text
- the correct answer choice is stated in the **same words** as those used in the text

As you can see, in a “**Right There!**” question, you can point to a few words in the text and say, “**The answer is right there!**”



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### Strategies for “Right There” Questions

- **Skim & scan** to find the particular **fact** or **detail**.
- Look for an answer choice stated in the **same words**.

#### A. Scanning

Scanning involves moving your eyes quickly down the page, seeking specific words and phrases. When reading to locate **specific information**, scanning is an effective strategy, particularly on standardized tests.

Look for any **hints** given by the author. These might include:

- underlining
- **bolding**
- *italics*
- subheadings
- section breaks



**Practice:** Scan the text below to answer the following question:

*Why was it difficult to keep koalas alive in zoos?*

**Note:** See how fast you can find the answer!

---

#### ***Section from “Deadly Leaves”***

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year or their arrival at the zoo.

**Source:** *Deadly Leaves*, CAHSEE released passage



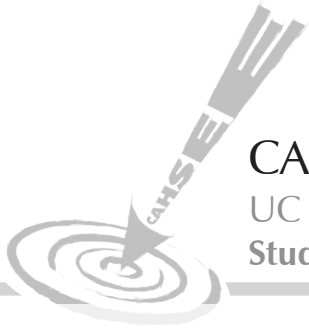
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**Exercise:** Scan the TV guide to answer the questions that follow.

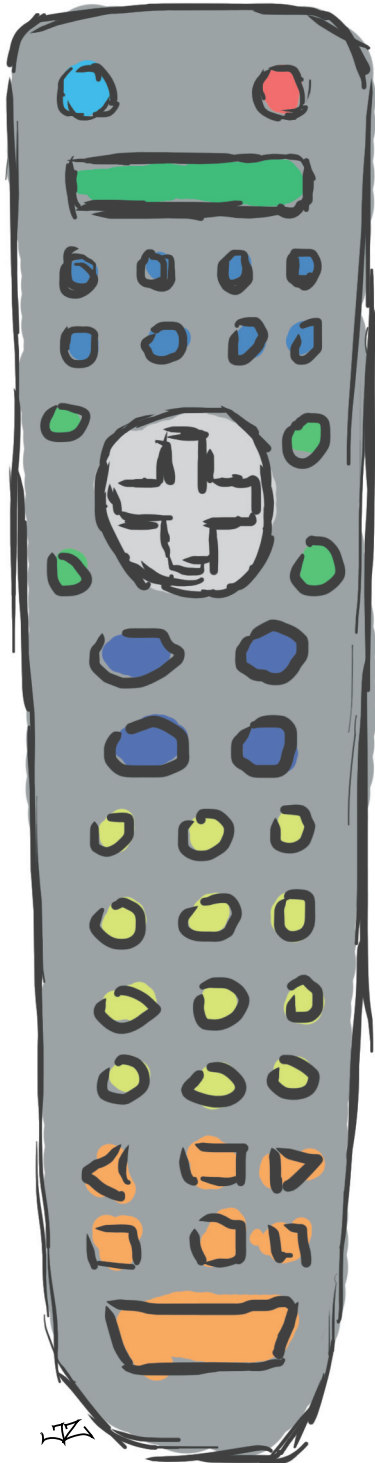
Channel 4	Channel 7	Channel 9
<p><b>6:00: News Today</b> In-depth coverage of national and international news.</p> <p><b>6:30: Kramer vs. Kramer</b> (1979) ★★★★★ Dustin Hoffman, Meryl Streep. A man fights for custody of his son after his wife abandons the family. 'PG'</p> <p><b>8:30: Europe Today:</b> This week, the southern port city of Marseille, France is explored.</p> <p><b>9:00: Who Wants to Be a Millionaire?</b></p> <p><b>10:00: Twilight Zone</b></p> <p><b>10:30: I Love Lucy</b></p> <p><b>11:00: The Ghost and Mrs. Muir (1947) ★★★</b> Gene Tierney, Rex Harrison. London widow loves cottage's sea captain's ghost. 'PG'</p>	<p><b>6:00: USA in Sports:</b> News show covering competitive team sports at the national level.</p> <p><b>6:30: Wheel of Fortune</b></p> <p><b>7:00: The Associate (1996) ★★</b> Whoopi Goldberg, Dianne Wiest. A Wall Street whiz invents a male partner to attract clients for her fledgling investment business. 'PG-13' Adult situations.</p> <p><b>9:00: Friends</b></p> <p><b>9:30: Will &amp; Grace</b></p> <p><b>10:00: American Soundtrack: Rhythm, Love and Soul</b> Love songs of the 1960s and 70s; performers include Aretha Franklin, Mary Wilson; Gloria Gaynor.</p> <p><b>11:00: Caribbean Adventures:</b> This week, we travel to the Exuma Islands of Bermuda.</p>	<p><b>6:00: Everybody Loves Raymond</b></p> <p><b>6:30: The Nanny</b></p> <p><b>7:00: Nightly Business Report:</b> Report on world-wide financial markets.</p> <p><b>8:00: The Apprentice</b> The teams must introduce a new Trump product into the marketplace.</p> <p><b>9:00: Ghost (1990) ★★★</b> Patrick Swayze, Demi Moore, Whoopi Goldberg. A slain Manhattan man reaches out to his fiancée, with a medium as his middle woman. 'PG - 13' Adult situations, language, violence.</p> <p><b>10:00: Phone Booth (2002) ★★</b> Colin Farrell, Keifer Sutherland. A sniper traps a publicist in a New York phone booth. 'R'</p>



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Answer the following questions, based on the TV Guide.  
See how fast you can find the information.

1. Pamela is a Whoopi Goldberg fan. Can she see both of her movies or must she tape one of them?

---

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2. Randy wants to know how the stock market performed today. What show should he watch?

---

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3. Which French city is spotlighted on the travel show?

---

---

4. Amy wants to watch a movie with her younger sister, who is 12 years old. Which movie or movies would be most appropriate?

---

---

5. How many travel shows are airing tonight?

---

---

6. How many game shows are playing tonight? Which ones?

---

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7. Which movie gets the best rating this evening?

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### B. Skimming

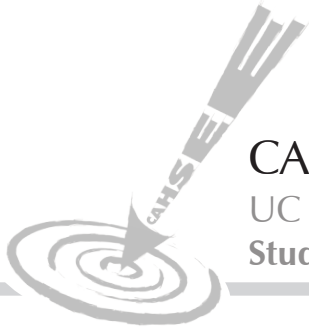
Skimming is used to quickly **identify the most important ideas** of a text. Skimming involves moving your eyes quickly down the page and focusing on any **titles, headings, sub-headings**, and text in **bold**.

**To determine what is most important:**

1. Glance over the **main features** of the piece:
  - the title
  - the headings
  - the lead paragraph
  - the summary paragraphs
2. Look for any **hints** given by the author:
  - underlining
  - **bolding**
  - *italics*
  - subheadings
  - section breaks
  - numerical lists

**Exercise:** Examine the document on the next page. Then, use skimming techniques to answer the questions that follow.





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### **FREDERICK DOUGLASS HIGH SCHOOL: RULES & REGULATIONS**

#### **Attendance**

1. **Absence:** Any student returning to school following an absence of two or more days must present to the front office a written explanation, signed by the parent or a physician.
2. **Tardiness:** School begins promptly at 8:10 a.m. and ends at 3:20 p.m. Any student who reports to his or her classroom any later than 8:20 must present to the teacher a note signed by a parent.

#### **Zero Tolerance Policy**

Frederick Douglass High School has a “Zero Tolerance” policy. This means that no form of physically aggressive behavior (including bullying, fighting, pushing, shoving) is tolerated.

1. **Suspension:** Any student who acts aggressively towards a teacher, administrator or another student will be immediately suspended.
2. **Expulsion:** Any student who has been suspended more than three times will be expelled.

#### **Hall Passes**

Any student walking through the halls when classes are in session must carry a hall pass. Any student not carrying a pass will be sent directly to the principal’s office.

#### **Dress Code**

While there is no formal uniform at Frederick Douglass High School, students are expected to dress appropriately at all times.

1. **Shirts:** All shirts must have sleeves (no tank tops allowed) and be tucked in.
2. **Pants:** Pants must be hemmed above the shoes.
3. **Body Piercing Jewelry:** Body piercing jewelry is limited to earrings. All other forms (nose jewelry, tongue jewelry, stomach jewelry) must be removed before entering the school building.

I have read the above rules and agree to comply with them.

---

Student’s Signature



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### Skimming Exercise

The following questions are based on the document on page 12 (Frederick Douglass High School: Rules and Regulations).

1. To whom is the document aimed?

- A. students
- B. parents
- C. teachers
- D. administrators

2. Does the document address missed or late assignments?

---

3. Does the document explain the consequences of physically aggressive behavior towards their fellow students? If so, explain.

---

4. Does the document explain the consequences of inappropriate dress?

---

5. Does the document provide information on vacation days?

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6. Does the document provide information on the length of the school day?

---

7. Does the document provide examples of physically aggressive behavior?

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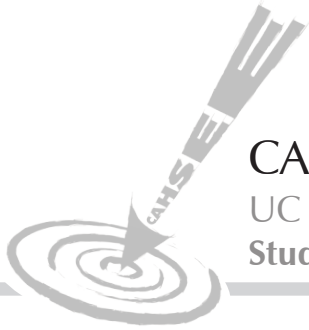
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## QUESTION TYPE II: IN OTHER WORDS...

These questions are often based on an **idea**, rather than a specific and isolated detail. You need to look for the part in the text that talks about that **idea** and then look for an answer that is stated in **different words** than those used in the text. **In other words**, you must **summarize** the author's ideas.

QUESTION STEMS	WHERE'S THE ANSWER?
<p>1. Which statement best illustrates...?</p>	<p>First skim and scan the text to find the idea referred to in the question.</p>
<p>2. Which statement best summarizes...?</p>	<div data-bbox="651 1024 1094 1354" style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Hmm, it says right here that the invention of the steam engine was critical to the development of the modern train and railroad.</p> </div>
<p>3. Based on information in the text, which would be....?</p>	<div data-bbox="776 1373 1105 1556" style="text-align: center;"> </div> <p>Then look for answer choice that says the same thing but in different words.</p>
<p>4. Which information supports the idea that....?</p>	<div data-bbox="688 1650 867 1871" style="border: 1px solid black; padding: 5px;"> <p>17. Mavis is taking a train to Boston. Her train is stopped at the station. She is facing the direction the train will be moving. All the cars are facing her window is the side next to her. That train is also going to Boston and leaves first. As the other train leaves, it starts to move in the direction...</p>  <p><input type="radio"/> A. the train is moving forward.</p> <p><input checked="" type="radio"/> B. the train is moving backward.</p> <p><input type="radio"/> C. the other train is moving backward.</p> <p><input type="radio"/> D. the train starts to move.</p> </div> <p>Ah! Here it says that without the steam engine, mass transportation, as we know it today, would not exist. That's the same idea, just stated in different words.</p>



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### Strategies for “In Other Words...” Questions

- **Skim & scan** for the particular section referred to in the question.
- Read what you need: about **three to five lines** before and **three to five lines after** the citation to make sure you understand the content.
- Look for an answer choice in which the idea is rephrased

### Example of an “In Other Words” Question

Read the following question, which appeared on the CAHSEE.

Then examine the section from the text in which the answer is found.

Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to –

- eat fruits and vegetables
- begin an exercise program
- skip meals when necessary
- limit the intake of protein

**Source:** “Pro and Con on Vitamin Supplements”

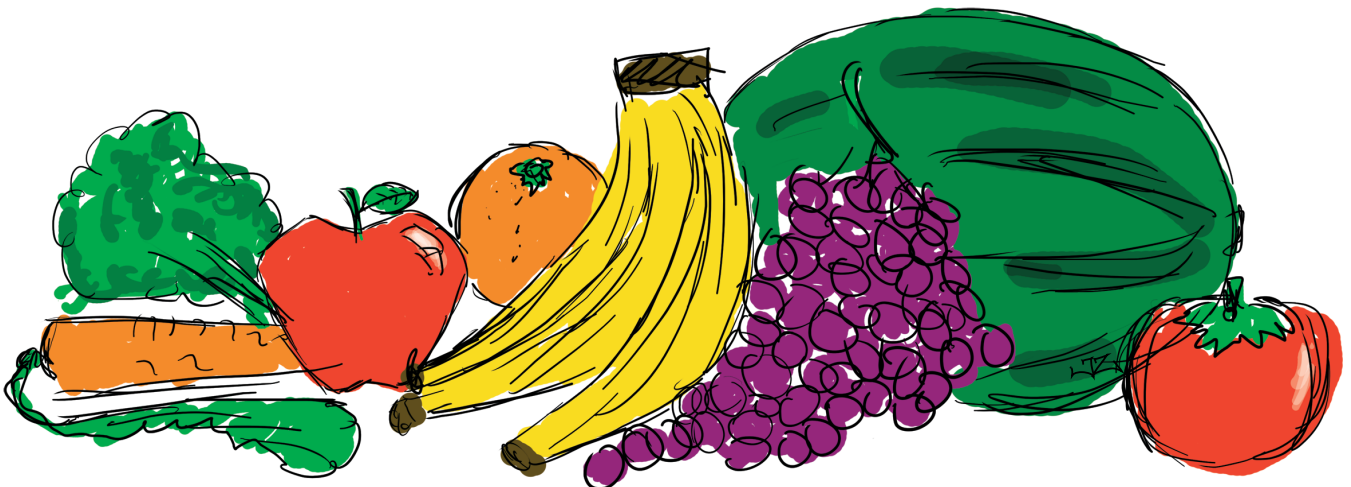
#### **Section from “Pro and Con on Vitamin Supplements”**

As appealing as they’re made to sound, nutritional supplements are a danger in disguise. If you’re looking for good health, don’t look on the supplement shelves of your supermarket. Look in the **produce section** instead.

**Source:** “Pro and Con on Vitamin Supplements”

The question above is an “In Other Words...” question because . . .

- it focuses on an **idea**, rather than a detail or fact
- the answer is stated in **different words** from those used in the text.










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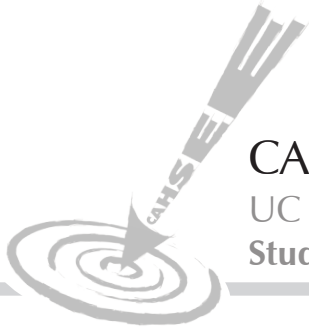
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### QUESTION TYPE III: UP HERE!

Certain questions on the CAHSEE test your **knowledge** of a term or concept and your **ability** to **recognize** an example of that term/concept. Other questions have **only one** answer choice that **makes sense**. For these types of questions, there is **no need to go back to the text**. All the information you need is contained in the question and answer choices. Read the question carefully and **think!!!! Use your head to figure it out!**

CAHSEE QUESTION STEMS	WHERE'S THE ANSWER?
Which of the following is an example of...?	 <p><b>UP HERE!</b> Oh, I know what a simile is. And that's not it! But here's one that is!</p>
What is the meaning of the phrase ____ in this sentence?	 <p><b>UP HERE!</b> I've never seen this word before but, from the way it's used in the sentence, it must mean angry.</p>
Which sentence from the passage supports the idea that...?	 <p><b>UP HERE!</b> Let's see... all of these sentences were in the passage, but which one supports the idea that electric cars are cheaper to maintain? Ah... answer choice B says that electric cars are about 20% the cost of gas. That's the answer!</p>



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### Example of an “Up Here” Question

Which of the following phrases from the passage is an example of a simile?

- A. The sun was as red as a rose.
- B. The moon shined above.
- C. The whoosh of the leaves was a song.
- D. The wind whirled willows withered in the night.

All of the phrases listed in choices A through D appear in the passage. Going back to the text will not help you determine which phrase is an example of a simile. In order to answer this question, you must **know** what a simile is and be able to **recognize** one when you see it. (**Note:** A simile is a comparison using the words “like” or “as.”)



### Example from the CAHSEE of an “Up Here” Question

What does the word “contaminated” mean in the following phrase?

*But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.*

- A. Carried with
- B. Polished with
- C. Poisoned with
- D. Grown with



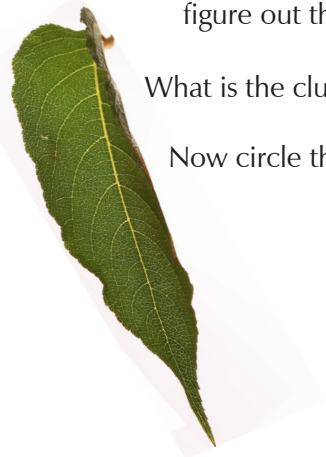
**Source:** “Deadly Leaves”

**Note:** Going back to the text will not help you to answer this question.

Just read the sentence provided: it contains a **clue** that will help you figure out the meaning of “contaminated.”

What is the clue? \_\_\_\_\_

Now circle the correct answer.





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### Example from the CAHSEE of an “Up Here” Question

What information supports the idea that vitamin supplements are potentially dangerous?

- A. Supplements are usually available in powder, tablet, and liquid form.
- B. People might accidentally take supplements that interfere with medications.
- C. Supplements may play a large role in disease prevention.
- D. People tend to be too cautious when using supplements.

**Source:** “Pro and Con on Vitamin Supplements”

Do you really need to go back to the text to answer this question?

The question asks which of the four answer choices supports the idea that vitamin supplements might be dangerous. All of the information, in choices A through D, is found in the passage, so going back to the passage will not tell you anything new. **But only one choice answers the question.**

Which one is it?

- A. Supplements are usually available in powder, tablet, and liquid form.  
Does this have anything to do with why supplements **may be dangerous**?

---

- B. People might accidentally take supplements that interfere with medications.  
Does this have anything to do with why supplements **may be dangerous**?

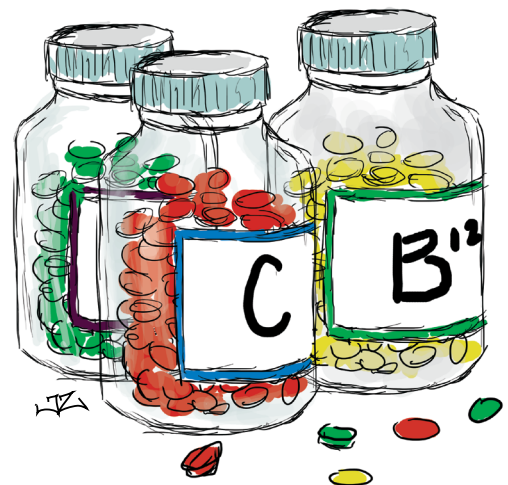
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- C. Supplements may play a large role in disease prevention.  
Does this have anything to do with why supplements may be dangerous?

---

- D. People tend to be too cautious when using supplements.  
Does this have anything to do with why supplements **may be dangerous**?

---







## CAHSEE on Target

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### Strategies for “Up Here” Questions

- Think!
- Apply what you know.
- Use common sense.
- Consider each answer choice and think about if it makes sense in the context of the question.
- Cross out choices that, while true, do not answer the question.









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### QUESTION TYPE IV: WHAT'S THE BIG IDEA?

These types of questions are based on the **entire passage**.

SAMPLE QUESTION STEMS ON THE CAHSEE	WHERE'S THE ANSWER?
 <p>What is the main idea?</p>	<ul style="list-style-type: none"><li>• Look at the title.</li><li>• Look at the first paragraph.</li><li>• Look at the last paragraph.</li></ul>
 <p>What is the author's purpose?</p>	<ul style="list-style-type: none"><li>• Look at the title.</li><li>• Look at the first paragraph.</li><li>• Look at the last paragraph.</li></ul>
 <p>What is the author's tone?</p>	<ul style="list-style-type: none"><li>• Look at the title.</li><li>• Look at the first paragraph.</li><li>• Look at the last paragraph.</li></ul>
 <p>What is the point of view?</p>	<ul style="list-style-type: none"><li>• Look at the title.</li><li>• Look at the first paragraph.</li><li>• Look at the last paragraph.</li></ul>





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### Big Idea Questions

“Big Idea” questions focus on the **overall picture** or “**feel**” of the text:

- Main Idea
- Author’s Purpose
- Tone

### Strategies for “Big Idea” Questions:

- Look at the richest source of information:
  - **the title**
  - **the first paragraph**
  - **the last paragraph**
- Underline key words in the first and last paragraphs.

### Example from the CAHSEE of a “Big Idea” Question:

The following question is based on the passage “Electric Cars Deserve a Second Look.”

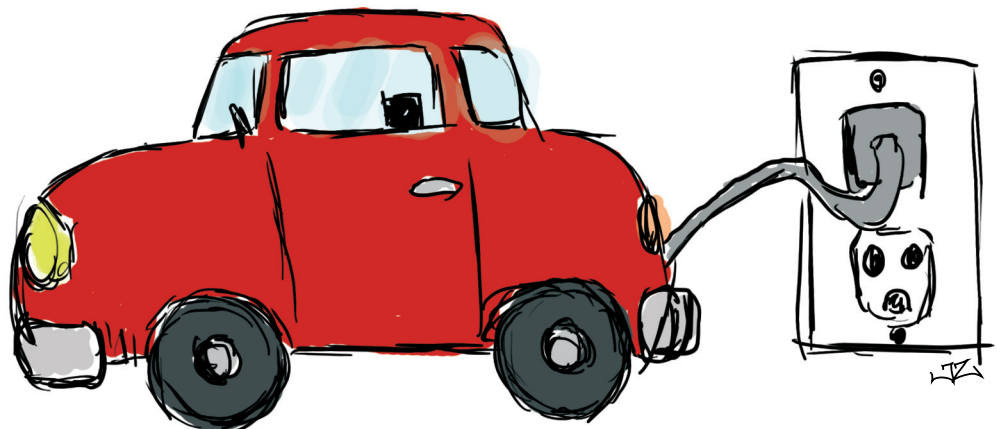
What is the main purpose of Darrow’s article?

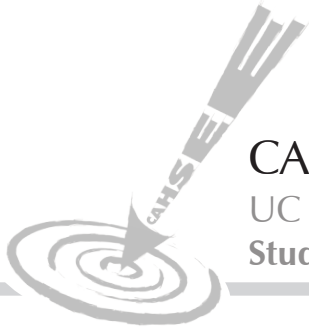
- A. to convince readers that their cars are using too much energy
- B. to show how to improve driving
- C. to convince people that electric cars are good
- D. to show how the environment can be saved

**Source:** California Department of Education, Released CAHSEE question

**Hint:** Look at the **title** of the passage!

What’s the correct answer? \_\_\_\_\_





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### A. Questions on the Main Idea

The main idea refers to what a paragraph or an article is all about. “What is the big idea in the story?”

The main idea of a story or article is generally found in at least one of the following three places:

- the first paragraph
- the last paragraph
- the title

Authors generally **introduce** the main idea in the **first paragraph** and **summarize** it in the **last paragraph**. Finally, the **title** often captures the essence of the text.

### B. Questions on the Author’s Purpose

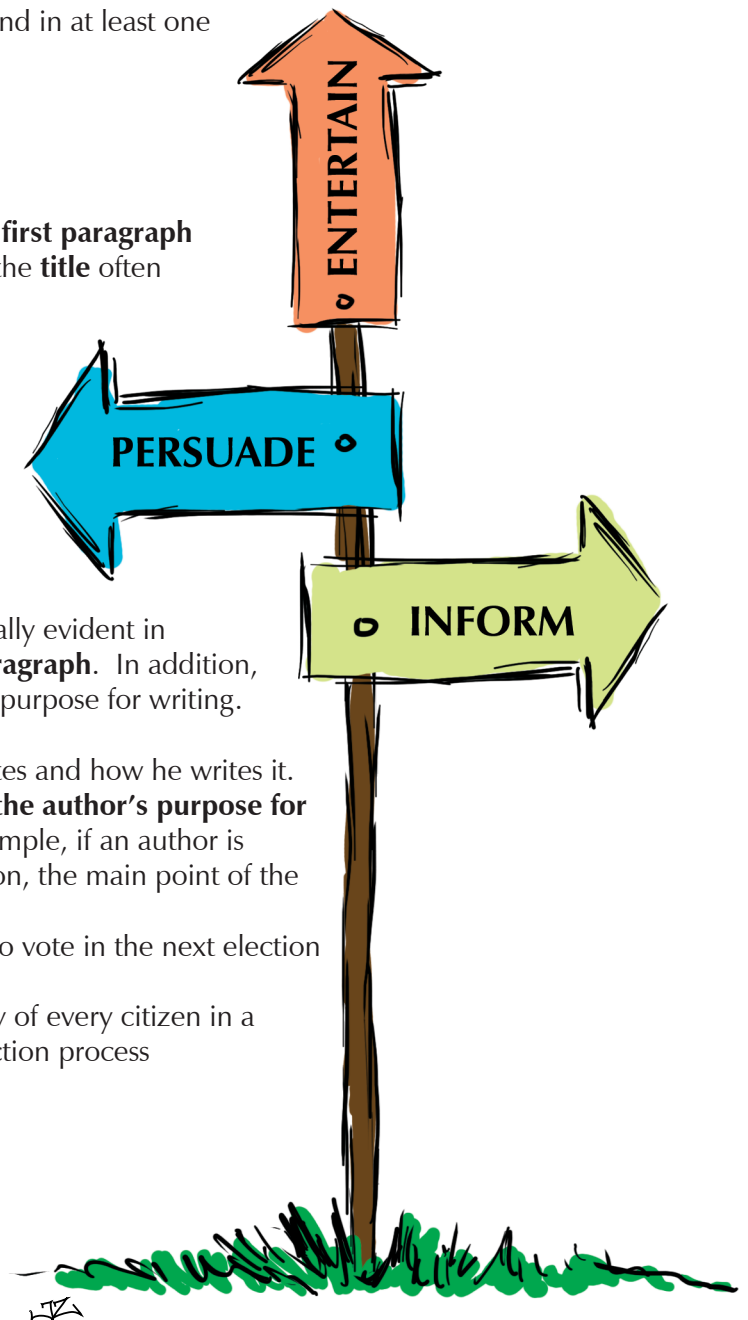
Authors write for different purposes:

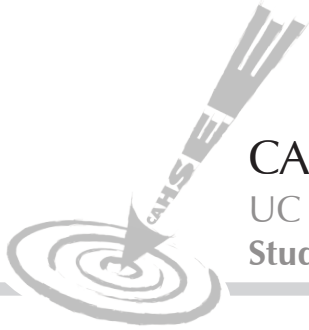
- To entertain
- To persuade
- To inform

Like the main idea, the author’s purpose is generally evident in the **first paragraph** and reinforced in the **last paragraph**. In addition, the **title** of the passage often reflects the author’s purpose for writing.

The author’s purpose will determine what he writes and how he writes it. For this reason, the **main idea of a passage and the author’s purpose for writing that passage are always related**. For example, if an author is writing to persuade you to vote in the next election, the main point of the passage will likely be one of the following:

- that it is extremely important for everyone to vote in the next election
- that every vote counts
- that it is both the right and the responsibility of every citizen in a democratic society to participate in the election process





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### C. Questions on the Tone

The author's **purpose and tone are related**, and being able to identify one allows you to identify the other. If the **purpose** of the article is to **persuade** the reader to do something, the **tone** will likely be **persuasive, forceful, critical** and perhaps even **biased**.

On the other hand, if the **purpose** of the article is to **inform** or **educate** the reader about an issue, the **tone** will be **informative, straightforward, factual**, and **free of bias**.

Finally, if the author's **purpose** is to **entertain** the reader, the **tone** may be **humorous** or **descriptive**.

Like the main idea and the author's purpose, the **tone** of a passage is often evident in the **first paragraph** and reinforced in the **last paragraph**. In addition, the tone of the passage is often evident in the **title** itself.

### Example from the CAHSEE

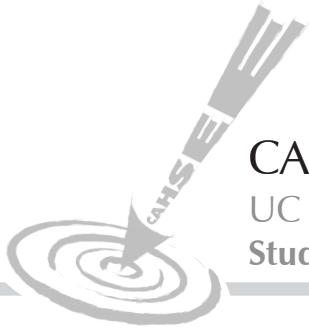
Read the **first paragraph** of "Deadly Leaves, a passage that appeared on the CAHSEE. Then answer the two "Big Idea" questions, on the next page, which are based on this passage.

(**Note:** These questions appeared on the CAHSEE.)

#### ***First Paragraph from "Deadly Leaves"***

*Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.*

**Source:** *Deadly Leaves, CAHSEE released passage*



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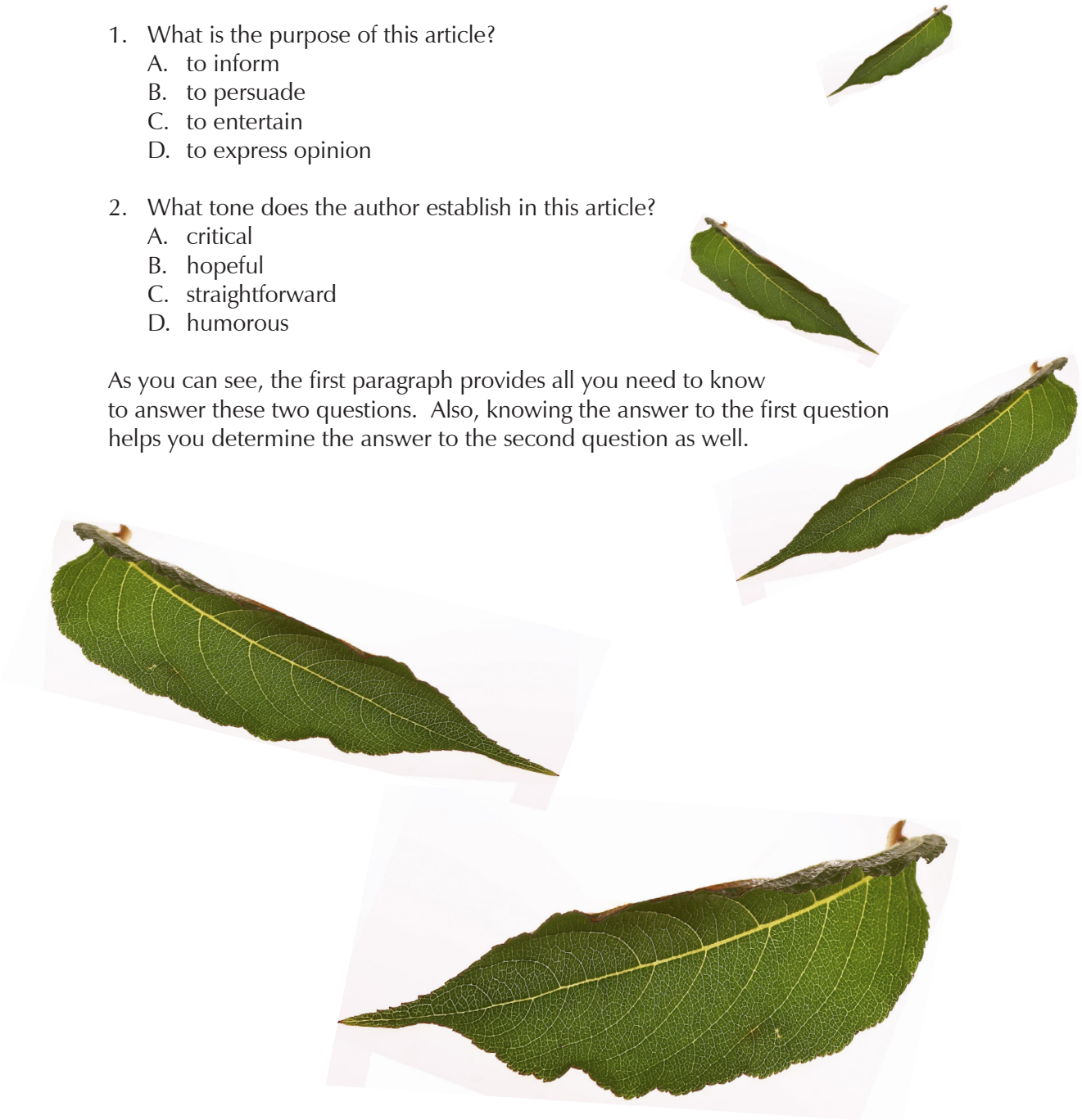
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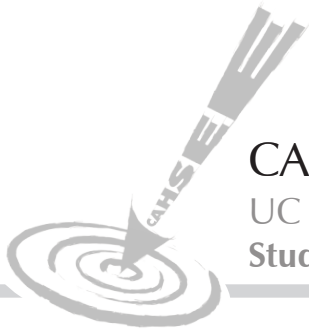
### Questions Based on “Deadly Leaves”

The following two questions, based on the passage “Deadly Leaves,” appeared on the CAHSEE:

1. What is the purpose of this article?
  - A. to inform
  - B. to persuade
  - C. to entertain
  - D. to express opinion
2. What tone does the author establish in this article?
  - A. critical
  - B. hopeful
  - C. straightforward
  - D. humorous

As you can see, the first paragraph provides all you need to know to answer these two questions. Also, knowing the answer to the first question helps you determine the answer to the second question as well.









# CAHSEE on Target

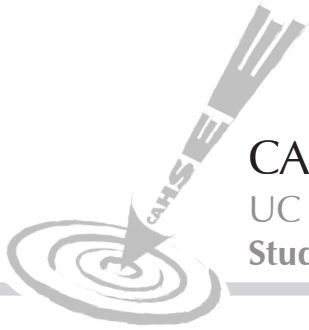
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## GUIDELINES FOR DETERMINING PURPOSE AND TONE

QUESTIONS TO ASK YOURSELF	PURPOSE	TONE
<p>Does the author make an argument? Would someone disagree with this argument? If so,</p> 	<p>To persuade</p>	<ul style="list-style-type: none"> <li>• Persuasive</li> <li>• Convincing</li> <li>• Forceful</li> <li>• Critical</li> <li>• Praiseworthy</li> </ul>
<p>Does the author express an opinion? Does the author show any bias? If so,</p> 	<p>To Persuade</p>	<ul style="list-style-type: none"> <li>• Persuasive</li> <li>• Forceful</li> <li>• Critical</li> <li>• Angry</li> <li>• Biased</li> </ul>
<p>Does the author present information and/or cite facts? Did you learn something? Is the passage free of bias? If so,</p> 	<p>To inform</p>	<ul style="list-style-type: none"> <li>• Informative</li> <li>• Straightforward</li> <li>• Factual</li> <li>• Unbiased</li> </ul>
<p>Does the article make you laugh or feel sad? Does it create a mood? Is there a lot of imagery? If so,</p> 	<p>To entertain</p>	<ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Humorous</li> <li>• Sad</li> <li>• Melancholy</li> <li>• Hopeful</li> </ul>





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**Exercise:** Read each passage and identify the author's purpose and tone.  
Then support your answer with evidence from the passage.

1. An average hurricane releases as much energy as several atomic explosions. Its power output in a single minute could keep the United States in electricity for 50 years. The hurricane that struck Bangladesh in 1970 produced a tidal wave that killed 200,000 people. In 1900, in Galveston, Texas a hurricane created storm tides that swept 6,000 people to their deaths.<sup>1</sup>

The author wrote to \_\_\_\_\_.

- A. persuade the reader that Texas and Bangladesh can be dangerous places to live
- B. compare the weather in Texas and Bangladesh
- C. present factual information about hurricanes
- D. entertain the reader with a story about hurricanes

The author's tone can best be described as \_\_\_\_\_.

- A. humorous
- B. straightforward
- C. sarcastic
- D. frustrated



<sup>1</sup> Excerpt from *Strange Stories, Amazing Facts* (Reader's Digest)



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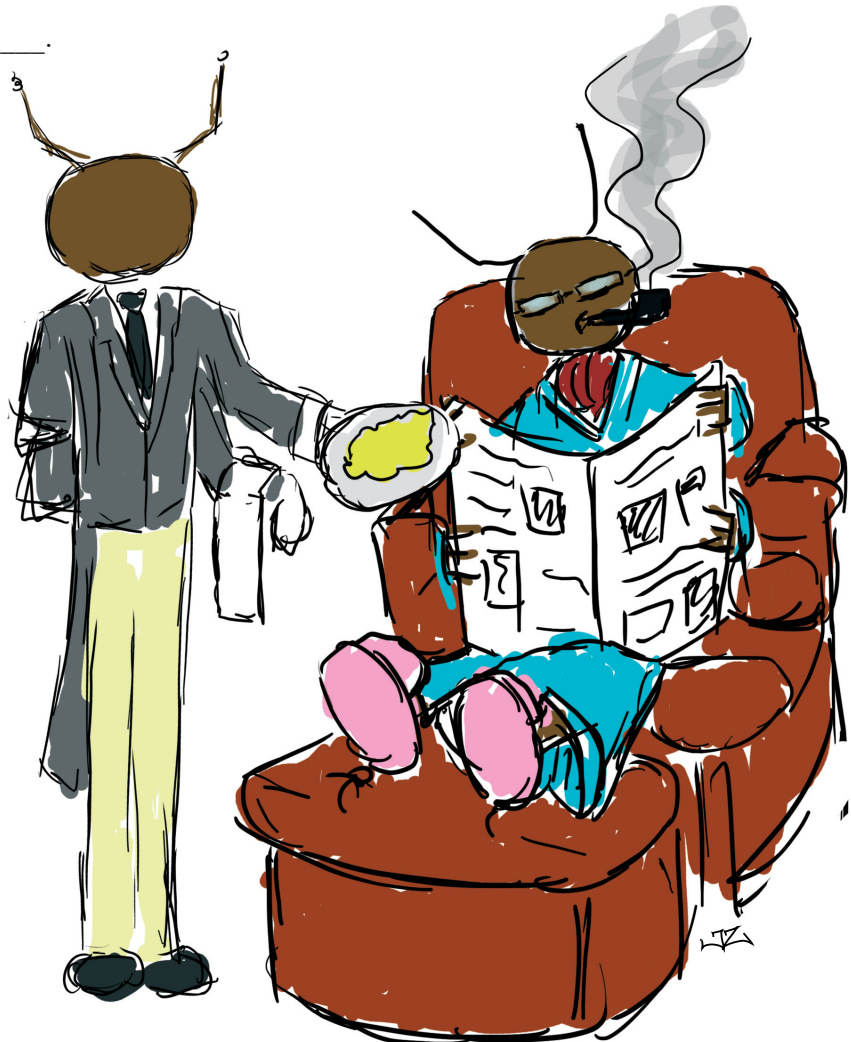
2. Like human beings, ants can be both cooperative and aggressive towards one another; in fact, certain species of ants survive by raiding other ant colonies and enslaving the offspring. Scientists believe that these “slavemaker” ants cannot survive on their own and need other ants to take care of them. The only way in which they can achieve this is by raiding other colonies and seizing the larvae and pupae; they then carry them back to their own colonies and raise them as slaves. Once their slaves die, they raid new colonies, capture new larvae, and acquire a new supply of slaves.

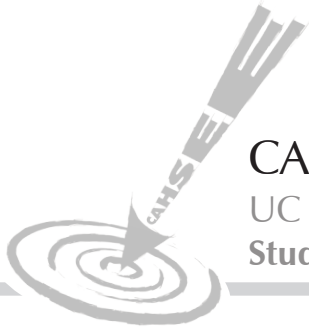
The author wrote to \_\_\_\_\_.

- A. illustrate the unusual way in which certain ant species survive
- B. convince the reader that ants can play a beneficial role
- C. compare and contrast the distinct roles that ants play
- D. amuse the reader with amusing facts about ants

The author’s tone is \_\_\_\_\_.

- A. hopeful
- B. entertaining
- C. informative
- D. forceful





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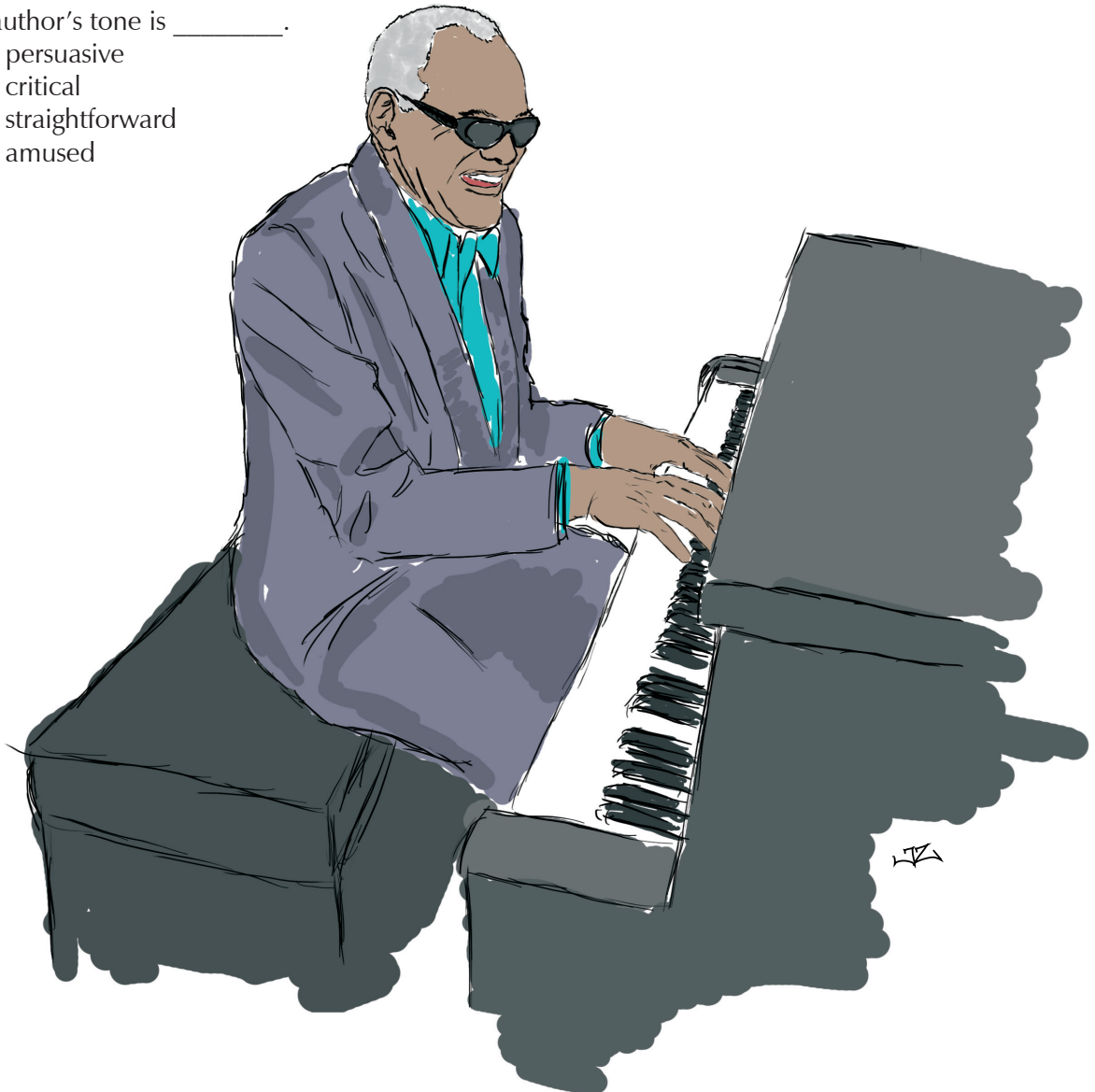
3. Everyone should see the film *Ray*. It is, by far, the best movie of the year! Jamie Foxx is fantastic in his role as Ray Charles and the music is amazing! *Ray* is sure to win many Oscars this year.

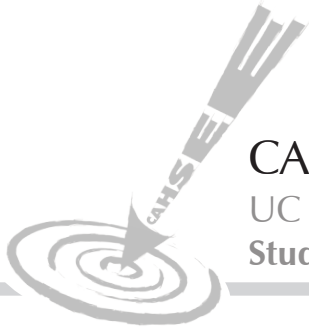
The author wrote to \_\_\_\_\_.

- A. describe the role of Jamie Foxx in the movie *Ray*
- B. persuade the reader to see *Ray*
- C. contrast the performance of Jamie Foxx as Ray Charles with the real-life story of Ray Charles
- D. wage a bet that *Ray* will win the Oscars

The author's tone is \_\_\_\_\_.

- A. persuasive
- B. critical
- C. straightforward
- D. amused





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4. I had been sick for a long time. When the day came for me to leave the hospital, I barely knew how to walk anymore, could barely remember who I was supposed to be. Make an effort, the doctor said, and in three or four months you'll be back in the swing of things. I didn't believe him, but I followed his advice anyway. They had given me up for dead, and now that I had confounded their predictions and mysteriously failed to die, what choice did I have but to live as though a future life were waiting for me?<sup>2</sup>



The author wrote to \_\_\_\_\_.

- A. describe a very difficult time in his life
- B. present information about doctors and their advice
- C. frighten the reader with a disturbing story
- D. amuse the reader with a humorous story

The author's tone is \_\_\_\_\_.

- A. humorous
- B. critical
- C. informative
- D. grave

<sup>2</sup> Excerpt from *Oracle Night* by Paul Auster





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5. According to some scholars, puzzles may even be older than recorded history. In a fascinating book, entitled *Ancient Puzzles*, Dominic Olivastro speculates that around eleven thousand years ago a tribe living near Lake Edward in modern-day Zaire, who were the ancestors of the Ishango, invented what appears to be the first mathematical game of humanity, consisting of two “dice”: bones on which notches represent numbers.<sup>3</sup>

The author’s purpose is to \_\_\_\_\_.

- A. entertain the reader with a fascinating story about puzzles
- B. persuade the reader that it is important to play mathematical puzzles
- C. convince the reader that Dominic Olivastro is an authority on the history of puzzles
- D. present factual information about the history of puzzles



The author’s tone is \_\_\_\_\_.

- A. hopeful
- B. entertaining
- C. informative
- D. forceful

<sup>3</sup> Excerpt from *The Puzzle Instinct* by Marcel Danesi








## CAHSEE on Target

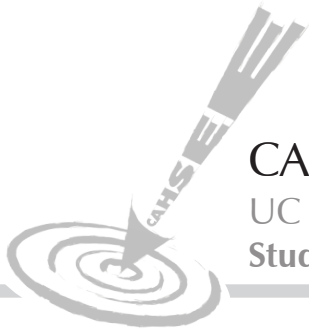
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### QUESTION TYPE V: READ ALL!

These questions usually appear more frequently in the Literary Response & Analysis Strand. They focus on the development of the plot or the characters and require a **close reading** of the text. There are **no shortcuts** for this type of question. You need to read **the text in its entirety, from beginning to end.**

SAMPLE QUESTION STEMS ON THE CAHSEE	WHERE'S THE ANSWER?
<p>How did Billy change throughout the passage?</p> 	<p>Somewhere between the beginning and the end. Read it all!</p>
<p>How would you describe Paul's father?</p> 	<p>These characteristics appear throughout the passage.</p>
<p>What did Aaron learn about himself?</p> 	<p>He may have learned in gradually, or only at the end. Read it all!</p>



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### Multiple-Choice Strategies for the CAHSEE

1. Use the **Process of Elimination**: Cross Out Answers that You Know Are Wrong; What's Left Must Be the Correct Answer

**Example:** Which of the following phrases from the passage is an example of figurative language?

- A. He met me at the bus.
- B. John is an interesting character.
- C. The whoosh of the leaves was a song.
- D. Happiness is possible.

.....

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**EXAMPLE**

Based on the above tip, choose the most likely answer? \_\_\_\_

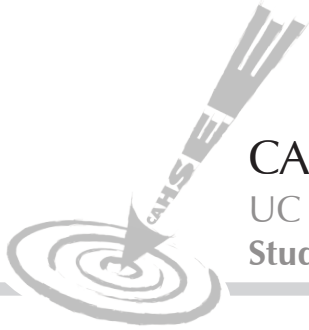
2. Cross Out Answers that Are Correct **But that Don't Answer the Question**

**Example:** According to the author, why should cigarettes be made illegal?

- A. Many people believe that cigarettes should be made illegal.
- B. Despite all of the health risks, people continue to smoke.
- C. Cigarettes are as addictive and harmful as many illegal drugs.
- D. Cigarettes are available in both regular and menthol flavors.

Based on the above tip, choose the most likely answer? \_\_\_\_





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3. Look at the **Title** of the Passage for Clues

**Example:** *What is the author's purpose in writing the article, "Life's Lessons Learned at Pool"?*

- A. To inform readers that a new pool has opened in the city
- B. To criticize the management of the local pool
- C. To convince readers to visit the new pool in the city
- D. To entertain readers with a touching story about a boy who saves his brother from drowning in a pool and, in the process, learns the importance of courage



Based on the above tip, choose the most likely answer? \_\_\_\_\_

4. Look for **Opposite Choices**: If Two Answers Are Opposite. . . One Is Probably Right

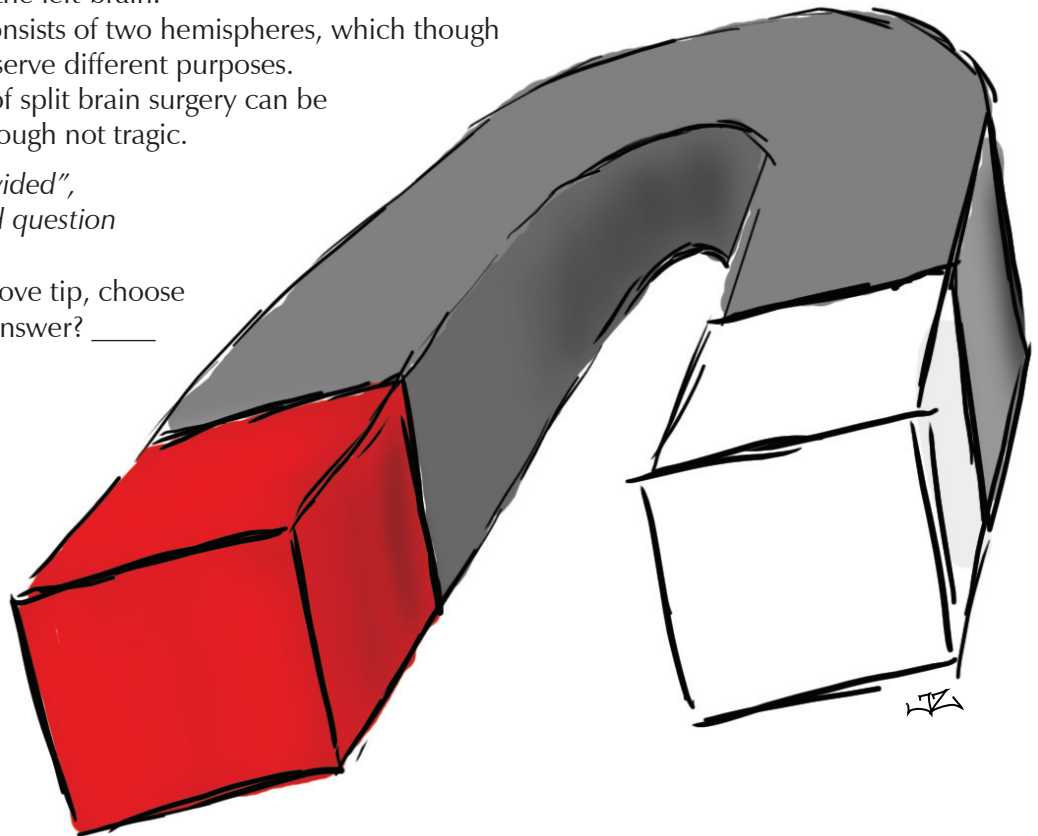
### Example from the CAHSEE

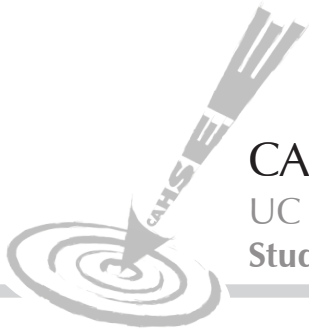
Which of the following summarizes the information in the article?

- A. The brain, even when damaged, can recover if the other side takes over.
- B. Though the right brain controls the left side of the body, it is also capable of dominating the left-brain.
- C. The brain consists of two hemispheres, which though connected, serve different purposes.
- D. The effects of split brain surgery can be dramatic, though not tragic.

**Source:** "A Brain Divided",  
CAHSEE released question

Based on the above tip, choose  
the most likely answer? \_\_\_\_\_










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### REVIEW OF QUESTION TYPES AND STRATEGIES

QUESTION TYPE	STRATEGY
 Right There!	Skim & Scan for a particular <b>fact</b> & look for an answer in the <b>same words</b> as the text.
 In Other Words...	Skim & Scan for the reference & then look for an answer stated in <b>different words</b> from the text. This type of question tests your comprehension and ability to “ <b>paraphrase</b> ” (summarize) what you have read.
 Up Here!	Just use your <b>brain</b> . No need to go back to the text.
 What's the Big Idea...	Look at <b>big idea</b> places: 1. Title 2. 1st paragraph 3. Last paragraph
 Read All!	No shortcuts!  Read the whole text, from <b>beginning to end!</b>