



ELA Diagnostic Assessment

T e a c h e r ' s E d i t i o n / A n s w e r K e y



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Capitalization: Which part of the sentence has a word that should be capitalized but isn't? Circle your answer choice. If the sentence is correct as is, choose (E) None.

1. The teacher / asked his students, / **“what did you do** / over the summer?” None
A B C D E
2. **Along with professor White,** / a doctor / in the building / saw the document. None
A B C D E
3. When my mother / went to Arizona / last winter, / **she saw the Grand canyon.** None
A B C D E
4. Go east on Clinton Blvd., / then turn left / **on State street,** / and then make a right. None
A B C D E
5. If you visit / Los Angeles, / stop at the corner / of Hollywood and Vine. **None**
A B C D E
6. Parents of / Fillmore / **high school children** / are sports boosters. None
A B C D E
7. Did you see / **Mr. and mrs.** / Jim Brown / on TV yesterday? None
A B C D E
8. Medical units / are under the supervision / **of doctor James** / Collins this month. None
A B C D E
9. Albany / is the capital / of New York / **state.** None
A B C D E
10. The United States' / economy is / of vital importance / **to the south.** None
A B C D E

Subjects and Predicates: Circle the simple predicate for each sentence.

1. The general had not been killed by his aide.
A. had
B. had not
C. had been
D. had not been
E. had been killed
2. The racer pulled his car into the outside lane.
A. racer
B. pulled
C. car
D. outside
E. into

3. Here is the book on the floor.
 - A. Here
 - B. book
 - C. on
 - D. floor
 - E. is**

4. One of John's friends met me at the station.
 - A. One
 - B. John's
 - C. friends
 - D. met**
 - E. station

5. Would you betray a trust?
 - A. Would
 - B. betray
 - C. trust
 - D. Would betray**
 - E. you betray

6. Marge had not wanted a bowl of vegetable soup.
 - A. not
 - B. had
 - C. wanted
 - D. bowl
 - E. had wanted**

7. Are you taking the bus into downtown Baltimore?
 - A. downtown
 - B. taking
 - C. Are taking**
 - D. into
 - E. are you

8. County employees are paid with money from our taxes.
 - A. County
 - B. with
 - C. are paid**
 - D. paid
 - E. from

9. Dresser drawers that stick can be waxed on the bottom.
 - A. stick
 - B. can be
 - C. can
 - D. can be waxed**
 - E. waxed

10. Park benches are good places to rest when tired.
- A. tired
 - B. Park
 - C. are**
 - D. rest
 - E. when

Subjects and Predicates: *Circle the simple subject for each sentence.*

1. Fortune cookies are always served at the Chinese restaurant.
- A. Fortune
 - B. cookies**
 - C. restaurant
 - D. always
 - E. Chinese
2. The steeple at the old church is being restored in brick.
- A. brick
 - B. old
 - C. The
 - D. church
 - E. steeple**
3. Our class has new computers to work with this semester.
- A. semester
 - B. computers
 - C. Our
 - D. class**
 - E. this
4. Forgetfulness is not always a sign of old age.
- A. age
 - B. old
 - C. Forgetfulness**
 - D. always
 - E. sign
5. Insufficient lighting in the café prevents one from seeing the food.
- A. Insufficient
 - B. lighting**
 - C. food
 - D. café
 - E. one
6. Eagles are not afraid in severe storms that produce thunder and high winds.
- A. storms
 - B. produce
 - C. Eagles**
 - D. thunder
 - E. winds

7. Put on your heavy coat before going to that cold stadium.
 - A. Put
 - B. stadium
 - C. heavy
 - D. coat
 - E. (You)**

8. How did your father collect all those extra automobile parts?
 - A. automobile
 - B. your
 - C. extra
 - D. father**
 - E. parts

9. Twelve of the cheerleaders are needed for the football game.
 - A. cheerleaders
 - B. football
 - C. Twelve**
 - D. game
 - E. needed

10. You will pass the test if you can multiply large numbers in your head.
 - A. test
 - B. numbers
 - C. You**
 - D. if
 - E. head

Agreement of Subject and Predicate: *Which word is needed in the sentence?
Circle your answer choice.*

1. Every one of the soldiers _____ his job.
 - A. know
 - B. knows**

2. The firemen or their chief _____ suspicious fires.
 - A. investigate
 - B. investigates**

3. Which one of the wide receivers _____ best?
 - A. catch
 - B. catches**

4. These _____ of eggs are best with bacon.
 - A. kind
 - B. kinds**

5. Clothes and cars _____ the man.
 - A. make**
 - B. makes

6. Talented dancers and singers _____ the evening performers.
A. was
B. were
7. Here _____ your mittens, coats, and hats.
A. is
B. are
8. Someone in the crowd _____ too many sneezing fits.
A. has
B. have
9. My mom, who is 94, _____ the best sandwiches.
A. make
B. makes
10. Of all the professions, farming and marketing _____ most rewarding.
A. is
B. are

Objects: *What type of object is the underlined word?*

- A. Direct Object B. Indirect Object C. Object of Preposition

- B 1. He gave Joan a ring for Christmas.
- A 2. He gave me a new hockey stick.
- B 3. Poppa tossed Pete a horseshoe nail.
- C 4. The new coach gave an energetic greeting to the team.
- A 5. Teacher was upset with Billy for passing notes in class.
- C 6. Eventually, a great job opportunity will fall into his lap.
- B 7. Don't hesitate to give me a call if you need help.
- C 8. No apparent snowfall has dropped from the sky.
- B 9. You had better give Jane the notebook before school.
- A 10. Give me a letter of reference for a loan.

Pronouns – Case: *Choose the correct word for the sentence. Circle your answer choice.*

1. Between you and _____, he is not nice.
A. I
B. me
2. Jack and _____ are working on a new project.
A. he
B. him
3. They blamed the apartment house fire on _____.
A. she
B. her
4. Heartfelt thanks were given to _____ for great bravery.
A. they
B. them
5. “Victory is _____!” they shouted after the game.
A. our
B. ours
6. Susan and _____ will do the shopping for Mrs. Brown.
A. her
B. she
7. My and _____ science exhibits will be the only ones at the fair.
A. your
B. yours
8. _____ and I were wearing shimmery eyeshadow.
A. She
B. Her
9. The police report of the accident frightened _____ drivers.
A. we
B. us
10. The job of erasing chalkboards was _____ chore.
A. my
B. mine

Read the passage and then answer the questions that follow.

Bullets ricocheted and cannonballs exploded against the walls of San Mateo **Convent**, pelting the crouched defenders with fragments of stone and blanketing them with a haze of sulfurous gunpowder smoke. A company of San Patricios attempted to repel US attackers from the South and West. In spite of heavy casualties, the American soldiers surrounded the fortress. General Antonio López de Santa Anna ordered the San Patricios and a Mexican company to take cover inside the fort. Supplies were running low, and the defenders soon discovered that the cartridges Santa Anna sent with them fit only the San Patricios' weapons; the second regiment was left defenseless. Advancing US soldiers forced the defenders into the convent, where some soldiers attempted to raise a white flag in surrender. Understanding their fate if captured by the US forces, the San Patricios tore down the white flag and continued to fight.

The San Patricios, or Saint Patrick's, Battalion, was not the typical Mexican Army unit of 1847. The 200 soldiers and artillerymen, led by John Riley, marched under a green flag that portrayed St. Patrick on one side and a harp with Mexico's emblem on the other. A caption beneath the logo read "Erin go Bragh," the Anglicized version of *Éirinn go Brách*, or "Ireland Forever." These soldiers, having fought for Santa Anna in the Mexican army against the US in Monterrey, Saltillo, and Buena Vista, were in fact **expatriates**—immigrant **defectors**.

John Riley endured a childhood among the Irish west coast's rough terrain and **capricious** weather, exacerbated by the peak of the potato **blight**. Systemic British oppression of Irish Catholics and **exorbitant** taxes had rendered the Irish reliant on the potato crops for both food and commerce; between 1845 and 1852, amid a million deaths from disease and starvation, thousands emigrated to escape the misery. Riley immigrated to Canada and then Michigan, where he enlisted in the US Army, enticed by the **prospect** of regular wages and steady meals.

Army conditions of the time provided little reprieve

from the misery the Irish had fled in their homeland. Bad food, ineffective shelter, and **rampant** disease, especially as the US engaged in the Mexican-American War in 1846, led to the desertion of thousands of soldiers, in addition to the 13,000 whose lives it took throughout the course of the war. For comparison, actual American combat deaths numbered fewer than 200.

Among the deserters was John Riley and the group of immigrants and expatriates he chose to designate the Saint Patrick's Battalion. Citing widespread US Army intolerance against Irish soldiers in denying promotions or even the ability to conduct Catholic Mass, Riley and the men of the St. Patrick's Battalion defected to Mexico, which, at the onset of the war, had actively engaged in recruiting **disaffected** American immigrants to fight for Mexico, claiming that the US "Protestant tyrants," just like their British imperialist counterparts in Ireland, desired to eliminate all Catholics, specifically in Mexico.

Shortly before the US officially declared war, Riley deserted Company K of the 5th US Infantry to join the Mexican army's Legion of Foreigners. Joined by his forty-eight defectors, including mostly immigrants from Ireland but also Germany, France, Italy, and Poland, Riley formed el Batallón de San Patricio. Escaped slaves joined Riley's ranks, as well, motivated to prevent the expansion of the southern slaveholding states of the US, as the abolitionist movement gained momentum in the North.

The **regiment** of foreigners quickly earned a reputation as fierce fighters as they engaged the US in key battles of the Mexican-American War, no doubt motivated by the knowledge that their defection would result in extreme punishment if they were captured. Their luck ran out at Churubusco in 1847.

Out of ammunition, the Mexican soldiers in the convent knew that the battle was over and that to continue fighting would invite needless death. Three attempts to surrender were each blocked by the San Patricios. Finally, US Army Captain James Milton Smith, the leader of the invaders, raised his own handkerchief on a pole and entered the convent, bringing the Battle of Churubusco to an end and sealing the fate of the San Patricios.

Having captured Riley and his deserters, the US Army convened two **courts martial**, one at San Angel and one at Tacubaya, in which all but two of the

Continued on next page

- seventy-two men were sentenced to death.
- 90 Immediate Mexican fury ensued over the sentence, forcing General Winfield Scott to consider **appeals** for retrials. At San Angel, twenty of the twenty-nine men were sentenced to death, while Tacubaya yielded thirty death sentences. Because John Riley and a handful of
- 95 other soldiers had technically defected before the US declared war on Mexico, their death sentences were reduced to punishment. Riley received fifty lashes and was twice branded with the letter “D,” for deserter, on his cheek.
- 100 On the morning of September 13, 1847, the remaining thirty living San Patricios were fitted with nooses and made to stand on the **gallows** as the Battle of Chapultepec erupted in the distance. As the US flag ascended in victory over Chapultepec Castle, the
- 105 platform dropped and the thirty were hanged.
- Following the treaty of Guadalupe Hidalgo, which ended the war, the surviving San Patricios regrouped with new defectors and formed two new companies. John Riley grew a beard to cover his branded face and
- 110 continued to fight for Mexico until the San Patricios dissolved in August of 1848, and Riley vanished into **obscurity**.
- In spite of the war’s outcome, and having been regarded as deserters by the US, Riley and the San
- 115 Patricios are lauded as heroes in both Mexico and Ireland, where their actions created an **amicability** and mutual respect between the two countries, and are said to have inspired, in part, the Irish War of Independence of the 20th century. 🍀

- Choose the most appropriate title for the passage.
 - The Story of John Riley
 - Santa Anna’s Revenge
 - A Shamrock in Mexico**
 - An Unlikely Situation
- According to the author, the number of combat deaths during the Mexican-American War
 - exceeded that of all but the American Civil War.
 - were negligible compared to the deaths from disease and austere conditions.**
 - can be attributed to large numbers of soldiers deserting their posts.
 - have no real historical basis because such records were not regularly maintained.
- Choose the lines that provide the best evidence for your answer to the previous question.
 - lines 32-35 (“Systemic British...commerce”)
 - lines 49-51 (“Among the...Battalion”)
 - lines 86-89 (“Having captured...death”)
 - lines 43-48 (“Bad food...200”)**
- The passage begins with details specific to the Battle of Churubusco. At which point in the passage does the author continue the story where it leaves off?
 - paragraph 6 (line 61)
 - paragraph 7 (line 71)
 - paragraph 8 (line 77)**
 - paragraph 9 (line 86)
- The author starts the passage by using a technique called *in medias res*, which means “in the middle of things.” What is the author’s probable intent in using such a device?
 - The author begins with an exciting part of the narrative because it will best capture the attention of the reader.**
 - The author is providing evidence that he or she directly witnessed the events that occurred during the battle, establishing credibility.
 - The author invents a fictional scene in order to help readers understand what went on at the battle.
 - The details of the battle provide character background for John Riley, who is the focus of the overall passage.

6. Riley's battalion under the Mexican army is best described as having consisted of
- regular US soldiers who worked as mercenaries in between tours of duty.
 - various immigrants of European descent, as well as escaped slaves.**
 - entirely Irish immigrants to the US.
 - a mixture of both Catholic and Protestant immigrants.
7. Choose the lines that provide the best evidence for your answer to the previous question.
- lines 45-47 ("led to...war")
 - lines 49-51 ("Among the...Battalion")
 - lines 51-55 ("Citing widespread...Mexico")
 - lines 63-67 ("Joined by...well")**
8. The author of the passage would agree with which one of the following statements?
- The Mexican-American War was an act of American imperialism.
 - The immigrants were deserters and deserved to suffer their fate.
 - Only those who endured what the immigrants endured can pass judgment on their decisions.**
 - The Irish battalion compromised US standing among other countries.
9. The best meaning for the word *disaffected* as it is used in line 56 is
- worried.
 - loyal.
 - troublesome.
 - rebellious.**
10. According to the passage, the Irish soldiers refused to surrender at Churubusco because
- the soldiers knew there would be harsh consequences if captured.**
 - the soldiers had enough supplies within the fort to withstand a lengthy siege.
 - they were exceptionally loyal to General Santa Anna.
 - they were dedicated to freeing the escaped slaves who had joined their ranks.
11. Choose the answer that is not one of the grievances listed in the passage as a motive for the immigrants' desertion of the US army.
- religious persecution
 - forced labor**
 - disease
 - inadequate shelter

Vocabulary: Context Answers

The following sentences contain vocabulary words used in the reading passage. Choose the answer that best completes the sentence. There may be more than one technically correct answer, but one will better exemplify the italicized vocabulary word than the others will.

- Rampant* hunger plagued the remote village after the drought; neighboring towns hoped it would not ____.
 - continue
 - return
 - be lethal
 - increase prices
 - spread**
- Though Annabelle enjoyed traveling to Europe, she could never imagine becoming an *expatriate*; instead, she wanted to ____.
 - become a dual citizen
 - visit foreign countries, not live in them**
 - attend school in Europe
 - leave Europe, but not permanently
 - live abroad and never visit home

3. Riley's friends accused her of being a *defector*, but she had no control over the decision to _____.
- A. use outdated study guides
 - B. move away
 - C. bring the dogs to the shelter
 - D. transfer to a rival high school**
 - E. leave the football game early
4. Aiden's family was frustrated by their mother's *capricious* nature; every time they started to plan their vacation, she _____.
- A. took charge of the decision
 - B. complained about money
 - C. asked them to wait
 - D. left the house
 - E. changed her mind**
5. The Paulsens refused to pay the _____ charge because they felt it was *exorbitant* for the amount of work done.
- A. old management's
 - B. previously agreed upon
 - C. ridiculously high**
 - D. total, undiscounted
 - E. hourly, not daily,
6. The author fell into *obscurity* after publishing his first short story, which explains why _____.
- A. everyone reads his stories
 - B. he became rich
 - C. he did not make a lot of money
 - D. students read about him in history class
 - E. his work is unknown**
7. As a member of the first *regiment*, Cassidy moved to a new location _____.
- A. that had new houses
 - B. with her family
 - C. for a new job
 - D. with her Army battalion**
 - E. in a better school district
8. The *prospect* of a new car _____.
- A. made Ralph think about getting one
 - B. caused great happiness in Ralph**
 - C. enabled Ralph to drive
 - D. helped all of Ralph's friends
 - E. was a decision Ralph needed to make
9. When Renee _____ her exam grade from her teacher, he said that no *appeal* would motivate him to grade more quickly.
- A. questioned
 - B. requested**
 - C. took
 - D. saw
 - E. received
10. Laura wanted *amicability* in her break-up with Jack so that they would _____.
- A. be civil to each other in the future**
 - B. never see each other again
 - C. speak openly about their feelings
 - D. raise their voices at each other
 - E. get rid of their mutual friends
11. After the class president went back on her campaign promises, *disaffected* students stopped _____.
- A. being friendly to her
 - B. attending student council meetings
 - C. disagreeing with her
 - D. supporting her**
 - E. running for student government
12. A _____ was caused by an unexplainable *blight* that struck local farms.
- A. fertilizer surplus
 - B. food shortage**
 - C. bad disease
 - D. lengthy drought
 - E. vermin infestation

Vocabulary: Choosing the Right Use

The following sentences contain vocabulary words used in the reading passage. Identify the sentence or sentences that use the italicized vocabulary word properly. We have changed the form of some vocabulary words to provide new contexts; for example, some adjectives and verbs have been used as nouns.

- A. While my father enjoyed the taste of Brussels sprouts, my mother felt sheer *appeal* toward them.

B. *Appeal* toward spiders likely has to do with the fact that their having eight legs seems creepy.

C. **Georgio's mother sent an *appeal* to the court, insisting that they had made a mistake—her son would never have robbed a bank.**

D. **Bronte's *appeal* suggested that the court issue a retrial of the case of *Bronte Flores vs. the State of New Jersey*.**
- A. Whatever your interest, there likely exists a *convent* for it: For example, last year, Sheila attended one about dental hygiene.

B. **Shirley opted out of college and, instead, decided to pursue her religious devotion by studying at a *convent* in Europe.**

C. The *convent* took place at a museum in Florida and hosted thousands of eager anthropologists.

D. **The *convent* set a strict curfew for the young nuns: They were to be in bed by 11:00 pm.**
- A. **Cinna, an *expatriate* from Chile, came to the United States in 1989 and built a business from the ground up.**

B. Often, towns will exchange *expatriates*; for example, Colorado City trades its tomatoes for grapefruit from Florida.

C. Macadamia nuts and papaya are two of the most important and valuable *expatriates* from the state of Hawaii.

D. **"*Expatriates* make this country so much more diverse and interesting," commented Jasper.**
- A. **One *regiment* waited in the bunker until the other one signaled that it was safe to emerge.**

B. Brent must abide by his daily morning *regiment* of going for a run and then having breakfast; otherwise, he will be irritable.

C. **The leader of the *regiment*, General Seeding, gave his troops a passionate speech before they began the raid.**

D. The basketball game had the usual *regiment* at practice—running laps around the gym, doing drills, and working on plays.
- A. **Taxes paid throughout his life amounted to well over a million dollars—quite an *exorbitant* sum.**

B. **The *exorbitant* cost of living in San Diego often deters people from settling down there.**

C. The young boy received suspension from school for engaging in alarmingly *exorbitant* behavior.

D. *Exorbitant* adolescents cannot, under the law, go to jail, but juvenile detention centers can be just as traumatizing.
- A. Cara failed to notice the *rampant* part of the sidewalk and, consequently, tripped over it.

B. **Once *rampant* with poverty, the town now had improved schools and more job opportunities.**

C. The doctor recommended that Ricky keep his injured leg *rampant* with a pillow while he rests.

D. **In the summer, *rampant* bees and mosquitos worry Piper, who is allergic to both of those species.**

7. A. Dr. Jenkins gave his class quite a *capricious* lecture on the importance of proper preparation for the final exam.
B. Dad provided *capricious* details as to where we were going on our excursion, so when we ended up at an amusement park, I was quite surprised.
C. **“Though the island is magnificent, the weather patterns there are *capricious*, so make sure you pack for all occasions,” advised Kim.**
D. The sign on the door seemed oddly *capricious*: It said, “Something Dangerous in Here.”
8. A. **Merely the *prospect* of meeting her idol in person was enough motivation for Leona to travel 40 miles to the coffee shop he frequented.**
B. The horrors of Hurricane Katrina led to thousands of volunteers offering *prospect* to those affected.
C. With *prospect* from my artistic parents, I created a mosaic mural in our backyard.
D. **Deterred by the *prospect* of a snowstorm, we chose to stay inside and drink hot chocolate.**
9. A. “These sunglasses will protect your eyes from the sun’s *blight*,” said Mom, handing me her pair.
B. Having sat in the dark for a couple hours, Mike had trouble adjusting to the *blight* of the chandelier.
C. **Tanya, descended from farmers, applied for a master’s program in botany because she wanted to be able to develop potential cures for various types of *blight*.**
D. **The mold in the school cafeteria, if not professionally removed, would certainly become a serious *blight*.**
10. A. **It is imperative that salespeople maintain *amicability* with customers whom they are trying to persuade to buy a product.**
B. Tom had woken up early with the *amicability* of going for a run, but he ended up watching morning cartoons instead.
C. I had had noble *amicability* when I decided to trim my neighbor’s bushes for him, but he still got angry that I had not done it properly.
D. **Dianne chose a puppy based on *amicability*; the one that seemed the friendliest was the one that she selected.**
11. A. It took almost two weeks and countless cups of tea for Tasha’s horrible cold to become completely *disaffected*.
B. After my preferred candidate won election to the city council, she quickly became extremely *disaffected* and took great interest in her duties.
C. Until he became *disaffected* from the flu, Jack had no choice but to stay home from school and miss soccer practice.
D. **The *disaffected* cult member continued preaching at the passersby, without care that no one was listening.**
12. A. **The author’s *obscurity* began because of his refusal to meet with fans or the press.**
B. Marla, a lawyer, demonstrated her great *obscurity* by standing up straight and speaking in a loud, confident voice.
C. **The once-popular band The Dizzy Boats seemed to disappear into *obscurity* after their lead singer left the group to pursue a solo career.**
D. Barney definitely had incredible artistic talent; unfortunately, he lacked the *obscurity* to defend his work to critics.

Read the passage and then answer the questions that follow.

In 1590, Governor John White, who had been appointed by Sir Walter Raleigh to organize a settlement in Virginia three years earlier, disembarked from his ship at Roanoke, an English colony in what is now the Outer Banks, North Carolina. Expecting to be greeted by his wife, daughter, or granddaughter—or *any* of the 118 settlers—he found the colony completely abandoned. Not a single person could be found, and there was no sign of what happened or where they went. The settlement was **devoid** of clues with the exception of two: the word “Croatoan” carved on a wooden post and “CRO” on a tree. What did the strange words **denote**, and what truly happened to the colony?

White’s expedition to Roanoke was actually the last of three, and the previous one ended disastrously. The first trip, in 1584, was merely to explore and scout the island, and the second, in 1585, was to construct a fort. Soldiers, scientists, and miners settled there, but encountered numerous **insuperable** difficulties: They struggled to survive on their scant resources, and perhaps even worse, their crops failed. Additionally, arguments with the local tribes led to a series of bloody **altercations**, resulting in the murder of a Native American chief. It didn’t take long for the soldiers to realize that the mission was a failure, and they returned home to England.

Based on this history, it should have seemed obvious that it would be extremely difficult, if not impossible, to establish a viable colony in Roanoke, yet the English tried again. The third expedition, in 1587, brought civilians—including women and children—to the settlement. The new immigrants were **cognizant** of the difficulties, but were hopeful, despite being fully aware that **precarious** conditions—hostile Native Americans and poor weather and soil—awaited them when they landed. However, they encountered the same problems as the previous colonists. They had insufficient resources to survive; White was forced to leave his family behind, and he returned to England for additional supplies.

Back in Europe, though, a war between Britain and the Spanish (the Anglo-Spanish War, 1585-1604) had reached its climax. Queen Elizabeth I forbid all ships from leaving the country, forcing them, instead, to defend England against the Spanish Armada. Unfortunately, during the time White was detained, something inexplicable was happening in Roanoke that

would puzzle historians for centuries.

What occurred in Roanoke while White was away? Some historians suggest that a contagious disease unique to the New World swept through the settlement and killed all the settlers. It is also possible the Anglo-Spanish War spilled over to Roanoke, which was small, relatively unprotected, and susceptible to attack. Yet, no remains were found, and there were no signs of violence, making these two theories improbable. Did the settlers get desperate waiting for White and set out for England on their own, only to be lost at sea? It wouldn’t be unlikely. Or were they captured and killed by Native Americans—a reasonable explanation, considering the **contentious** relationship between the two groups?

The theory that most historians accept would surprise you. They believe that the settlers were not harmed by the natives, but rather, **assimilated** into their culture and joined their tribes. The greatest pieces of evidence are the words “CRO” and “Croatoan” found at the colony and a hidden mark on a map painted by White himself.

Croatoan—now called Hatteras Island—is an island southeast of Roanoke. The tribe that lived there, called the Croatoans, could have pitied the desperate English and tried to help them. It may seem unbelievable, yet artifacts found at the site support this idea. At the site, archaeologists uncovered what looked to be part of a 16th-century gold signet ring with an image of a lion. Presumably, it belonged to a member of the wealthy and influential Kendall family. Scientists also found a writing tablet and part of a rapier, both of which are European in origin. Is it possible that these items belonged to the colonists, who left Roanoke, lived **amicably** among the tribe, and avoided conflicts?

The map created by White may indicate a second possibility. In 2012, the British Museum discovered a red and blue star concealed under a patch on the map; it was northwest of Roanoke, near the Albemarle Sound. Why White chose to conceal this spot is unknown. Some archaeologists have **postulated** that it marks the place the settlers went after leaving Roanoke, and they began digging at the site, which they call “Site X.” There, they discovered a particular kind of pottery called “Border ware,” food storage jars, and parts of guns. The results offer the possibility of two additional theories of what happened to the colonists, suggesting that they either went to Site X or split into two groups

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and went there *and* to Croatoan.

What happened at Roanoke remains a wonder that, even in the 21st century, would be unusual and shocking. How could an entire community of 118 settlers vanish without a trace? Could the people have met a deadly end,

or, to the contrary, started new lives in a new location, adopted by a group of benevolent natives? Research may reveal the answer one day—or perhaps, the puzzle will never be solved. 🐼

Reading Comprehension and Analysis: *Choose the best answers to the following questions based on a close and thorough reading of the passage.*

1. What is most likely the author's purpose for describing the second expedition?
 - A. to provide background information about the Roanoke colony
 - B. to suggest that John White was an extremely poor governor
 - C. to imply that the third expedition was doomed from the start**
 - D. to explain how John White's map was created
 - E. to show the evolution of the Roanoke colony
2. Which of the following could be omitted to strengthen Paragraph 5?
 - A. "What occurred in Roanoke while White was away?"
 - B. "It is also possible the Anglo-Spanish War spilled over to Roanoke..."
 - C. "Yet, no remains were found, and there were no signs of violence..."
 - D. "...only to be lost at sea?"
 - E. "It wouldn't be unlikely."**
3. In the paragraph that begins, "Croatoan—now called Hatteras Island," what does the author mean when she says, "It may seem unbelievable"?
 - A. English artifacts were found on Croatoan.
 - B. Despite what happened previously, the natives helped the colonists.**
 - C. It is impossible to pity the English settlers at Roanoke.
 - D. A writing tablet was found, even though the colonists were illiterate.
 - E. The gold ring that was found belonged to the Kendall family.
4. What is the most likely reason the second site is called "Site X"?
 - A. Nobody knows the Native American name of the site.
 - B. Researchers want to distinguish it from Croatoan.
 - C. John White referred to it as Site X in his journal.
 - D. The island is shaped like an X.
 - E. It is named after the mark on John White's map.**

5. Which of the following is NOT mentioned in the passage?
- A. Border ware was found at Site X.
 - B. Croatoan was what is modern-day Hatteras Island.
 - C. Civilians were brought to Roanoke on the third expedition.
 - D. Archaeologists found part of a rapier at Croatoan.
 - E. **John White wanted to stay in England to fight in the war.**

Making Inferences: *Choose the best answer.*

1. Which of the following locations is the most likely to be **devoid** of people?
- A. an enormous mansion
 - B. an old bookstore
 - C. **a vacant lot**
 - D. a quiet library
2. Which of the following would be considered a **precarious** situation?
- A. enjoying a sunny day
 - B. winning the lottery
 - C. lighting a campfire
 - D. **getting lost in the woods**
3. If a boy is described as **contentious**, he would most likely respond to a rude comment by
- A. respectfully explaining that the comment is offensive.
 - B. ignoring the comment and walking away.
 - C. **insulting the speaker and picking a fight.**
 - D. making a sarcastic comment and laughing.
4. An organization **cognizant** of the fact that a person is a spy would probably NOT
- A. **give her secret information.**
 - B. capture and question her.
 - C. give her false information.
 - D. reveal her true identity.

5. Based on the passage, it can be inferred that the Spanish Armada is
- the name of the Spanish army.
 - a fleet of Spanish ships.**
 - a disease unique to Spain.
 - the name of the Spanish queen.

Word List: *Use the context in which the word is used to determine what the word probably means. Write a brief definition in the space provided.*

1. **altercation:** *a heated argument*

Additionally, arguments with the local tribes led to a series of bloody **altercations**, resulting in the murder of a Native American chief.

2. **amicable:** *friendly*

Is it possible that these items belonged to the colonists, who left Roanoke, lived **amicably** among the tribe, and avoided conflicts?

3. **assimilate:** *to adopt the culture of another group of people*

The theory that most historians accept would surprise you. They believe that the settlers were not harmed by the natives, but rather, **assimilated** into their culture and joined their tribes.

4. **cognizant:** *aware or having knowledge of*

The new immigrants were **cognizant** of the difficulties, but were hopeful, despite being fully aware that precarious conditions—hostile Native Americans and poor weather and soil—awaited them when they landed.

5. **contentious:** *argumentative*

Or were they captured and killed by Native Americans—a reasonable explanation, considering the **contentious** relationship between the two groups?

6. **denote:** *to indicate*

The settlement was devoid of clues with the exception of two: the word “Croatoan” carved on a wooden post and “CRO” on a tree. What did the strange words **denote**, and what truly happened to the colony?

7. **devoid:** *not possessing something that should be present*

The settlement was **devoid** of clues with the exception of two: the word “Croatoan” carved on a wooden post and “CRO” on a tree. What did the strange words denote, and what truly happened to the colony?

8. **insuperable:** *unable to be overcome*

Soldiers, scientists, and miners settled there, but encountered numerous **insuperable** difficulties: They struggled to survive on their scant resources, and perhaps even worse, their crops failed.

9. **postulate:** *to claim to be true*

Why White chose to conceal this spot is unknown. Some archaeologists have **postulated** that it marks the place the settlers went after leaving Roanoke, and they began digging at the site, which they call “Site X.”

10. **precarious:** *dangerous; uncertain*

The new immigrants were cognizant of the difficulties, but were hopeful, despite being fully aware that **precarious** conditions—hostile Native Americans and poor weather and soil—awaited them when they landed.