



Colorado Measures of Academic Success



Grade 7

English Language Arts/Literacy



Paper Practice Resource for Students

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The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment program designed to measure the Colorado Academic Standards (CAS) in the content areas of science, social studies, English language arts, and mathematics. The sample items included in this resource provide students with an opportunity to become familiar with the format of test items that appear in the paper-based test books.

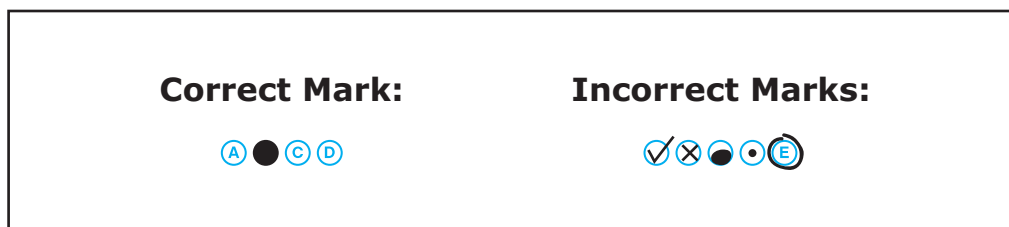
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

The sample item sets in the CMAS Practice Resources are not intended to be representative of a complete unit or test, nor are they intended to cover all assessed content or item types. To view assessment frameworks, high level blueprints, scoring rubrics, evidence statements and standards for the CMAS assessments, visit: https://www.cde.state.co.us/assessment/cmas_testdesign.

Item Types:

Selected Response Items

Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.



Constructed Response Items

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

Converted Online Technology-Enhanced Item Types

Online technology-enhanced items converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

ITEM SET 1

Today you will read three passages related to the planet Jupiter. You will read “Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System’s Largest Planet,” “Jupiter’s Long-Lasting Storm,” and a passage from “Juno’s Knocking on Jupiter’s Door.” As you review these sources, you will gather information so that you can write a response.

Read the passage “Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System’s Largest Planet.” Then answer questions 1 and 2.

Hello from Jupiter! A Spacecraft Gets the Closest-Ever View of Our Solar System’s Largest Planet

by Amy Barth

- 1 On July 4, NASA (National Aeronautics and Space Administration) scientists nervously gathered in a mission control room in Pasadena, California. They were waiting to find out if a spacecraft called Juno had reached Jupiter. At 8:53 p.m. Pacific Time, the scientists received a series of beeps. The control room erupted with cheers: The signal, broadcast by Juno, meant the spacecraft had made it.
- 2 “We only had one chance to get it right,” says Steven Levin, Juno’s project scientist. “So I was really relieved when Juno arrived safely.”
- 3 Juno’s epic trip began five years ago, when it launched from Cape Canaveral, Florida, on August 5, 2011. Since then, it has traveled 2.9 billion kilometers (1.8 billion miles). The spacecraft is now in orbit, or following a curved path, around Jupiter. Juno will get closer to the planet than any other spacecraft in history. Its mission is to gather data that could answer some big questions about the massive and mysterious planet.

Extreme Planet

- 4 Jupiter is the fifth planet from the sun and the largest planet in our solar system. It’s so big that a thousand Earths could fit inside it. Jupiter, Saturn, Neptune, and Uranus are our solar system’s four gas giants—planets made of mostly hydrogen and helium gases.
- 5 Red, brown, yellow, and white clouds cover Jupiter’s surface in bands, making Jupiter look striped. Winds gust across the planet at 640 km (400 mi) per hour—twice as strong as the most powerful hurricanes on Earth. These winds create one of Jupiter’s most famous features: its Great Red Spot. This giant storm is about twice the width of Earth.

6 “Everything about Jupiter is bigger and more extreme than other planets,” says Levin. “It’s surrounded by intense storms, and traveling into its clouds would be deadly.”

7 Scientists have learned about many of Jupiter’s features thanks to seven spacecraft that have flown by the planet and one that has orbited it. But Juno will get much closer than any of these past missions, which weren’t designed to survive the dangerous conditions surrounding Jupiter.

Built to Last

8 The biggest obstacle to getting close to Jupiter is the intense radiation around it. The radiation comes from tiny charged particles emitted by the sun and Io—one of Jupiter’s 67 moons—and caught in Jupiter’s magnetic field. Jupiter’s field is much stronger than the similar force on Earth that moves compass needles. It accelerates the particles to incredible speeds.

9 It’s some of the most powerful radiation a spacecraft has ever encountered. Even though these particles don’t weigh much, they carry huge amounts of energy with them. These fast-moving particles can interfere with a spacecraft’s instruments or damage them permanently.

10 Before Juno went into orbit, its star tracker was shut off to prevent interference. This device helps keep the spacecraft on course. Without it, the spacecraft was flying blind. “At that point, you just hold your breath and cross your fingers,” says NASA astrophysicist Jack Connerney. Juno was so far away that it took 48 nail-biting minutes for its communications to reach scientists and let them know that the spacecraft had arrived.

11 Scientists still have to worry about radiation as Juno orbits Jupiter. To help protect the spacecraft, engineers designed Juno to follow an orbit that dips in and out of Jupiter’s radiation belt. That way Juno can avoid the most-intense patches of charged particles and limit the damage they are expected to cause. On this oval-shaped path, Juno soars from Jupiter’s north to south pole. As Jupiter rotates, Juno will get a close-up look at different parts of the planet with each flyby. There, it can snap amazingly detailed pictures and capture valuable data.

Gathering Data

- 12 To further protect Juno, engineers put its electronic components inside a vault about the size of an SUV's trunk. It's made of the element titanium (Ti), a light but extremely strong metal. Juno's onboard instruments are crucial to the mission. They will allow the spacecraft to peer below Jupiter's clouds and reveal the materials churning deep inside the planet. One instrument, for example, called a microwave radiometer, is measuring how much water is in Jupiter's atmosphere.
- 13 Another tool, called a magnetometer, will measure the magnetic field around and within Jupiter. It can help scientists learn about Jupiter's interior, where an ocean of liquid metallic hydrogen lies above the planet's core. Scientists believe this ocean helps create Jupiter's magnetic field.
- 14 Information about Jupiter's composition could help explain how the planet—and the rest of our solar system—formed. About 4.6 billion years ago, what would become our solar system was just a spinning cloud of gas and dust. Ninety-nine percent of the material in the cloud became the sun. Jupiter was next to form, taking more than two-thirds of the leftover material. All of the other planets, including Earth, formed from what remained. Understanding how Jupiter was formed will help us understand how Earth, and everything on it, came to be, says Levin.

Mission Ahead

- 15 Juno will orbit Jupiter at least 37 times, collecting data to relay back to Earth. Eventually, the radiation surrounding Jupiter will take its toll on the spacecraft. Experts expect that Juno will have to end its mission sometime in 2018. When that happens, the spacecraft will be sent on a controlled dive into the planet's stormy clouds and burn up like a meteor.
- 16 Until then, Juno has a lot of work to do. Its cameras, which NASA scientists powered up again once Juno was past the most intense radiation, have already snapped spectacular close-ups of Jupiter. NASA scientists eagerly await new discoveries made by the spacecraft. "We're expecting all kinds of surprises," says Levin.

"Hello from Jupiter!" by Amy Barth. Published in SCHOLASTIC SCIENCE WORLD, November 21, 2016. Copyright © 2016 by Scholastic Inc. Reproduced by permission.

1. Part A

In paragraph 8 of “Hello from Jupiter! . . . ,” what is the meaning of the word **accelerates**?

- ☐ Ⓐ pushes to travel more quickly
- ☐ Ⓑ makes extremely dangerous
- ☐ Ⓒ shows the direction of
- ☐ Ⓓ shines brightly on

Part B

Which evidence from paragraph 9 **best** supports the answer to Part A?

- ☐ Ⓐ “. . . powerful radiation . . .”
- ☐ Ⓑ “. . . huge amounts of energy . . .”
- ☐ Ⓒ “. . . fast-moving particles . . .”
- ☐ Ⓓ “. . . a spacecraft’s instruments . . .”

2. Part A

Read the sentence from paragraph 1 of “Hello from Jupiter!”

On July 4, NASA (National Aeronautics and Space Administration) scientists nervously gathered in a mission control room in Pasadena, California.

Based on the information in the passage, why were the scientists so nervous?

- (A) They were unsure about whether Juno would stay on course and go into orbit around Jupiter.
- (B) They believed that Juno would probably undergo some damage in the atmosphere of Jupiter.
- (C) They knew that Juno was likely to get closer to Jupiter than any other spacecraft had.
- (D) They were excited to start receiving information about Jupiter from Juno.

Part B

Which evidence from the passage **best** supports the answer to Part A?

- (A) “But Juno will get much closer than any of these past missions, which weren’t designed to survive the dangerous conditions surrounding Jupiter.” (paragraph 7)
- (B) “The biggest obstacle to getting close to Jupiter is the intense radiation around it.” (paragraph 8)
- (C) “Before Juno went into orbit, its star tracker was shut off to prevent interference.” (paragraph 10)
- (D) “That way Juno can avoid the most-intense patches of charged particles and limit the damage they are expected to cause.” (paragraph 11)

Read the article “Jupiter’s Long-Lasting Storm.” Then answer questions 3 and 4.

Jupiter’s Long-Lasting Storm

by Stephen Ornes

- 1 Jupiter, the largest planet in the solar system, hosts one of the largest known storms. Nearly twice as wide as Earth, this storm looks like a big, reddish-brown eye in Jupiter’s southern hemisphere. It’s known as the Great Red Spot. Its winds have churned at least since the storm was first observed. That was nearly 200 years ago. Most studies predict it should have fizzled out ages ago. But a team of scientists now says that gases flowing vertically—meaning up and down—may explain the storm’s surprising staying power.
- 2 “We have lots of publications that show how the Red Spot dies,” Philip Marcus told *Science News*. He is a computational physicist at the University of California, Berkeley. Computational physicists like Marcus use mathematics and computer programs to test ideas in physics, the study of energy and matter.
- 3 Marcus and Pedram Hassanzadeh, a physicist at Harvard University, used math to build a computer model, or simulation, of the Great Red Spot. Their calculations may finally explain the spot’s longevity.
- 4 Gases exit the swirling storm at both its top and bottom, their model suggests. These gases then pick up energy from nearby jet streams—strong, narrow air currents that blow through the atmosphere—before plunging back into the storm. This cycle may help keep the storm going, year after year, say the scientists. The pair presented its findings November 25 at a meeting of physicists in Pittsburgh.
- 5 Saturn, Jupiter and Earth all have jet streams. They sometimes lead to the formation of whirlwinds called vortices. (Tornadoes are one example of vortices.) Astronomers once thought that the Great Red Spot—a giant vortex—gained energy by swallowing up smaller vortices spun off by jet streams. But studies in the last few decades had suggested that Jupiter’s jet streams don’t make enough vortices to power the big one.

- 6 Previous studies have considered only winds that blow *across* the planet. Marcus and Hassanzadeh took a different approach. They included precise calculations of winds that blow vertically through and near the big red spot. When they included those vertical winds in their model, it showed the storm had enough oomph to keep spinning for as long as 800 years.
- 7 That means Jupiter's big storm could be around for a long, long time. (Or not: Scientists still don't know when it started.)
- 8 Physicist Robert Ecke at Los Alamos National Laboratory in New Mexico called the idea that vertical winds keep the spot spinning "very reasonable." He told *Science News* that though the new findings need to be examined by other scientists, they open a window on a new way to think about giant vortices.

"Jupiter's Long-Lasting Storm" by Stephen Ornes from SCIENCE NEWS FOR STUDENTS, December 18, 2013. Copyright © 2013 by Society for Science and the Public.

3. Circle one choice in each box to complete an analysis of the author's argument in "Jupiter's Long-Lasting Storm."

In the article, the author suggests that Marcus and Hassanzadeh's study represents _____ in our understanding

a promising development
a scientific breakthrough
an unlikely theory

of the Great Red Spot. The author supports this view by contrasting Marcus and Hassanzadeh's new study to previous studies. The author explains that, unlike previous studies that produced results which _____, Marcus and Hassanzadeh's

are unsupported by the facts
liken Jupiter to other planets
have a long history

study may have solved this problem because it provides a new explanation that _____.

is considered reasonable by others
takes new factors into account
shows how the storm began

4. Part A

How does the author structure “Jupiter’s Long-Lasting Storm”?

- Ⓐ by explaining how scientists have tried to answer a difficult question about the storm
- Ⓑ by comparing the storm to phenomena that have been observed elsewhere
- Ⓒ by describing a timeline of scientists’ attempts to explain the storm
- Ⓓ by offering details to support a main claim about the storm

Part B

Which **two** sentences **best** support the answer to Part A?

- Ⓐ “Its winds have churned at least since the storm was first observed.” (paragraph 1)
- Ⓑ “He is a computational physicist at the University of California, Berkeley.” (paragraph 2)
- Ⓒ “Their calculations may finally explain the spot’s longevity.” (paragraph 3)
- Ⓓ “Saturn, Jupiter and Earth all have jet streams.” (paragraph 5)
- Ⓔ “Previous studies have considered only winds that blow *across* the planet.” (paragraph 6)

Refer to the passages “Hello from Jupiter! . . .” and “Jupiter’s Long-Lasting Storm”. Then answer question 5.

5. Part A

How does the explanation of the Great Red Spot provided in “Hello from Jupiter! . . .” differ from the explanation in “Jupiter’s Long-Lasting Storm”?

- Ⓐ The author of “Hello from Jupiter! . . .” argues that the Great Red Spot is powered mainly by hydrogen and helium gases, while the author of “Jupiter’s Long-Lasting Storm” identifies contributions from other gases.
- Ⓑ The author of “Hello from Jupiter! . . .” claims that the Great Red Spot results from intense radiation around the planet, while the author of “Jupiter’s Long-Lasting Storm” fails to take radiation into account.
- Ⓒ The author of “Hello from Jupiter! . . .” states that the Great Red Spot is driven by winds that blow across the planet, while the author of “Jupiter’s Long-Lasting Storm” suggests that other winds contribute.
- Ⓓ The author of “Hello from Jupiter! . . .” says that the Great Red Spot functions as hurricanes do on Earth, while the author of “Jupiter’s Long-Lasting Storm” maintains that it acts more like a tornado.

Part B

Which paragraph from “Jupiter’s Long-Lasting Storm” provides evidence that challenges the explanation in “Hello from Jupiter! . . .”?

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 5
- Ⓓ paragraph 6

Read the passage from “Juno’s Knocking on Jupiter’s Door.” Then answer questions 6 through 8.

from “Juno’s Knocking on Jupiter’s Door”

by Christopher Crockett

- 1 The Juno spacecraft is about to break through the haze. The National Aeronautics and Space Administration, or NASA, launched its spacecraft. It will arrive at the giant world on July 4.
- 2 “We don’t know what the inside of Jupiter is like at all,” says Scott Bolton. He is a planetary scientist at the Southwest Research Institute in San Antonio, Texas. He also heads the Juno mission. In just a short while, he notes, “We’re going to see beneath the cloud tops for the very first time.”
- 3 Juno gets its name from Jupiter’s wife, a goddess who peered through a veil of clouds and saw her husband’s true nature.
- 4 The Juno probe left Earth on August 5, 2011. Its nearly five-year journey has taken it about 2.8 billion kilometers (1.7 billion miles). Upon arrival, it is due to spend 20 months orbiting and scrutinizing¹ the gas giant. If all goes well, Juno will measure how much water lurks beneath the clouds. It will map Jupiter’s interior. And it will deliver humanity’s first good look at the planet’s polar regions.
- 5 Jupiter is no stranger to robotic explorers. To date, however, most came and went quickly. Many probes have used Jupiter’s gravity to pick up speed on their way to targeted venues in the outer solar system. Even the Ulysses spacecraft, which was headed toward the sun, swung by Jupiter first. In 1992, it used the planet to get thrown over the poles of the sun. When possible, these craft will also do some scientific sightseeing while passing by.
- 6 Galileo was the only spacecraft to orbit Jupiter. It reached the planet in 1995. But it had a few technical difficulties. These included a malfunctioning antenna and a broken tape recorder. They forced Galileo to spend most of its time observing the four largest of Jupiter’s 67 moons rather than the planet itself.
- 7 “There’s been a crying need to go back to Jupiter and actually study Jupiter,” notes Jonathan Lunine. This planetary scientist works at Cornell University in Ithaca, N.Y.

¹scrutinizing—examining

Planet of Extremes

- 8 Jupiter is extreme in every way. “I often think of it as a planet on steroids,” Bolton says. If Jupiter were a hollow shell, about 1,000 Earths could squeeze inside. Despite that size, it’s the fastest spinning planet in the solar system. One day lasts just under 10 hours.
- 9 In Jupiter’s turbulent atmosphere, storms come and go. But at least one has possibly raged for centuries. This is the famous Great Red Spot. It is a storm about as wide as Earth that has churned for at least 150 years.
- 10 Temperatures near the *Jovian* core may exceed 20,000° Celsius (36,000° Fahrenheit). This is more than three times as hot as the surface of the sun. And even though Jupiter is made predominantly of the lightweight elements hydrogen and helium, it is 318 times as massive as Earth.
- 11 The weight of all that gas generates pressures near the planet’s center that are millions of times greater than anything people experience. At Earth’s surface, the atmosphere pushes against every 6.5 square centimeters (1 square inch) with 65.4 newtons (14.7 pounds) of force. “That’s like having four people standing on your shoulders,” says Fran Bagenal. She is a planetary scientist at the University of Colorado Boulder. She points out that you don’t notice the force because you’re used to it.
- 12 At Jupiter, pressure at the cloud tops would feel comfortable. But as you fell—and you would keep falling because there’s no surface to stand on—you’d plummet to crushing pressures. To imagine it, replace the four shoulder-balancing people with a thousand elephants, Bagenal says. “And the bottom elephant is standing on one heel,” she notes.
- 13 Much of what scientists know about Jupiter comes from gazing at its cloud cover with telescopes and spacecraft. The interior is left mostly to speculation. There might be a solid core, a seed from which the planet grew. Or there might not be. There might be an ocean of metallic fluid hydrogen swirling around that core. This would act as a gargantuan² electrical conductor and generate Jupiter’s far-reaching magnetic field. Or there might be abundant stores of water vapor beneath the clouds.

From “Juno’s Knocking on Jupiter’s Door” by Christopher Crockett from SCIENCE NEWS FOR STUDENTS, June 28, 2016.
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²gargantuan—enormous

6. Part A

How does the author of the passage from “Juno’s Knocking on Jupiter’s Door” develop the idea that the interior of Jupiter remains a mystery to scientists?

- Ⓐ The author distinguishes the information a new probe may provide from what other spacecraft have shown about Jupiter.
- Ⓑ The author describes the way that traveling close to Jupiter has provided benefits to spacecraft.
- Ⓒ The author explains the effect that Jupiter’s atmosphere would most likely have on humans.
- Ⓓ The author offers details of what has been established as true about Jupiter.

Part B

Select **two** pieces of evidence that, taken together, support the answer to Part A.

- Ⓐ “The National Aeronautics and Space Administration, or NASA, launched its spacecraft. It will arrive at the giant world on July 4.” (paragraph 1)
- Ⓑ “In just a short while, he notes, ‘We’re going to see beneath the cloud tops for the very first time.’” (paragraph 2)
- Ⓒ “Even the Ulysses spacecraft, which was headed toward the sun, swung by Jupiter first.” (paragraph 5)
- Ⓓ “Jupiter is extreme in every way. ‘I often think of it as a planet on steroids,’ Bolton says.” (paragraph 8)
- Ⓔ “The weight of all that gas generates pressures near the planet’s center that are millions of times greater than anything people experience.” (paragraph 11)
- Ⓕ “Much of what scientists know about Jupiter comes from gazing at its cloud cover with telescopes and spacecraft.” (paragraph 13)

7. Part A

Which sentence **best** states the point of view of the author of the passage from “Juno’s Knocking on Jupiter’s Door” regarding our current knowledge of Jupiter?

- Ⓐ We would know more about Jupiter if more spacecraft had flown by the planet.
- Ⓑ We have far too little information about actual conditions inside Jupiter.
- Ⓒ We can understand pressure on Jupiter only in comparison to Earth.
- Ⓓ We need to make closer observations of Jupiter’s Great Red Spot.

Part B

Which paragraph **best** supports the answer to Part A?

- Ⓐ paragraph 7
- Ⓑ paragraph 9
- Ⓒ paragraph 11
- Ⓓ paragraph 13

8. Write the letters for **three** sentences in the box to provide the **best** summary of the passage from “Juno’s Knocking on Jupiter’s Door.” Sentences can be used only once.

- A. Most probes that have approached Jupiter have been headed elsewhere.
- B. Scientists hope the Juno spacecraft will succeed in studying Jupiter from orbit.
- C. The pressure of Jupiter’s atmosphere is similar to the weight of a thousand elephants.
- D. A storm known as the Great Red Spot has been occurring for over a century on Jupiter.
- E. Jupiter is much larger than Earth and features particularly dangerous conditions.
- F. The information provided by Juno may allow scientists to understand Jupiter’s structure.

Summary

**TURN THE PAGE AND
CONTINUE WORKING**

Refer to the passages “Hello from Jupiter! . . .,” “Jupiter’s Long-Lasting Storm,” and from “Juno’s Knocking on Jupiter’s Door.” Then answer question 9.

9. You have now read three passages about scientific research on the planet Jupiter: “Hello from Jupiter! . . .,” “Jupiter’s Long-Lasting Storm,” and a passage from “Juno’s Knocking on Jupiter’s Door.”

Write an essay in which you analyze how each passage shapes the reader’s understanding of the ways scientists explore and understand the planet Jupiter. In your essay, be sure to include specific examples of the different facts that are emphasized in each of the **three** passages.

A blank sheet of lined paper with horizontal blue lines and a yellow border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin yellow rectangular border.

A blank sheet of lined paper with 20 horizontal blue lines and a yellow border. The lines are evenly spaced and extend across the width of the page. The border is a thin yellow line that frames the entire page.

A blank sheet of lined paper with 20 horizontal blue lines and an orange border. The lines are evenly spaced and extend across the width of the page. The border is a thin orange line that frames the entire sheet.

Read the passage from *Speechless*. Then answer questions 10 through 13.

from *Speechless*

by Valerie Sherrard

- 1 If you asked my parents or friends or even one of my sisters to describe me they'd most likely sum me up in one word:
- 2 Quiet.
- 3 I guess I am.
- 4 Fact is, I don't like to draw attention to myself. And, as a person whose main goal is to make sure people don't notice me, it pretty much follows that I don't talk a whole lot. No one pays much attention to you if you don't have much to say, so there was no way I could have predicted what would happen when I stopped talking *altogether*.
- 5 The whole thing started because of an English assignment we got back in January, when Mr. Furlong announced that it was time for us to start working on our oratory¹ presentations.
- 6 I broke out in a sweat right there at my desk, second from the back, third row from the door. It was a bit early to be panicking, so the cold chill that ran through me seemed like a bad sign. The first part of the assignment—which was writing the speech—wasn't due for a week, and we wouldn't start delivering them in front of the class for another week or so after that. Even so, I found my hands getting clammy and felt hot prickles creeping along my neck.
- 7 You'd understand *why* if you'd been here to see what happened last year.
- 8 It was our first time doing speeches and when our English teacher, Miss Harlan, gave us the assignment it didn't even seem like such a big deal. We only had to come up with a two-minute talk and it could be on anything we wanted. I wasn't thrilled, but I sure didn't picture it turning out the way it did.
- 9 The first mistake I made was mentioning it at home when we were eating dinner that night. Actually, all I did was ask my sister, Kellie, who's one grade ahead of me, if her class had done speeches the year before. . . .

¹oratory—public speaking

- 10 . . . Then [Mom] turned to me and said, "She did her speech on Kalan Porter. You must remember her practising it." . . .
- 11 "Why? Is your class doing speeches?" Kellie asked.
- 12 "Yeah," I mumbled. I wished I hadn't brought it up.
- 13 "Griffin is going to give a speech," Mom said to Dad.
- 14 "Hungh," said Dad, who was sitting right there and had heard the whole thing. . . .
- 15 "You know," Mom said, "I used to get really good marks in English when I was in school."
- 16 Like I hadn't heard that before—maybe a couple of thousand times.
- 17 "I *enjoy* writing, and I'm really, well, quite good at it." She smiled and tried to look modest. "Why don't I help you with your speech?"
- 18 "Uh, that's okay," I said.
- 19 "It's no trouble, really. In fact, I'd *love* to do it." She smiled at me. "It will be *nice* for us to do something together, don't you think?"
- 20 There's no right answer to a question like that. I shrugged and said, "I guess." Even Mom should have been able to see that my enthusiasm was at a record low.
- 21 "Wonderful!" Mom said. "Why don't we get started as soon as the dishes are done?"
- 22 Something you should know about my mom: when she gets an idea in her head, there's no shaking it. Or her. After a couple of hours, during which she made suggestions and forced me to listen to sample paragraphs on a bunch of different subjects, I did something even stupider than mentioning it in the first place: I gave in. Or, as my best friend Bryan said when I told him about it later, I capitulated².

²capitulated—surrendered

23 In my defence, by that time I hardly knew *what* I was doing. I just wanted the torture to end. But when the confusion lifted from my brain I discovered that the topic I'd agreed to was *not*, as I'd thought, interplanetary travel. Instead, it was some stupid thing about men being from Mars and women being from Venus.

From SPEECHLESS by Valerie Sherrard, published by Dundurn Press. Copyright © 2007 by Valerie Sherrard. All rights reserved.

10. Part A

Read the dictionary entry.

shake: v. **1.** to cause to tremble or quiver **2.** to make something less strong, powerful, or confident **3.** to disturb or alarm emotionally **4.** to free oneself of, to get rid of

Which definition **best** describes the word **shaking** as it is used in paragraph 22?

- ☐ Ⓐ definition 1
- ☐ Ⓑ definition 2
- ☐ Ⓒ definition 3
- ☐ Ⓓ definition 4

Part B

Which evidence from the passage **best** supports the answer to Part A?

- ☐ Ⓐ “. . . she made suggestions. . . .” (paragraph 22)
- ☐ Ⓑ “. . . a bunch of different subjects . . .” (paragraph 22)
- ☐ Ⓒ “In my defence . . .” (paragraph 23)
- ☐ Ⓓ “. . . wanted the torture to end.” (paragraph 23)

11. Part A

What effect does Griffin allowing his mother to help him with his speech have on the plot of the passage?

- Ⓐ It leads Griffin to make a commitment he soon regrets.
- Ⓑ It causes Griffin to think about an earlier experience.
- Ⓒ It makes Griffin more aware of his shortcomings.
- Ⓓ It prompts Griffin to ask a friend for advice.

Part B

Select **two** pieces of evidence from the passage that **best** support the answer to Part A.

- Ⓐ “It was our first time doing speeches and when our English teacher, Miss Harlan, gave us the assignment . . .” (paragraph 8)
- Ⓑ “Like I hadn’t heard that before—maybe a couple of thousand times.” (paragraph 16)
- Ⓒ “‘Uh, that’s okay,’ I said.” (paragraph 18)
- Ⓓ “. . . even stupider than mentioning it in the first place: I gave in.” (paragraph 22)
- Ⓔ “. . . when the confusion lifted from my brain I discovered that the topic I’d agreed to was *not*, as I’d thought, interplanetary travel.” (paragraph 23)

- 12.** Write the letters for **five** statements in the boxes in the correct order to create the most accurate summary of the passage. Statements can be used only once.

- A. Griffin expresses annoyance about the process of choosing a topic and the topic itself.
- B. Griffin describes his father's reaction to the news that he will be giving a speech.
- C. Griffin recalls that his mother expressed an uninvited interest in helping him.
- D. Griffin explains how his first mistake was mentioning his assignment at home.
- E. Griffin describes his response to receiving an assignment for a presentation.
- F. Griffin explains that the way others tend to view him is generally accurate.
- G. Griffin describes telling a friend about what happened with his mother.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

13. Part A

What is a theme of the passage?

- Ⓐ Gestures intended to be helpful may not be welcome.
- Ⓑ Family relationships are difficult but worthwhile.
- Ⓒ Doing well in school provides lasting benefits.
- Ⓓ Asking for advice is not a simple process.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . I found my hands getting clammy. . . .” (paragraph 6)
- Ⓑ “. . . all I did was ask my sister, Kellie, who’s one grade ahead of me. . . .” (paragraph 9)
- Ⓒ “. . . ‘I used to get really good marks in English. . . .’” (paragraph 15)
- Ⓓ “. . . forced me to listen to sample paragraphs . . .” (paragraph 22)

This is the end of Item Set 1.

ITEM SET 2

Today you will read a passage from *Harris and Me* and a passage from *The Horse Road*. Then you will answer questions and write a response based on the two passages.

Read the passage from *Harris and Me*. Then answer questions 1 through 3.

from *Harris and Me*

by Gary Paulsen

- 1 Harris led me down to the barn and we had only been there a few moments when Knute came inside. He went to the back double-opening door and said quietly, “Bill, Bob, come on in now.”
- 2 We were next to him and for a second I couldn’t see who he was talking to. Then, from a stand of poplars close to the river, two huge gray horses walked out into the open.
- 3 I had seen horses in the Philippines, and in every western movie I went to, and knew about riding them. But Bill and Bob would have made two Triggers¹ each.
- 4 They weren’t just big, they were almost prehistoric—like two hair-covered dinosaurs walking slowly up from the river—and when they moved closer I could see that very little of their bulk was fat. Bunched beneath the skin on their rear ends and in their shoulders were great bulges of muscles.
- 5 Everything about them was massive. Huge heads that lowered to nuzzle Knute’s hand while he stood in the back door of the barn, enormous round feet that sunk forever into the mud in back of the barn, great, soulful brown eyes that somehow made me want to hug the giants.
- 6 Knute turned and walked back into the barn and the horses followed like puppies. At the end nearest the front door was a double stall, and Bill and Bob moved into it. Knute came out of the pump house with a lard pail full of oats and poured half for each of them in a small wooden feed box nailed to the side of the manger.
- 7 Hanging on nails by the door were great loops of leather and chain with round collars over them, which I had seen earlier but hadn’t understood and didn’t want to ask about because I was sick of looking stupid.

¹Triggers—Trigger was a popular horse on television.

- 8 Knute took the collars down and put them around the horses' necks while they were eating and then began draping the leather and chain over them, and I realized it was all harness.
- 9 Harris was all over the horses while Knute worked. He crawled under them, over them, handing ends of straps to Knute—who was back to silence—and the horses stood peacefully even when Harris stooped to walk between their back legs and out into the aisle to stand next to me.
- 10 Knute stood quietly until they had finished their oats. He then held their bridles loosely and, standing between their heads, backed them out into the aisle and walked them out of the barn to the row of machinery by the granary.
- 11 I got the impression that he didn't really need to lead them. They knew exactly where to go and what to do. When they came to what I learned was the mower they turned themselves around and backed, one on either side of a long wooden tongue, into position for pulling.
- 12 Knute hooked their trace chains into a big crosspiece of wood hooked to the mower and brought the tongue up to attach to a crosspiece from one horse to the next.
- 13 "Come on," Harris said, and I was surprised to see he was carrying an empty feed sack he'd picked up somewhere. "We got to get on."
- 14 "Get on what?"
- 15 "The horses . . ."
- 16 Harris jumped into the space between the horses by climbing on the mower and hopping along the tongue until he was even with their shoulders. Then he grabbed two horns that stuck up on top of the collar and climbed up until he was sitting on the right horse.
- 17 "Come on," he said. "Get up on Bill. You want to be left behind?"
- 18 As a matter of fact I was thinking that exact thing just then—that rather than climb up onto a horse as big as most trucks, I would definitely rather be left behind. But pride won out and I hesitantly made my way onto the mower in back of the left horse, Bill, and took one careful step after another to climb the tongue until I could pull myself up on his shoulders. He was so wide my legs seemed to go straight out to either side and I could feel him breathing beneath me like a warm bellows, great drafts of air as his shoulders worked slowly.

- 19 The ground seemed miles away and when I heard a sudden mechanical clanking and the horses moved slightly, I grabbed desperately for the horned things around the collar.
- 20 "Let go the hames," Harris said. "And raise your leg and put it under the reins. Pa can't drive with you sitting on the reins."

From HARRIS AND ME by Gary Paulsen, published by Houghton Mifflin Harcourt. Copyright © 1993 by Gary Paulsen.

1. Part A

In paragraph 4 of the passage from *Harris and Me*, what does the use of the word **prehistoric** suggest about the narrator?

- Ⓐ He is surprised by the appearance of the horses' eyes.
- Ⓑ He is fascinated by the gentleness of the horses.
- Ⓒ He is amazed at the sheer size of the horses.
- Ⓓ He is impressed by the horses' strength.

Part B

Which detail from the passage **best** supports the meaning of the word **prehistoric**?

- Ⓐ "... hair-covered dinosaurs . . ." (paragraph 4)
- Ⓑ "... great bulges of muscles." (paragraph 4)
- Ⓒ "... heads that lowered to nuzzle Knute's hand . . ." (paragraph 5)
- Ⓓ "... soulful brown eyes . . ." (paragraph 5)

2. Part A

How does seeing the horses' eyes affect the narrator of the passage from *Harris and Me*?

- Ⓐ He becomes confused about how the horses knew to return home.
- Ⓑ He begins to develop an affectionate attitude toward the horses.
- Ⓒ He is reminded that horses are similar to other animals he likes.
- Ⓓ He realizes that the horses are mostly focused on their food.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "He went to the back double-opening door and said quietly, 'Bill, Bob, come on in now.'" (paragraph 1)
- Ⓑ ". . . that somehow made me want to hug the giants." (paragraph 5)
- Ⓒ "Knute turned and walked back into the barn and the horses followed like puppies." (paragraph 6)
- Ⓓ "Knute took the collars down and put them around the horses' necks while they were eating . . ." (paragraph 8)

3. Choose **one** statement that **best** describes a central idea of the passage from *Harris and Me* and write the correct letter in the “Central Idea” box. Then choose **two** details from the passage that **best** support this central idea and write the correct numbers in the “Supporting Details” box.

Possible Central Ideas

- A. Good friends help each other out.
- B. New experiences can be intimidating.
- C. Hard work is a good way to build character.

Details

1. “. . . we had only been there a few moments when Knute came inside.” (paragraph 1)
2. “. . . which I had seen earlier but hadn’t understood and didn’t want to ask about because I was sick of looking stupid.” (paragraph 7)
3. “Knute took the collars down and put them around the horses’ necks while they were eating . . .” (paragraph 8)
4. “Knute hooked their trace chains into a big crosspiece of wood . . .” (paragraph 12)
5. “. . . rather than climb up onto a horse as big as most trucks, I would definitely rather be left behind.” (paragraph 18)

Central Idea

Supporting Details

Read the passage from *The Horse Road*. Then answer questions 4 and 5.

from *The Horse Road*

by Troon Harrison

- 1 "Steady now, steady," I muttered as Gryphon shied, his hooves sending small stones clattering downhill. Patting his neck, I felt the tension in his muscles. I couldn't hold him much longer, my beautiful Persian horse.
- 2 "Come on, Batu!" I yelled to my friend, crouched on a bay mare to my right. He grinned mischievously, his long black hair lifting in a breath of chilly air. He liked making us all wait. We were like arrows, held against quivering bowstrings before the moment of release.
- 3 "Kalli!" Batu called to me, teasing as usual. "You ready to lose? You ready to run in dust?"
- 4 "You'll be running in Gryphon's dust!" I cried back.
- 5 Beneath us, the valley plunged downwards through the mountains. It seemed impossibly steep, strewn with stones and low-growing shrubs. Beyond the valley the foothills lay like dropped fabric, in soft folds of lush summer grass and wild flowers: the bright splash of poppies, the tall stems of blue iris. Further away still, two days' ride in the distance, lay my city home of Ershi, in the wide Golden Valley of Ferghana where vines and wheat and apricot trees grew beside irrigation canals.
- 6 My stallion bounced sideways, dragging at the thin leather reins bunched in my hands. He mouthed at his bronze bit. . . . On the side shanks of Gryphon's bit, little bronze eagles became covered in foam as he dragged at his reins and grew more excited.
- 7 I gripped tighter, felt his muscles straining beneath me as he longed to run down that shadowy valley. The sunlight gleamed on the snowy peaks that hung over us like a wave, white with foam, in a spring river.
- 8 "Run!" Batu yelled suddenly, taking us by surprise. His dark face broke into excited laughter. "Run!" he yelled, flinging one fist high into the air.

9 Gryphon soared forward and for one moment we seemed to hang suspended over the world as the blue sky dipped to meet us. Wind whistled in my ears. On either side of us, along the line of riders, people whooped and yelled. The horses poured forward over the crest, hooves thundering. Then the valley rose under us. Gryphon's front hoof hit the ground. We were earth-bound again. I dug my booted heels into his golden flanks. My legs tightened around his ribs, beneath the bright blanket that my father had brought back from a trading trip to Samarkand. Its woven hems, embroidered with flowers and stars, flapped against my ankles.

10 Down, down!

11 We plunged through the valley. Now we were arrows let loose, a volley of rushing speed. Wind poured into my open mouth. I was laughing, yelling, feeling the summer morning fill me with joy. "Run, Gryphon!" I cried, and my stallion burst past the horse ahead, its tail whipping across my arm. In the corners of my eyes, I saw the other horses, their riders crouched over their necks. Shoulder to shoulder we streaked down that narrow valley as it tipped us, like a torrent of stones in a riverbed, towards the foothills. Gryphon dodged a boulder; we swerved past it like one creature, like the centaurs in the Greek stories that my father liked to tell as we sat around a fire on snowy winter evenings. Gryphon and I were moulded together by sheer determination, and by the pleasure of our speed. I was only half a girl; the other half of me was all running horse: long sinews¹, big heart, pride.

From THE HORSE ROAD by Troon Harrison, published by Bloomsbury Books for Young Readers. Copyright © 2011 by Troon Harrison. All rights reserved.

¹sinews—tendons, which connect muscles to bone

4. Part A

In paragraph 11 of the passage from *The Horse Road*, what does the author's use of the phrase **valley of rushing speed** suggest?

- Ⓐ The rider is experiencing the pure delight and excitement that comes from victory.
- Ⓑ The riders are moving so swiftly they seem to be practically flying through the air.
- Ⓒ The horses have lost control and are surging dangerously down the hill.
- Ⓓ The rapid pace of the event is exciting, but it is also a bit overwhelming.

Part B

Which detail from paragraph 11 of the passage **best** supports the answer to Part A?

- Ⓐ "We plunged through the valley."
- Ⓑ ". . . we were arrows let loose . . ."
- Ⓒ "I was laughing, yelling, feeling the summer morning fill me with joy."
- Ⓓ ". . . my stallion burst past the horse ahead, its tail whipping . . ."

5. Part A

How does the structure of the passage from *The Horse Road* contribute to its meaning?

- Ⓐ By describing the setting before describing Gryphon's appearance, the author emphasizes that Gryphon is far from home.
- Ⓑ By showing an argument between the narrator and Batu through their conversation, the author reveals the main conflict.
- Ⓒ By waiting to show the start of the race until midway through the passage, the author creates a tone of anticipation.
- Ⓓ By starting the passage with the narrator's dialogue, the author establishes why the narrator wants to win the race.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "'Steady now, steady,' I muttered . . ." (paragraph 1)
- Ⓑ "We were like arrows, held against quivering bowstrings . . ." (paragraph 2)
- Ⓒ "'You'll be running in Gryphon's dust!' I cried . . ." (paragraph 4)
- Ⓓ "Beyond the valley the foothills lay like dropped fabric . . ." (paragraph 5)

Refer to the passages from *Harris and Me* and from *The Horse Road*. Then answer question 6.

- 6.** Circle the correct choice from each box to complete the statements comparing the points of view of the narrators in the passages from *Harris and Me* and from *The Horse Road*.

The narrator of the passage from *Harris and Me* mostly views Harris and Knute's actions (paragraph 9) with _____ ,

adoration
curiosity
disappointment
impatience

while the narrator of the passage from *The Horse Road* views Batu's actions (paragraph 2) with _____ .

concern
hope
impatience
surprise

The narrator of the passage from *Harris and Me* views his situation (paragraph 18) with _____ ,

annoyance
enthusiasm
playfulness
uncertainty

while the narrator of the passage from *The Horse Road* approaches her situation (paragraph 11) with _____ .

confidence
contentment
discouragement
jealousy

Refer to the passages from *Harris and Me* and from *The Horse Road*. Then answer question 7.

7. Both the passage from *Harris and Me* and the passage from *The Horse Road* explore the theme of how people respond to challenges. Write an essay in which you compare the way the authors develop this theme over the course of **each** passage. Be sure to use specific examples from **both** passages in your response.

[illegible]

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[illegible]

A blank sheet of lined paper with 20 horizontal blue lines and a yellow border. The lines are evenly spaced and extend across the width of the page. The border is a thin yellow line that frames the entire page.

Read the passage from *Mesa Verde*. Then answer questions 8 through 13.

from *Mesa Verde*

by Mary Quigley

Ancestral Puebloans and culture

- 1 Some of the first Puebloan people found their way to the Four Corners area of North America. It is called this because it is where corners of Utah, Colorado, Arizona, and New Mexico meet. In this area are many mesas, which are flat plateaus with steep sides and moist, fertile land on the top. One large mesa was called “Mesa Verde,” which means “green table.”
- 2 Though they had been nomadic people who traveled in a constant search for food, the lush mesa tops offered prime land for agriculture and they learned to farm. Farming meant that their lifestyle changed drastically. Rather than being constantly on the move, they settled down and built towns. . . . Archaeologists divide the Ancestral Puebloan culture into periods that are defined by artistic, religious, technological, and social advances.

The Basketmakers

- 3 Before arriving at Mesa Verde, the Ancestral Puebloans are known by historians as the Basketmakers. This is because some of the main evidence of their culture is the baskets they made. For people on the move, basketmaking was an important skill. By weaving plant materials into vessels, they could carry the food that they gathered. Archaeologists learn about how the baskets were made, and what they were used for, by studying baskets that have been found at Mesa Verde. Around C.E. 550, the Ancestral Puebloans brought their culture to the Mesa Verde region.
- 4 When the Ancestral Puebloans arrived at Mesa Verde, the people settled in small villages. They were replacing their nomadic lifestyle by building permanent homes. They also began to learn how to make pottery. Making pottery suited their new lifestyle now that carrying heavy breakable pots was not an issue. They introduced beans to their diet, which were very nourishing. They used simple tools to create farms on the mesa top.

Pueblos

- 5 By about C.E. 750, the Ancestral Puebloans began to improve their houses. They made pueblo dwellings of wooden posts and sun-dried mud. Within about 250 years, they were cutting sandstone into blocks to build multi-room complexes with space for cooking, sleeping, and storing food.
- 6 How do we know how many people lived at Mesa Verde at a given time? The dwellings give clues. Archaeologists can estimate how many people could live in a dwelling and multiply that by the number of dwellings. Mesa Verde has generated population estimates ranging from 5,000 to 30,000.

The Classic period

- 7 The Classic or Great Pueblo period lasted from C.E. 1100 to C.E. 1300. By then Mesa Verde had become a civilization that survived through cooperation. They divided the responsibilities among members of the community, specialized in certain work based on their skills and customs, and traded by bartering. They further developed their creative and religious expression through art and ceremony. Their settlement shows evidence that a space was made for gathering together. In this setting, they could make political decisions, practice their religion, and socialize. It was during this period that they moved into the caves in the cliffs.

Life in the cliffs

- 8 The Ancestral Puebloan people managed to build a stable year-round community with a thriving culture, despite the dry desert summers and bitter winters. They still were able to grow crops and build homes using natural materials, their own hands, and simple tools. They found opportunities for play and for worship. They studied the stars, and learned to craft beautiful pottery, jewelry, and woven items. They left images on stones that tell a part of their story. Today, you can visit their deserted villages. You can also try to figure out why, suddenly, around C.E. 1300 the people of Mesa Verde left. Where did they go? And why?

Ancestral Puebloan finds

- 9 It takes many people to accurately document the story of a culture. Archaeologists look for things that early people left behind, such as dwellings, clothing, pottery, baskets, rock paintings, and etchings—even skeletal remains. But to understand the meaning of what they find, they work with specialists. For instance, medical doctors can help them to know how long someone lived by looking at the skeleton. A geologist, who studies Earth and its rocks, can help determine where the clay in a particular pot came from. This may tell where the person migrated from or whether they traded with someone from another region for their pottery. Anthropologists and linguists add their knowledge of stories and languages.

Early discoveries

- 10 The Mesa Verde region is the perfect place for learning about people of the past by using archaeology. The dry climate keeps artifacts from rotting and molding. The remote clifftop location prevents them from being washed away, lost, or broken. Wood-chewing insects find the area too dry to live in. Mesa Verde holds treasures, such as split willow baskets and clay pottery with painted designs. Archaeologists have even found fur clothing made from hide and cloth, jewelry, and tools. Every item tells a part of the story of the Ancestral Puebloan people.
- 11 Archaeologists have been helped by the fact that nobody moved into the Mesa Verde cliff dwelling after the Ancestral Puebloans moved away. Everything was left unchanged and undisturbed. Native people from surrounding areas respected the people who had lived there before and left their homes alone. Also, while the Ancestral Puebloans had learned how to farm and live in that region, it was difficult land that did not appeal to settlers. Although occasionally a traveler may have encountered some of the dwellings of Mesa Verde, European settlers were not widely aware of most of the Mesa Verde villages until the late 1800s.

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8. Part A

What is the meaning of **encountered** as it is used in paragraph 11?

- Ⓐ accidentally discovered
- Ⓑ found artifacts from
- Ⓒ studied in detail
- Ⓓ mostly ignored

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . the perfect place for learning about people of the past . . .” (paragraph 10)
- Ⓑ “. . . found fur clothing made from hide and cloth . . .” (paragraph 10)
- Ⓒ “. . . was left unchanged . . .” (paragraph 11)
- Ⓓ “. . . not widely aware of . . .” (paragraph 11)

9. Part A

Which sentence states the central idea of the passage?

- Ⓐ Many experts, such as linguists and doctors, have helped archaeologists learn about the Pueblos.
- Ⓑ As a result of living in a permanent settlement, the Pueblos made many advancements.
- Ⓒ Innovations, such as in pottery and basketmaking, made life easier for the Pueblos.
- Ⓓ After the Pueblos settled in permanent dwellings, their population grew.

Part B

Which **two** sentences from the passage **best** support the answer to Part A?

- Ⓐ "Farming meant that their lifestyle changed drastically." (paragraph 2)
- Ⓑ "This is because some of the main evidence of their culture is the baskets they made." (paragraph 3)
- Ⓒ "Making pottery suited their new lifestyle now that carrying heavy breakable pots was not an issue." (paragraph 4)
- Ⓓ "Mesa Verde has generated population estimates ranging from 5,000 to 30,000." (paragraph 6)
- Ⓔ "Today, you can visit their deserted villages." (paragraph 8)
- Ⓕ "A geologist, who studies Earth and its rocks, can help determine where the clay in a particular pot came from." (paragraph 9)

- 10.** Circle the correct word or phrase from the choices to explain how settling in Mesa Verde changed the Puebloans' way of life.

According to details in _____, the

paragraph 2

paragraph 3

paragraph 4

Puebloans were originally nomadic because they

wanted to remain undisturbed

had to build temporary homes

needed to find food sources

By developing _____ at Mesa Verde,

agriculture

pottery

religion

however, the Puebloans no longer had to be constantly on the move.

Consequently, during the Classic period, they were able to develop _____.

gathering places

storytelling skills

pottery styles

11. Part A

Which statement **best** describes the author’s point of view in the passage?

- Ⓐ She finds it interesting that socializing was so important to the Puebloans.
- Ⓑ She is surprised by how much experts have learned about the Puebloans.
- Ⓒ She feels regret about the disappearance of the Puebloans.
- Ⓓ She is impressed by the advancements Puebloans made.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . Mesa Verde had become a civilization that survived through cooperation.” (paragraph 7)
- Ⓑ “. . . learned to craft beautiful pottery, jewelry, and woven items.” (paragraph 8)
- Ⓒ “Where did they go? And why?” (paragraph 8)
- Ⓓ “Every item tells a part of the story of the Ancestral Puebloan people.” (paragraph 10)

12. Part A

Which statement describes the main reason that the Mesa Verde settlements were excellent sources of information about the Puebloans?

- Ⓐ The Puebloans changed the environment in which they lived.
- Ⓑ The Puebloans began creating more durable objects.
- Ⓒ The Puebloan possessions were well preserved.
- Ⓓ The Puebloan society lasted hundreds of years.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "They used simple tools to create farms on the mesa top."
(paragraph 4)
- Ⓑ "The Ancestral Puebloan people managed to build a stable year-round community with a thriving culture. . . ." (paragraph 8)
- Ⓒ "Archaeologists look for things that early people left behind, such as dwellings, clothing, pottery, baskets, rock paintings, and etchings. . . ." (paragraph 9)
- Ⓓ "The dry climate keeps artifacts from rotting and molding."
(paragraph 10)

- 13.** The passage claims that when the Puebloans settled in the Four Corners area, they changed their way of life to survive there.

Write an X in the box to show whether each detail from the passage supports or does not support the claim.

Details from the Passage	Supports the Claim	Does Not Support the Claim
They transported their food and supplies.		
They learned how to weave baskets.		
They developed farming techniques.		
They built homes on Mesa Verde.		
They worked on specific jobs.		

This is the end of Item Set 2.

ITEM SET 3

Today you will read passages from *The Road to You* and from *Every Soul a Star*. As you read these selections, you will gather information and answer questions about the passages so you can write a response.

Read the passage from *The Road to You*. Then answer questions 1 through 3.

from *The Road to You*

by Alecia Whitaker

- 1 "SURPRISE!"
- 2 I look over the shoulder of my makeup artist, Sam, who, like me, jumped when the door flew open. He pulled his mascara wand away faster than a hand on a hot stove, smearing some on my cheek.
- 3 "Oh my gosh, what are you doing here?" I scream when I see my best friend, who's supposed to be back in Tennessee, standing in the door of my dressing room, arms open wide.
- 4 "I came to see your first professional football game," Stella teases, gesturing to the black line under my eye.
- 5 "Ha-ha," Sam deadpans.
- 6 I jump up, and we meet in the middle of the room. Stella's giant hug is just the thing I need to distract me from the ticking clock and the thousands—*thousands*—of people taking their seats in the arena at this very moment. Then her mom walks in behind her.
- 7 "Shannon!" I shout, and I rush her for a big hug as well.
- 8 "Oh, Bird, it's good to see you," she says, her dangly earrings tinkling in my ear as we embrace.
- 9 "I can't believe nobody told me y'all were coming," I say as Sam politely yet firmly leads me back to my makeup chair.
- 10 Stella leans toward my mirror, straightening her thick bangs. "We wanted it to be a surprise," she says with a grin.
- 11 When I signed with Open Highway at the end of last summer, Dan paired me up with an established songwriter, Shannon Crossley. She helped pen a lot of the songs on *Wildflower* and really took me under her wing. That's how I met Stella, and honestly, I don't know what I'd do without either of them.

- 12 “You look amazing, Bird,” Stella says as Sam finishes the touch-up. “Like yourself, but even better somehow. It’s like you’re glowing.”
- 13 I turn toward the mirror and take myself in. I see a tall, skinny girl with long, wavy, coppery hair wearing a jean jacket, white tank top, magenta shorts, and an incredible pair of custom-made Justin¹ boots.
- 14 “What’d your dad say about those Daisy Dukes²?” Shannon asks with a sly smile.
- 15 “He doesn’t like them, but apparently he doesn’t get a vote,” my dad answers as he walks into the room with my mom and brothers.
- 16 “Was she surprised?” Dylan asks as he throws an arm around Stella’s shoulders.
- 17 “Totally,” she says, quite smug, crossing her arms.
- 18 “You two and your schemes,” I say, pointing at them accusatorily. Last Christmas I thought I lost my lucky rock—one I’d found the day I was offered a record deal and carried with me all the time—but in reality, Dylan had swiped it when I wasn’t looking. He gave it to Stella, who encased it in silver wire and attached it to a long silver chain, making it into a necklace so I’d always have it with me. It’s the best gift I’ve ever gotten. No matter how my stylist dresses me, I never take it off.
- 19 As my brothers help themselves to the contents of my minifridge, and everybody else settles in around me, I realize that my nerves have morphed into excited energy. I feel revved up, ready, like a car gunning its engine at the starting line. I have people here—*my people*—and I’m ready to do this thing!
- 20 “Bird, it’s almost time,” Jordan says, knocking on the door.
- 21 “Okay, thanks.”
- 22 She vanishes, on to her next stage-managing duty.

¹Justin—a popular brand of cowboy and western footwear

²Daisy Dukes—short denim shorts for women, typically made from a pair of cutoff jeans

- 23 “Well, gang, it’s been a wild year, that’s for sure,” my dad says as he circles us up. I squeeze between Dylan and Jacob, and we join hands just like the old days when we were touring together as the Barrett Family Band, playing . . . almost every day of the year. “I’ve gone from Bird’s father, to her band leader, to her manager, and to who-knows-what next! But let me tell you something, that girl is happiest with this group of people around her.”
- 24 My eyes blur all of a sudden, and I look up, blinking rapidly, determined, as my dad goes on, not to cry, even if they are happy tears. Then both of my . . . brothers squeeze my hands, and it happens anyway. I lean over and dab a wet cheek on each of their sleeves, and they pretend to hate it.
- 25 “And I’ll tell you one more thing,” my dad continues. “She has a level head, even with all this craziness. You all are our family”—I look over at Stella, who flashes me a megawatt smile—“and all this success is due in part to your support. So we thank you.”

From *THE ROAD TO YOU: A WILDFLOWER NOVEL* by Alecia Whitaker, published by Poppy, an imprint of Little, Brown and Company, a division of Hachette Book Group, Inc. Copyright © 2015 by Alecia Whitaker.

1. Part A

Read this sentence from paragraph 18 of the passage from *The Road to You*.

“You two and your schemes,” I say, pointing at them accusatorily.

Why does the author choose these words?

- ☐ Ⓐ to show Bird’s lightheartedness about her friends’ actions
- ☐ Ⓑ to show Bird’s disappointment over her friends’ actions
- ☐ Ⓒ to show Bird’s annoyance at her friends’ actions
- ☐ Ⓓ to show Bird’s shock at her friends’ actions

Part B

Which detail from paragraph 18 **best** supports the answer to Part A?

- ☐ Ⓐ “. . . I lost my lucky rock. . . .”
- ☐ Ⓑ “. . . swiped it when I wasn’t looking.”
- ☐ Ⓒ “. . . encased it in silver wire . . .”
- ☐ Ⓓ “. . . the best gift I’ve ever gotten.”

2. Part A

In the passage from *The Road to You*, which statement **best** represents how the author contrasts the points of view of Bird and Sam?

- Ⓐ Bird is excited about the visit from her friends and family, but Sam wants to focus on finishing his job.
- Ⓑ Bird has been expecting a visit from her friends and family, but Sam is surprised by their arrival.
- Ⓒ Bird has been supported by several people for some time, although Sam is new to her group.
- Ⓓ Bird is concerned about her appearance, while Sam appears to be confident in his abilities.

Part B

Which **two** details from the passage **best** support the answer to Part A?

- Ⓐ "I look over the shoulder of my makeup artist, Sam . . ."
(paragraph 2)
- Ⓑ "He pulled his mascara wand away faster than a hand on a hot stove . . ." (paragraph 2)
- Ⓒ "'Oh my gosh, what are you doing here?' I scream . . ."
(paragraph 3)
- Ⓓ ". . . the thousands—*thousands*—of people taking their seats in the arena . . ." (paragraph 6)
- Ⓔ ". . . Sam politely yet firmly leads me back to my makeup chair."
(paragraph 9)
- Ⓕ "I turn toward the mirror and take myself in." (paragraph 13)
- Ⓖ ". . . just like the old days when we were touring together as the Barrett Family Band . . ." (paragraph 23)

3. Which **three** details in the passage from *The Road to You* **best** help the author develop the central idea? Write the letters of **three** details in the box. Details can be used only once.

- A. "‘I came to see your first professional football game,’ Stella teases, gesturing to the black line under my eye.” (paragraph 4)
- B. "When I signed with Open Highway at the end of last summer, Dan paired me up with an established songwriter. . . .” (paragraph 11)
- C. "That’s how I met Stella, and honestly, I don’t know what I’d do without either of them.” (paragraph 11)
- D. "‘You look amazing, Bird,’ Stella says as Sam finishes the touch-up.” (paragraph 12)
- E. ". . . my dad answers as he walks into the room with my mom and brothers.” (paragraph 15)
- F. "I have people here—*my people*—and I’m ready to do this thing!” (paragraph 19)
- G. "‘Bird, it’s almost time,’ Jordan says, knocking on the door.” (paragraph 20)

Details

Read the passage from *Every Soul a Star*. Then answer questions 4 and 5.

from *Every Soul a Star*

by Wendy Mass

- 1 In Iceland, fairies live inside of rocks. Seriously. They have houses in there and schools and amusement parks and everything.
- 2 Besides me, not many people outside of Iceland know this. But you just have to read the right books and it's all there. When you're homeschooled, you have a lot of books. I also know how to find every constellation in the sky, and that the brightest star in any constellation is called the Alpha. I know all the constellations because my father taught them to me, and I know about the Alpha because it is also my name. But my family and friends call me Ally.
- 3 Okay, that's not entirely true. I don't really have any friends. Not within hundreds of miles, anyway. And it's not because I am unlikable or smell bad or anything like that. In fact, I take a bath every single day in the hot spring outside our house, and everyone knows that the minerals in hot springs make you smell like fresh air all day long.
- 4 The fact that we live somewhere with a hot spring outside our house pretty much explains why I don't have friends nearby. Basically, my house is as close to the middle of nowhere as a person can get and still be *somewhere*. Our town is not even on the map. It's not even a town. It's more of an *area*. There's the Moon Shadow Campground that my family owns, where I know every tree and every rock and which foxes are friendly and which aren't, and a tiny general store a mile away, where most everything expired in the last millennium. That's it. The nearest real town is an hour away. Sure, maybe it gets lonely every now and then, but I love it here. I was only four when we moved, so I don't really remember life in civilization, which is what my ten-year-old brother, Kenny, calls anywhere other than here.
- 5 It should be pointed out that Kenny's only knowledge of civilization besides our books is based on what he can glean from the ancient black-and-white television at the general store, and since the only show that comes in is the soap opera *Days of Our Lives*, he thinks civilization is very dramatic. And until a few years ago, he thought it was in black-and-white.

- 6 Some people might think my parents are crazy for doing what they did—up and leaving their jobs to build a campground in the Middle of Nowhere, USA. But they had a plan. They knew that a decade later, hundreds, maybe thousands of people would travel to this exact spot to be a part of something that hasn't happened in mainland America for over seventy-five years and won't happen again for a hundred more. And this flock, this *throng* of people, would need a comfortable, safe place to stay, wouldn't they? With hot springs and hot coffee and clean bathrooms and their choice of tents or cabins, and no televisions to remind them of anywhere other than here.
- 7 My parents knew that, for one day, our two-square-mile campground would be the only patch of land in the entire country to lie smack dab in the path of the Great Eclipse when it passes overhead. In precisely twenty-two days and some hours from now, the sun will get erased from the sky, the planets will come out to greet us, the birds will stop singing, and a glowing halo of light will flutter like angels' wings above our heads.
- 8 Except, of course, if it rains.

From EVERY SOUL A STAR by Wendy Mass, published by Little, Brown Books for Young Readers, a division of Hachette Book Group, Inc. Copyright © 2008 by Wendy Mass.

4. Part A

In paragraph 7 of the passage from *Every Soul a Star*, Ally says, “the sun will get erased from the sky.” What feeling does this figurative language convey?

- Ⓐ Ally’s excitement about the people who will watch the eclipse
- Ⓑ Ally’s impatience while waiting for the upcoming eclipse
- Ⓒ Ally’s concern about what will happen after the eclipse
- Ⓓ Ally’s sense of wonder about the upcoming eclipse

Part B

Which evidence from the passage **best** supports the answer in Part A?

- Ⓐ “. . . people would travel to this exact spot to be a part of something. . . .” (paragraph 6)
- Ⓑ “. . . something that hasn’t happened in mainland America for over seventy-five years . . .” (paragraph 6)
- Ⓒ “. . . for one day, our two-square-mile campground would be the only patch of land in the entire country. . . .” (paragraph 7)
- Ⓓ “. . . the planets will come out to greet us, the birds will stop singing. . . .” (paragraph 7)

5. Part A

Which statement **best** represents Ally's feelings about her home in the passage from *Every Soul a Star*?

- (A) She knows more about the sky than other people her age do because of where she was raised.
- (B) She is happy with where she lives and is unable to remember the place where she was born.
- (C) She is proud of the campground and is excited about the people who will soon visit it.
- (D) She regrets that she has spent most of her life in a place far from other people.

Part B

Which detail from the passage **best** supports the answer to Part A?

- (A) "I know all the constellations because my father taught them to me. . . ." (paragraph 2)
- (B) "Our town is not even on the map. It's not even a town. It's more of an *area*." (paragraph 4)
- (C) "The nearest real town is an hour away. Sure, maybe it gets lonely every now and then, but I love it here." (paragraph 4)
- (D) "With hot springs and hot coffee and clean bathrooms and their choice of tents or cabins . . ." (paragraph 6)

Refer to the passages from *The Road to You* and from *Every Soul a Star*. Then answer question 6.

6. Write an **X** in the boxes to show how the authors of the passages from *The Road to You* and from *Every Soul a Star* develop the characteristics of the narrators. Each row will have **at least** one **X**.

	from <i>The Road to You</i>	from <i>Every Soul a Star</i>
dialogue between people		
familiarity with nature		
the passage of time		
the setting		

**TURN THE PAGE AND
CONTINUE WORKING**

Refer to the passage from *The Road to You* and the passage from *Every Soul a Star*. Then answer question 7.

7. In the passage from *The Road to You* and the passage from *Every Soul a Star*, characters are central to the theme that people find happiness in different ways. Write an essay in which you analyze how the authors use the characters to develop this theme throughout **both** passages. Use details from **both** passages to support your response.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with horizontal blue lines and a yellow border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin yellow rectangular border.

A blank sheet of lined paper with 20 horizontal blue lines, enclosed in a yellow border. The lines are evenly spaced and run across the width of the page.

A blank sheet of lined paper with 20 horizontal blue lines and a yellow border. The lines are evenly spaced and extend across the width of the page. The border is a thin yellow line that frames the entire sheet.

Read the passage from *Electronics: MP3s, TVs, and DVDs*. Then answer questions 8 through 12.

from *Electronics: MP3s, TVs, and DVDs*

by Chris Oxlade

Speed of change

- 1 Just a few years ago, devices that we take for granted today, such as digital music players and cameras, did not exist, or they were too expensive for most people to buy. This shows how incredibly quickly electronics are changing. This happens because people always want the latest, fastest, smallest, most powerful, most feature-filled gadgets, and technology companies continue to produce them. When a device appears in stores, companies are already designing a new, improved version to take its place a few months later. This makes it hard to predict the future of electronics. In fact, the only thing we can be sure of is that things will change very quickly!

Electronic history

- 2 The first electronic component was invented at the start of the 20th century. It was a valve that allowed one electric current to control another. All electronic devices, such as radios and televisions, used to use bulky valves until the late 1940s. Now, almost every modern device contains one or more microchip. The microchip was developed in the 1950s. Since then, manufacturers have found ways to fit more and more components onto microchips. This allows very complex electronic circuits to be fitted into a tiny space.

Make the connection

What are electronics?

- 3 An electronic device works using electricity, but it is different from an electric device. For example, a flashlight is an electric device. When you turn it on, electricity flows from the battery through the bulb. When you turn it off, the electricity stops. Other examples of electric devices are toasters, hair dryers, and electric heaters.

- 4 Electronic devices work using electric signals that represent something else, such as sound, for example. The devices can change, or process, the signal. A radio is an electronic device. It takes the electric radio signal, processes it, and turns it into the sound you hear. All the devices and gadgets in this [passage] are electronic devices.

Representing information

- 5 In all the devices in this [passage], electricity represents information (such as sound or images). For example, in a CD player, electricity represents sound; in a television, electricity represents moving pictures. The electricity that represents the information is called an electric signal.
- 6 There are two types of electric signal: analog and digital. In an analog signal, the strength of the electricity varies. If you take an analog signal that represents a sound wave, the changing strength of the electricity represents the changing shape of the sound wave.
- 7 In a digital signal, the electricity is either on or off. A sequence of ons and offs represents the ones and zeros of binary numbers. In a digital signal representing a sound wave, these numbers represent the differing strength of the sound wave.
- 8 The numbers are recognized and processed by digital devices. For example, when a digital sound signal is processed, the numbers it contains are turned into sound.
- 9 Most devices in this [passage] contain both analog and digital circuits.

Going digital

- 10 During the last [several] decades, there has been a switch from analog electronics to digital electronics. This change is sometimes known as the digital revolution. But why has it happened? What are the advantages of digital electronics over analog electronics?
- 11 The main advantage is that once information is in digital form, it can be stored as files in memory, on hard drives and on CDs and DVDs. . . . It can then be transmitted over digital networks and processed by computers. Sounds, photographs, and video clips can all be handled in the same way and on the same machine.
- 12 Before digital electronics, you needed lots of different machines, since sounds were stored on audiotape, photographs were stored on film and video was stored on videotape.

- 13 Digital circuits also mean that data can be reduced to a smaller size. This is called compression. It allows information to take up less storage space and to be sent from place to place more quickly. The information must be returned to its original size afterward. For example, MP3 and WMA are two popular formats for storing sound. JPEG is a format for storing photographs.

Make the connection

- 14 Bandwidth is a common word in the world of communications. It means the speed that information can be sent along a communications link, such as a cable or an optical fiber. You can think of a communications link carrying information as being like a pipe carrying water. A wider pipe can carry more water, just as a link with greater bandwidth can carry information faster. Also, many more digital signals than analog signals can fit down a link. The word broadband describes a communications system that can carry a very high number of digital signals.

Convergence

- 15 Convergence is one of the buzzwords of electronics. It means that one or two state-of-the-art devices can do the jobs that were done by many different devices in the past. For example, in the 1980s you needed a camera to take photographs, a cassette player to listen to music, and a telephone to make calls. Now a cutting-edge cell phone can do all of these jobs. This is possible because all the different types of information are handled in digital form.

From ELECTRONICS: MP3s, TVs, AND DVDs by Chris Oxlade. Copyright © 2006 Heinemann Library, a division of Reed Elsevier Inc. All rights reserved.

8. Part A

What is the meaning of the phrase **take for granted** as it is used in paragraph 1 of the passage?

- Ⓐ produce efficiently
- Ⓑ fail to appreciate
- Ⓒ use extensively
- Ⓓ refuse to buy

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- Ⓐ “. . . digital music players and cameras . . .”
- Ⓑ “. . . too expensive for most people . . .”
- Ⓒ “. . . always want the latest . . .”
- Ⓓ “. . . the only thing we can be sure of . . .”

9. Part A

What effect did digital circuits have on how people communicate with one another?

- Ⓐ The amount of bandwidth needed to record music increased.
- Ⓑ The number of devices needed to take pictures increased.
- Ⓒ The amount of time needed to send messages decreased.
- Ⓓ The number of wires needed to transmit data decreased.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Sounds, photographs, and video clips can all be handled in the same way . . ." (paragraph 11)
- Ⓑ ". . . you needed lots of different machines, since . . . photographs were stored on film . . ." (paragraph 12)
- Ⓒ "It allows information to . . . be sent from place to place more quickly." (paragraph 13)
- Ⓓ ". . . information can be sent along a communications link, such as a cable or an optical fiber." (paragraph 14)

10. Circle the correct word or phrase in each box to complete the sentences.

Inventors developed microchips because valves
were too _____.

large
outdated
simple
slow

The microchip allowed inventors to develop devices
that _____.

make it difficult for electronic circuits to communicate
fit more electronic circuits into a small space
have more values than analog electronics
work as well as the older electronics

So one device can now _____.

cause long delays in receiving messages
use more electricity than analog signals
use less bandwidth to carry information
eliminate the need for multiple devices

11. Part A

Why did the author include the section **What are electronics?**

- Ⓐ to argue that certain devices cost more than others
- Ⓑ to address the differences between two concepts
- Ⓒ to explain important events from the past
- Ⓓ to describe the appearance of electronics

Part B

Which other section has the same purpose as **What are electronics?**

- Ⓐ **Speed of change**
- Ⓑ **Electronic history**
- Ⓒ **Representing information**
- Ⓓ **Make the connection**

12. Part A

How does the passage develop its central idea about electronics?

- Ⓐ by including examples of how electronics have changed over time
- Ⓑ by including a description of how electronics worked in the past
- Ⓒ by providing an explanation of how digital electronics work
- Ⓓ by providing details of how electronics collect data

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . work using electric signals that represent something else . . .” (paragraph 4)
- Ⓑ “. . . the information is called an electric signal.” (paragraph 5)
- Ⓒ “. . . been a switch from analog electronics to digital electronics.” (paragraph 10)
- Ⓓ “. . . it can be stored as files in memory, on hard drives . . .” (paragraph 11)

This is the end of Item Set 3.

