

Directions

Read this article. Then answer questions 1 through 7.

Excerpt from *Into the Unknown*

by Walter Dean Myers

When, in 1728, James Cook was born in Yorkshire, England, the entire world could have been described as “new” in the sense that most people had little idea of what life was like beyond the borders of their own country. Maps of the day would show Europe itself, the eastern coast of North America, the western coast of Africa, and only parts of 5 what we now know as the Middle East and Far East. Could there possibly be great cities in central Africa? In the South Pacific? Was the bottom of the earth capable of sustaining human life?

There were many places on Earth where no Europeans had visited, even places where no human beings at all had visited. Scholars tried to guess what these places would be like.

10 Some imagined monsters, or beings only half human, living in wildly exotic and scary lands. Others thought there might be wonderful areas with fertile soil for food crops and rich mineral deposits. But these were all guesses. To discover the reality, human beings needed to go to these places.

15 Cartographers, those who made maps, weren’t sure how to represent these places. On maps the vaguely drawn lower regions of the earth were often labeled *Terra Australis Incognita*, “Unknown Southern Land.” Great Britain, the world’s leading sea power in the eighteenth century, decided to send an expedition to these unknown lands. They chose James Cook to lead it.

20 James Cook was born into a farm family and might well have spent his life in the family business. But Cook was an exceptional youngster and, unlike most English boys of his time, was allowed to attend school when he was twelve years old. As a teenager, Cook became apprenticed to a man who owned a *collier*, a ship that transported coal, and soon found himself carrying cargoes of coal from northern England to the bustling docks of London.

25 Cook was ambitious and quickly learned that his ability to read set him apart from other sailors, even ones much older than he was. Ships at that time had none of the sophisticated electronics found on ships today. Instead, they found their way around the oceans using instruments that determined their position relative to the sun and stars. This took considerable skill. Cook read whatever books he could find on navigation and 30 learned to use the instruments to find his position on the ocean. While the merchant ships he worked on carried cargo from port to port, James Cook assumed more and more

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responsibility as a navigator and learned the ways of the sea. Perhaps the greatest idea that he absorbed was that self-discipline gave one a huge advantage at sea.

35 After ten years on the collier, Cook decided to join the Royal Navy. The British navy was the most powerful in the world. Its officers were recognized not only as outstanding sailors but also as "gentlemen." For a young man born on a farm, it was decidedly a step up the social ladder. Again, Cook relied on his discipline and skills, thinking they would set him apart. He was right. Before long he was made a junior officer.

40 Cook, who had already taught himself a great deal about navigation, soon taught himself to draw accurate maps.

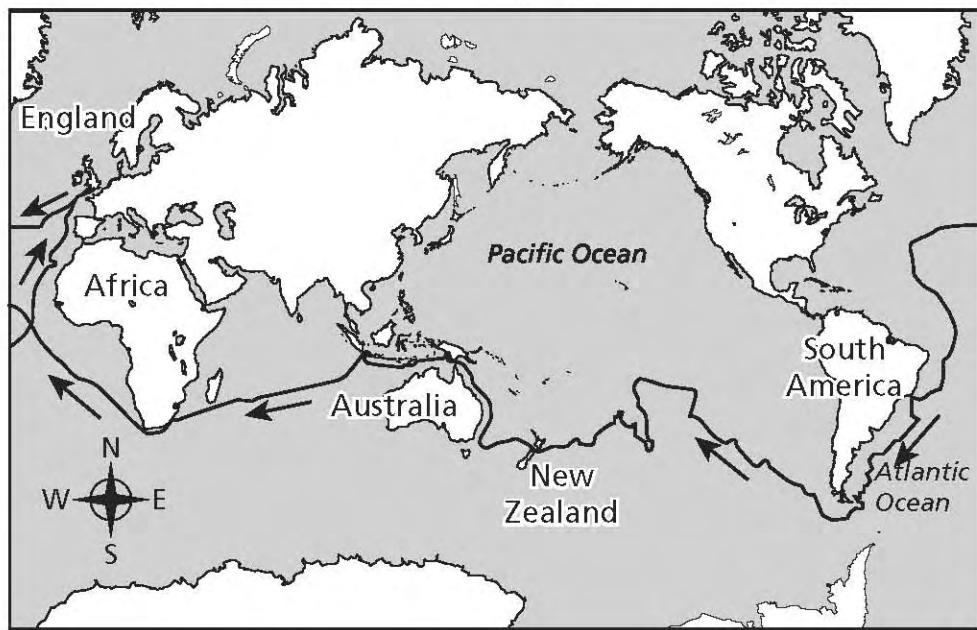
45 Cartography, the art of making maps, was a truly important skill. With so much of the world unknown, each time a ship left port, it was in danger of never finding its way back. A small error on a map, showing a body of land to be in one direction when it was not, could lead a ship hundreds of miles off course. Ships that needed to find sources of food or water could scarcely afford the days, and sometimes weeks, an errant map would cause them. But Cook's calculations were so well done, and so well thought out, that his reputation grew quickly. He was sent to the east coast of North America and directed to draw charts of the Canadian border, which he also did successfully.

50 In August 1768, the Royal Society decided to fund an expedition to the South Seas. It would be headed by Lieutenant James Cook.

55 Cook carried out the expedition, which was to chart the astronomy of the planet Venus from the South Seas. He did so successfully, using a converted collier, the *Endeavour*. During the trip, he also explored New Zealand and the east coast of Australia, which had never been visited by a European. Cook claimed the lands for Great Britain and drew highly accurate maps of the region. On his return to England in 1771, he was given a hero's welcome. By then, some geographers, people who studied the physical features of the earth, thought that there might be an undiscovered continent on the bottom of the earth.

60 In July 1772, Cook sailed from England in the sloop *Resolution* in company with the ship *Adventure*. His instructions were clear, to continue to explore the southern regions and to claim for Great Britain any new lands he discovered. When he said good-bye to his wife, Elizabeth, he knew it would be years before he would see her again.

Cook's Endeavor Voyage, 1768–1771



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1 Why are lines 14 through 18 important to the article?

- A They explain how old maps were inaccurate.
- B They emphasize the limited knowledge of geography at the time.
- C They emphasize Great Britain's knowledge of sea exploration.
- D They explain Great Britain's choice for using James Cook to explore unknown lands.

2 Read this sentence from lines 25 and 26.

Cook was ambitious and quickly learned that his ability to read set him apart from other sailors, even ones much older than he was.

Which evidence from the article **best** supports the author's claim in these lines?

- A "While the merchant ships he worked on carried cargo from port to port, James Cook assumed more and more responsibility as a navigator and learned the ways of the sea." (lines 30 through 32)
- B "After ten years on the collier, Cook decided to join the Royal Navy." (line 34)
- C "Its officers were recognized not only as outstanding sailors but also as 'gentlemen.'" (lines 35 and 36)
- D "During the trip, he also explored New Zealand and the east coast of Australia, which had never been visited by a European." (lines 53 and 54)

3 According to the article, why were cartographers so valued during Cook's lifetime?

- A They provided the information ships required to stay on course while at sea.
- B They were responsible for informing the public of the names of unfamiliar regions.
- C They prevented sailors from visiting exotic lands with unknown dangers.
- D They were assigned the duty of teaching other sailors to read and draw maps.

4 What idea about Cook is demonstrated by lines 46 through 53?

- A** his impressive experience with the collier *Endeavour*
- B** the necessity of sending him to North America
- C** the praise he deserved for expanding Great Britain's territory
- D** his effectiveness in drawing charts

5 What connection does the article make between astronomy and navigation?

- A** Explorers traveled the seas to try to discover new planets and stars.
- B** Explorers used maps to determine the positions of planets and stars.
- C** Traveling on the sea was difficult without a reference to the position of the sun and stars.
- D** Traveling on the sea required a constant view of the sun and stars.

6 How do lines 51 through 58 develop a central idea of the article?

- A** by naming previously unknown lands
- B** by emphasizing Cook's value to the navy
- C** by describing Cook's contributions to exploration
- D** by explaining improvements in the study of geography

7 How does the author organize the ideas in the article?

- A** by explaining how James Cook encouraged Great Britain to seek out new lands
- B** by showing how the lack of reliable maps caused dangers in early ocean expeditions
- C** by relating events sequentially to elaborate on James Cook's accomplishments
- D** by describing ship instruments to show the development of sea navigation

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Directions

Read this article. Then answer questions 8 through 14.

Rethinking Youth Sports to Prevent Kids' Head Injuries

by Representative Betty McCollum

Youth sports are important. Now girls, as well as boys, have an opportunity to be physically active and learn new skills. Whether participating in an individual or group activity, sports teach children and young adults that hard work and personal discipline will help them achieve their personal best. My family and I know firsthand the benefits that 5 sports can offer. I enjoyed playing basketball and volleyball during high school and college. My son had fun participating in soccer and swimming. My daughter scored ice time being a hockey cheerleader.

With all the positive aspects associated with youth sports, these activities also come with some very real risks. Stories of athletes suffering traumatic brain injuries after playing 10 hockey, football, soccer and other sports are becoming more common. A traumatic brain injury is a severe blow to the head, impairing the brain's normal functions. Symptoms can include confusion, motor dysfunction, dizziness, headaches and temporary amnesia. Repeated concussions or other head injuries could run the greater risk of damage to the brain and spinal cord. Public awareness about the seriousness of head injuries is growing.

15 We are already learning a lot about traumatic brain injuries from our returning Afghanistan and Iraq veterans. An estimated 40,000 men and women veterans have been diagnosed with traumatic brain injuries from multiple concussions in combat. While the situations are vastly different, some of the consequences of repeated head injuries sustained in combat can be similar to those experienced by some athletes.

20 According to the American Association of Neurological Surgeons (AANS), roughly 446,788 sports-related head injuries were treated at U.S. emergency rooms in 2009. This number represents an increase of nearly 95,000 sports-related injuries from 2008. No longer can a soccer player or cyclist just "walk off" a bump to the head. A child who begins playing full-contact football at age 6 is at risk of brain injuries that could cause 25 long-term cognitive damage.

As parents, coaches and policymakers, we must use what we know about head injuries and rethink how our youth can engage in sports safely. Some organizations and states are already working to reform the athletic programs in their schools and communities. Last year, 30 Minnesota passed legislation aimed at reducing sports-related brain injuries in children by educating coaches, parents and young athletes about the symptoms and risks of head injuries. The new law also ensures students do not return to a sport before seeing a trained health professional.

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Recently, the largest youth football league, Pop Warner, announced it will limit the amount of contact and collisions in practice to protect its 285,000 football players (ages 5–15) from potential repetitive brain trauma. This move responded to a recent study of second-grade football players that showed the average player suffers more than 100 head impacts during 5 games and 10 practices. Some of these head impacts were characterized as equivalent to those sustained in a car accident.

Young players rely on coaches, parents and health professionals to minimize risk through proper practice techniques, good supervision and immediate medical intervention. Pop Warner's move to limit contact in practice should remind governing bodies that procedures, training methods and the rules of the game can be modified to ensure our youth participate safely.

Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFLSM players filed a lawsuit against football helmet maker Riddell® and the NFLSM for hiding information about dangers of concussions and the consequences of hits to the head.

Coaches, parents, athletes, health professionals, policymakers and the athletic community must come together for the best interests of our children. By taking what we already know, we can create opportunities for our children to participate in sports while keeping them healthy and safe. As a parent, watching your child compete should be a sense of pride, not a sense of fear.

NFLSM is a registered service mark of the National Football League.
Riddell® is a registered trademark of the Ridemark Corporation.

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8

The author's purpose in lines 4 through 7 is to

- A give examples of the variety of sports available
- B emphasize the benefits of participating in sports
- C provide reasons for letting her family play sports
- D show a personal connection to the topic of sports

9

According to the article, why have injuries to veterans influenced studies of athletes with concussions?

- A Thousands of veterans have been diagnosed with traumatic brain injuries.
- B Repeated head injuries are potentially damaging to the brain or spinal cord.
- C Repeated head injuries sustained in sports and combat have similar outcomes.
- D Public awareness of the symptoms and seriousness of head injuries has been growing.

10

Read this sentence from lines 22 and 23.

No longer can a soccer player or cyclist just “walk off” a bump to the head.

What does the phrase “walk off” suggest?

- A The injury is made worse by moving around.
- B The person needs to leave the playing area.
- C The person is not seriously injured.
- D The injury does not affect the legs.

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11

Lines 26 through 32 support the central idea that

- A progress is being made to make sports safer for kids
- B resistance to changes in youth sports is being overcome
- C children count on parents and coaches to keep them safe
- D a lack of training in treating brain injuries has inspired legislation

12

Read these sentences from lines 44 through 47.

Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFLSM players filed a lawsuit against football helmet maker Riddell® and the NFLSM for hiding information about dangers of concussions and the consequences of hits to the head.

Which inference do these sentences best support?

- A Older helmets do not protect athletes from head injuries.
- B The problem of head injuries is not confined to student athletes.
- C Professional athletes are reluctant to report head injuries during their careers.
- D Legal action is an effective way to discover information about the dangers of concussions.

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13

Read this sentence from lines 50 through 52.

By taking what we already know, we can create opportunities for our children to participate in sports while keeping them healthy and safe.

Which lines best support the author's claim in this sentence?

- A** "We are already learning a lot about traumatic brain injuries from our returning Afghanistan and Iraq veterans. An estimated 40,000 men and women veterans have been diagnosed with traumatic brain injuries from multiple concussions in combat." (lines 15 through 17)
- B** "According to the American Association of Neurological Surgeons (AANS), roughly 446,788 sports-related head injuries were treated at U.S. emergency rooms in 2009." (lines 20 and 21)
- C** "Recently, the largest youth football league, Pop Warner, announced it will limit the amount of contact and collisions in practice to protect its 285,000 football players (ages 5–15) from potential repetitive brain trauma. This move responded to a recent study of second-grade football players that showed the average player suffers more than 100 head impacts during 5 games and 10 practices." (lines 33 through 37)
- D** "Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFLSM players filed a lawsuit against football helmet maker Riddell^{*} and the NFLSM for hiding information about dangers of concussions and the consequences of hits to the head." (lines 44 through 48)

14

Which claim can be supported by evidence from the article?

- A** Participating in youth sports can expose children to risks.
- B** Limiting physical contact during practice keeps players safer during games.
- C** The age that a child begins playing football is related to the incidence of head injuries.
- D** Poorly made sports equipment accounts for increases in head injuries among professional athletes.

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Directions

Read this story. Then answer questions 15 through 21.

A kit car is a car bought as a kit of parts and assembled by the owner. Fourteen-year-old Terry has always been curious about the kit car his father had purchased but never finished putting together. Now that Terry has grown up, today would be the day.

Excerpt from *The Car*

by Gary Paulsen

And the kit car was still in the garage.

He looked once at the clock on the kitchen wall. It was in the shape of a cat with eyes that went back and forth and the hands were in a circle on the cat's belly. It was, Terry thought, the ugliest thing he had probably ever seen. He had bought it for a Christmas present when he was nine years old, trying to get his mother's attention. It hadn't worked except that she'd put the clock on the wall over the kitchen window where Terry could see it every day.

Nine-thirty.

He could, of course, sit and watch television—the thought hit him even as he was moving toward the door that led to the garage. He could sit and watch the tube and munch on some junk, or he could go to bed because it was getting late, or . . .

He opened the door to the garage, pulled the cord that turned on the overhead light, and looked at the pile near the wall.

Yeah, he thought. *I could go to bed or watch the tube, or I could go over there and just take a look at what's involved.*

He went to the workbench at the end of the garage where he worked on his mower. He had a complete set of tools—sockets and wrenches, feeler gauges, everything to work on motors. He'd bought the set at a rummage sale for thirty dollars two years before without knowing how complete the set was; it had belonged to an old man who had passed away, who had done all his own work on his car, and the tools were so complete they included a torque wrench and special deep-well sockets. There was even a small dental mirror for looking up in hard-to-see places, and everything, from the mirror to the largest wrench, every tool had been kept in top condition.

Terry kept them the same way. He'd bought a large bag of clean red mechanics' rags at the discount store and each time he used a tool he wiped it carefully before putting it back.

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His toolbox was the kind that sat upright with four drawers that pulled out, and he moved to the box now and opened the top, pulled the drawers out, and made sure—as he always did—that the tools were all there.

30 Then he turned to the car.

The boxes and parts were in a haphazard pile on top of the frame. The man who had initially owned the kit car had done some basic work on it. The frame was bolted and welded together correctly and the wheels and tires had been put on. The motor and transmission were also bolted into position on the frame, set in rubber motor mounts, and 35 the drive shaft was in place back to the rear differential, but none of the body was on nor any of the controls for the wheels or motor. The car sat on the floor on tires—the frame, the motor—and stacked on top was the rest of the car in torn paper wrapping and cardboard boxes.

“Let’s see what we’ve got . . .,” Terry said under his breath and started taking the boxes 40 off, setting them around the garage on the floor, looking in each one as he did so.

Much of the stuff he couldn’t identify. There were large boxes with the fenders, the rear trunk lid, the hood (tags called the hood a bonnet and the trunk lid a boot), doors, interior panels, molded black dashboard, windshield. All of that he knew, could understand, but there were numbered bags and boxes with just bolts and parts, and many 45 of them made no sense to him, and he despaired of ever understanding it all when in the bottom of one of the boxes he found the instructions.

They were in the form of a book or magazine and seemed incredibly complete, explaining things in detail with step-by-step instructions and with photos to show each step being accomplished.

50 “A monkey could do this,” he said, sitting on the frame, going page by page. “You don’t have to know anything about cars at all. It’s beautiful . . .”

Not only were the instructions complete but they explained what was in each numbered box or bag—what each set of bolts was for—and he set about organizing all of them to get ready for starting work on the car.

55 Time seemed to stop while he worked. He used a notebook to catalog and place items, writing them down as he put them in order on the garage floor, and after a period he felt hungry and went into the kitchen for some lunch meat. Once he started to eat he was amazed at his hunger and he looked up to the cat clock, stunned to see that it was three in the morning.

60 *I should feel tired*, he thought, but the sandwich seemed to give him energy, and he moved back to the garage to start work on the car.

15

Read lines 10 and 11.

He could sit and watch the tube and munch on some junk, or he could go to bed because it was getting late, or . . .

These lines suggest that Terry

- A prefers to relax in the evening
- B disapproves of snacking in front of the television
- C wants to do something different from his usual activities
- D wastes time deciding whether to watch television or sleep

16

How do lines 16 through 23 mostly contribute to the story?

- A by describing the types of tools made for fixing cars
- B by revealing details about the previous owner of the tools
- C by suggesting that Terry has had previous experience fixing cars
- D by showing that Terry has all the necessary tools for the work he plans to do

17

Based on lines 24 through 29, readers can conclude that Terry

- A rarely works in the garage
- B feels proud of his possessions
- C is worried about losing his tools
- D is still becoming familiar with his tools

18

What is the main significance of the cat clock in the story?

- A Details about the clock help the reader to better understand the characters.
- B Descriptions of the clock provide clues about upcoming conflicts.
- C Descriptions of the clock help the reader to understand the theme.
- D Details about the clock add suspense to the story.

GO ON

19

In lines 55 through 59, what does “Time seemed to stop” suggest about Terry?

- A Terry works very quickly.
- B Terry is absorbed in his task.
- C Terry forgets to eat his dinner.
- D Terry is ignoring the cat clock.

20

Which lines best reveal the change in Terry’s attitude toward the task he has chosen?

- A “Let’s see what we’ve got . . . ,” Terry said under his breath and started taking the boxes off, setting them around the garage on the floor, looking in each one as he did so.” (lines 39 and 40)
- B “All of that he knew, could understand, but there were numbered bags and boxes with just bolts and parts, and many of them made no sense to him, and he despaired of ever understanding it all when in the bottom of one of the boxes he found the instructions.” (lines 43 through 46)
- C “A monkey could do this,’ he said, sitting on the frame, going page by page. ‘You don’t have to know anything about cars at all. It’s beautiful . . .” (lines 50 and 51)
- D “Not only were the instructions complete but they explained what was in each numbered box or bag—what each set of bolts was for—and he set about organizing all of them to get ready for starting work on the car.” (lines 52 through 54)

21

How does the setting affect the plot of the story?

- A The pile of boxes and car parts motivate him to clean up the garage.
- B The instructions and set of tools inspire Terry to work on the car.
- C The car parts and tools in the garage bring up memories Terry has long forgotten.
- D The time of night gives Terry time to do something interesting.

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**Grade 7
2016 Common Core
English Language Arts Test
Book 1 Form A
April 5–7, 2016**

Name: _____



New York State Testing Program

2016 Common Core English Language Arts Test Book 2

Grade 7

April 5–7, 2016

Released Questions

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Book 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review both the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your answer or writing your response.
- For written-response questions, be sure to
 - clearly organize your writing and express what you have learned;
 - accurately and completely answer the questions being asked;
 - support your responses with examples or details from the text; and
 - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will not count toward your final score. Write your final answer on the lined response pages provided.
- Plan your time.

Directions

Read this article. Then answer questions 36 through 42.

How to Fix School Lunches

by Peg Tyre and Sarah Staveley-O'Carroll

Celebrity chefs, politicians and concerned parents are joining forces to improve the meals kids eat every day.

For Jorge Collazo, executive chef for the New York City public schools, coming up with the perfect jerk sauce is yet another step toward making the 1.1 million schoolkids he serves healthier. In a little more than a year, he's introduced salad bars and replaced whole milk with skim. Beef patties are now served on whole-wheat buns. Until recently, "every piece of chicken the manufacturers sent us was either breaded or covered in a glaze," says Collazo. Brandishing the might of his \$125 million annual food budget, he switched to plain cutlets and asked suppliers to come up with something healthy—and appealing—to put on top. Collazo tastes the latest offering. The jerk sauce isn't overly processed and doesn't have trans fats. "Too salty," he says with a grimace. Within minutes, the supplier is hard at work on a lower-sodium version.

A cramped public-school test kitchen might seem an unlikely outpost for a food revolution. But Collazo and scores of others across the country—celebrity chefs and lunch ladies, district superintendents and politicians—say they're determined to improve what kids eat in school. Nearly everyone agrees something must be done. Most school cafeterias are staffed by poorly trained, badly equipped workers who churn out 4.8 billion hot lunches a year. Often the meals, produced for about \$1 each, consist of breaded meat patties, french fries and overcooked vegetables. So the kids buy muffins, cookies and ice cream instead—or they feast on fast food from McDonald's, Pizza Hut and Taco Bell, which is available in more than half the schools in the nation. Vending machines packed with sodas and candy line the hallways. "We're killing our kids" with the food we serve, says Texas Education Commissioner Susan Combs.

As rates of childhood obesity and diabetes skyrocket, public-health officials say schools need to change the way kids eat. It won't be easy. Some kids and their parents don't know better. Home cooking is becoming a forgotten art. And fast-food companies now spend \$3 billion a year on television ads aimed at children. Along with reading and writing, schools need to teach kids what to eat to stay healthy, says culinary innovator Alice Waters, who is introducing gardening and fresh produce to 16 schools in California. It's a golden opportunity, she says, "to affect the way children eat for the rest of their lives." Last year star English chef Jamie Oliver took over a school cafeteria in a working-class suburb of London. A documentary about his work shamed the British government into spending \$500 million to revamp the nation's school-food program. Oliver says it's the United States' turn now. "If you can put a man on the moon," he says, "you can give kids the food they need to make them lighter, fitter and live longer."

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Changing school food takes time. More than a decade ago, when local restaurateur Lynn Walters lobbied school-board members in Santa Fe, N.M., to provide kids with healthy alternatives to soggy pizza, they refused. So Walters and parent volunteers began an in-school cooking class. Armed with an electric griddle and a bag of fresh produce, 40 they taught fractions using measuring cups and discussed nutrition over bunches of kale while concocting such lunch alternatives as spinach fettuccine and black-bean tostadas. The teachers loved it; so did the kids. But getting the entrees on the school menu was another challenge. The school kitchens there, like many around the country, were equipped to reheat food, not to prepare it. “I was passionate, but I was ignorant of the 45 realities” the school was facing, says Walters, who got a grant to buy knives so the school cooks could at least peel and chop fresh fruits and vegetables.

Changing school food will take money, too. Many schools’ administrators are hooked on the easy cash—up to \$75,000 annually—that soda and candy vending machines can bring in. Three years ago Gary Hirshberg of Concord, N.H., was appalled when his 50 13-year-old son described his daytime meal—pizza, chocolate milk and a package of Skittles. “I wasn’t aware Skittles was a food group,” says Hirshberg, CEO of Stonyfield Farm, a yogurt company. So he devised a vending machine that stocks healthy snacks: yogurt smoothies, fruit leathers and whole-wheat pretzels. So far 41 schools in California, Illinois and Washington are using his machines—and a thousand more have requested them. The 55 schools don’t make as much money. Kids spend about half as much on granola bars as they did on Fritos. But, Hirshberg says, “schools have to make good food a priority.”

Some states are trying. California, New York and Texas have passed new laws that limit junk food sold on school grounds. Districts in California, New Mexico and Washington have begun buying produce from local farms. Las Vegas parent Terri Jannison 60 says real change can be incremental. After three years of lobbying, the cafeterias there now sell reduced-fat muffins. The soda and candy in the vending machines have been replaced by juice and beef jerky. Doritos were banned, but then replaced by baked Doritos. “It’s not perfect,” says Jannison. But it’s a cause worth fighting for. Even if she has to battle one chip at a time.

36

Read these sentences from lines 13 through 16.

A cramped public-school test kitchen might seem an unlikely outpost for a food revolution. But Collazo and scores of others across the country—celebrity chefs and lunch ladies, district superintendents and politicians—say they’re determined to improve what kids eat in school.

Which central idea is supported by these sentences?

- A It is not easy to make changes in school lunch programs.
- B Public schools have become test kitchens for improving the American diet.
- C Many people have been seeking to improve the nutritional value of school lunches.
- D Educating students about nutrition can improve their health for the rest of their lives.

37

Read this sentence from lines 16 through 18.

Most school cafeterias are staffed by poorly trained, badly equipped workers who churn out 4.8 billion hot lunches a year.

What does the phrase “churn out” suggest about the school lunches?

- A They are mass-produced without careful planning.
- B They are easily prepared using modern kitchens.
- C They are economically made and include nutritious ingredients.
- D They are thoughtfully created and include wide-ranging menus.

GO ON

38

Read this sentence from lines 24 and 25.

As rates of childhood obesity and diabetes skyrocket, public-health officials say schools need to change the way kids eat.

Why should this information be included in a summary of the article?

- A** It predicts the consequences of current eating habits for students.
- B** It emphasizes the importance of healthy meal options for students.
- C** It suggests that schools are responsible for diseases related to eating.
- D** It highlights the role school administrators have in teaching healthy habits.

39

Based on lines 24 through 30 of the article, what is an obstacle to improving nutrition outside of school?

- A** Families do not make time to cook meals at home.
- B** Kids enjoy watching ads for fast food.
- C** Health officials hinder meal planning by parents.
- D** Kids do not know how to grow fresh produce.

40

How do lines 36 through 46 mostly contribute to the development of ideas in the article?

- A** They show how restaurateurs can get involved to improve school lunches.
- B** They show how easily students accepted healthy changes to school food.
- C** They use the Santa Fe school district as an example of how change happens gradually.
- D** They explain why a Santa Fe school district did not serve fruits and vegetables.

GO ON

41

Based on lines 43 through 46, which statement about school kitchens is **most likely** true?

- A They do not have professional cooks.
- B They have too little time to prepare healthy foods.
- C They are not equipped to serve fresh foods.
- D They contain older equipment that should be replaced.

42

According to lines 47 through 56, why is cost a factor in changing school food?

- A Schools receive income from the sale of popular but unhealthy vending machine snacks.
- B Schools across the country have to buy new vending machines to sell healthy snacks.
- C Students have less money to buy healthy snacks from vending machines.
- D New vending machines stock healthy but expensive snacks.

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Directions

Read this story. Then answer questions 43 and 44.

In this account from the mid 1800s, the author, John Ross Browne, describes how the members of the ship he was traveling on spent a night trying to find a place to come ashore on Juan Fernandez, an island off the coast of Chile.

Excerpt from *Shipwrecked Sailor*

by John Ross Browne

Having pulled about twelve miles along the shore from Goat Island, where we first got under the lee,¹ and seeing no sign of a cove or harbor, we began to despair of getting ashore before daylight. In this extremity, Abraham, a ship-neighbor of mine, succeeded in lighting the lantern again, which he held out in his hand from the bow, hoping thereby to 5 cast a light upon the rocks, that we might grope out our way and reach some place of safety; but it only seemed to make the darkness thicker than it was before. We therefore concluded it was best to pull on till we rounded a point some few miles ahead, where we thought there might be a cove. So we put out the light and got Paxton to go in the bow² as a look-out, he being the most keen-sighted, from the habit of looking from the mast-head 10 for whales. On turning the point we were startled by a loud cry of "Light, ho!" Everybody turned to see where it appeared. It was close down by the water, about three miles distant, within a spacious cove that opened upon us as we turned the point. Paxton's quick eye had descried³ it the moment we hove⁴ round the rock. Greatly rejoiced by this discovery, we pulled ahead with a good will and rapidly bore down toward the light.

15 Chilled through with the sharp gusts from the mountains, wet with spray, and very hungry, we congratulated ourselves that there were still inhabitants on the island, and we could not but think they would give us something to eat, and furnish us with some place of shelter. Captain Brooks had told us that he had been here several times in a whaler; that sometimes people lived upon the island from the coast of Chile, and sometimes it was 20 entirely deserted. The Chileans who frequented this lonely island we knew to be a very bad set of people, chiefly convicts and outcasts, who would not hesitate to rob and murder any stranger whom misfortune or the love of adventure might cast in their power. Pirates, also, had frequented its bays from the time of the buccaneers; and it was a question with us whether the light was made by these outlaws, or by some unfortunate shipwrecked sailors 25 or deserters from some English or American whale-ship. The better to provide against danger, we loaded our two guns, and placed them in the bow, as also the harpoon; upon

¹ lee: the side of a ship sheltered from the wind

² bow: the front section of a ship or boat

³ descried: discovered by careful observation or investigation

⁴ hove: past tense and past participle of *heave*: *v. to raise or lift with great force or effort*

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which we steered for the light. All of a sudden it disappeared, as if quenched by water. This was a new source of trouble. What could it mean? There was no doubt we had all seen it. The early voyagers had often seen strange lights at night on the tops of the 30 mountains, which they attributed to supernatural causes; but this was close down by the water, and was too well defined and too distinctly visible to us all either to be a supernatural visitation or the result of some volcanic eruption. While we lay upon our oars wondering what it meant, it again appeared, brighter than before. Now, if the inhabitants were not pirates or freebooters,⁵ why did they pursue this mysterious conduct? 35 We suspected that they heard our oars, and had lit a fire on the beach to guide us ashore; but if they wanted us to land in the right place, why did they put out the light and start it up again so strangely? For half an hour it continued thus to disappear and reappear at short intervals in the same mysterious way, for which none of us could account.

It being now about four o'clock in the morning, we felt so cast down by fatigue and 40 dread of death, that we decided to run in at all hazards, and, if necessary, make our way through the breakers. All hands fell to upon the oars, and soon the light bore up again close on by the head. Paxton, who was in the bow, quickly started up, and began peering sharply through the gloom. "What's that?" said he: "look there, my lads. I see something black; don't you see it—there, on the larboard⁶—it looks to me like the hull of a ship! Pull, 45 my lads, pull!" and so all gave way with a will, and in a few minutes the tall masts of a vessel loomed up against the sky within a hundred yards! I shall never forget the joy of the whole party at that sight. The light which we had seen came from a lamp that swung in the lower rigging, and though the ship might be a Chilean convict vessel, or some other craft as little likely to give us a pleasant reception, yet we were too glad to think of that, 50 and straightway pulled up under her stern and hailed her. For a moment there was a pause as our voices broke upon the stillness; then there was a stir on deck, and a voice answered us in clear sailor-like English, "Boat ahoy! where are you from?" "The ship Anteus," said we, "bound for California; what ship is this?" "The Brooklyn, of New York, bound for California. Come on board!"

55 No longer able to suppress our joy, we gave vent to three hearty cheers—cheers so loud and genuine that they swept over the waters of Juan Fernandez, and went rolling up the valleys in a thousand echoes. In less than five minutes we were all on deck, thankful for our providential deliverance from the horrors of that eventful night.

⁵ **freebooters:** a person, especially a pirate, who steals

⁶ **larboard:** the port, or left, side of a ship

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43

Why is Captain Brooks' and his crew's knowledge of the island of Juan Fernandez important in "Excerpt from *Shipwrecked Sailor*"? Use two details from the story to support your response.

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44

In “Excerpt from *Shipwrecked Sailor*,” how does the attitude of the crew members change throughout the story? Use two details from the story to support your response.

GO ON

Directions

Read this passage. Then answer question 45.

“My Brooklyn Grandmother” from *The Lost Garden*

by Laurence Yep

During my early years of writing, one of the strongest influences on my life had been my grandmother; and it was inevitable that she should also affect my writing.

As I said, she lived in Brooklyn Place so that I sometimes thought of her as my Brooklyn grandmother. I didn't always know what to make of my grandmother; and I 5 don't think she always knew what to make of me. We were like two wrestlers on a slippery mat where the true victory would have lain in a mutual embrace that would have supported one another; but it was as if we were oiled, our hands slipping even as we tried to grip one another.

Most of the time, though, it didn't matter how different I was. She accepted her 10 Americanized grandchild; and the way she expressed that love was with food. As the youngest, I would often be seated next to her at a family banquet so she would, of course, heap my plate with food. If I didn't clear the plate, she was bound to think something was wrong with the food. So I would dutifully make my way through the pile of food. However, if I made the mistake of turning to say something to someone else, I would find 15 the plate heaped up once again. Eating with my grandmother took a certain amount of concentration.

My grandmother had become a great cook; and, like any good cook, my grandmother was careful about her praise. The highest compliment she gave to another cook was to allow how Auntie Mary's cooking wasn't bad.

20 Like all good cooks, my grandmother was especially particular about the ingredients. For one thing, she preferred small sweet potatoes, eating those with gusto. She was fussiest, though, about rice.

One day she asked me to help her in the kitchen—which was her way of saying that 25 she was going to teach me. First, she announced, we were going to wash the rice. In the old days, washing rice was wise because I'm told they used talcum on the grains. Even now, it's wise to wash the rice at least once to see what might come up.

My grandmother had me pour lukewarm water into a pot of rice and swirl my hand around in it. Instantly the water turned milky; and she had me look alertly for stray bits of chaff or even the occasional pebble that might slip by the processing machines.

GO ON

30 Then, setting the lid over most of the pot, I had to pour the water out gently. However, when I asked her what the next step was, she told me that the rice wasn't clean yet and to refill the pot with lukewarm water and repeat the process. By the sixth time, the water was clear no matter how often I swirled my hand around. Even then, that wasn't enough. I remember my fingers were wrinkled by the time she declared the dirt was gone—as were 35 most of the vitamins and nutritional elements as well.

40 My grandmother, like most experienced cooks, never used exact measurements. It was a pinch of this or a handful of that. When she had me add water the final time, she rested her fingertip on the surface of the rice until the water came up almost to the knuckle of her index finger. Then the rice was allowed to soak for a half-hour before cooking. The rice was brought to a boil, stirred once with a spoon, and then allowed to simmer for twenty minutes. The result was rice of just the right consistency and density.

45 Along with the cooking lessons, some of my grandmother's own personality soaked into me. I've never been able to abide instant rice—which tastes mushy to me. Brown rice tastes musty; and I've never been able to get the hang of a modern rice cooker. Instead, I still make rice basically the way my grandmother showed me, even to measuring the water in the pot with a knuckle—though I only wash the rice once now. I think some of the fussiness over the rice carries over into my writing forcing me to write several drafts of a book before I'm satisfied.

50 As expressions of her love, she kept me well supplied with what I used to call potato chip fish but which was really called *dai day*, salted sand dabs, a small flat fish from Monterey that I have never been able to find since the Chinese fishing colony there disappeared. The flesh was denser and saltier than regular salted fish, *hom yee*.

55 However it was something as humble and homely and unlikely as that taro root that called out the artist in her. She made many tasty and delightful dishes out of taro root. But I especially remember how she would take a taro root, cut a slender thread from it, and skillfully turn the root, making the thread grow longer until she had enough to make a small ball. In to this would go onions and bits of meat; and she would deep fry the whole concoction.

60 Later when I had left San Francisco to go to college, she always sent me boxes of special treats, from my favorite cookies to preserved plums to *lop cheong*—the latter of which I cooked on a hot plate with rice in my dorm room. Much to my delight, her care packages followed me all across America.

GO ON

45

The author learns a lesson about culture from his grandmother. How does the author learn this lesson? How does the author show that this lesson has remained with him into his adult life? Use details from the passage to support your response.

In your response, be sure to

- identify the lesson about culture that the grandmother teaches the author
 - explain how the author learns this lesson
 - explain how the author shows this lesson has remained with him into his adult life
 - use details from the passage to support your response