

VIRGINIA STANDARDS OF LEARNING

Test Item Set

GRADE 8 READING

2010 English Standards of Learning

Released Spring 2015

Property of the Virginia Department of Education

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General Information

1. The images of the reading passages and questions in this document reflect how they appear in the online version of the test.
2. Presentation of the passages and questions:

In the online version of the test-

- the reading passage is presented first on the left side of the screen. On subsequent screens, the passage remains on the left while questions associated with the passage are presented on the right.
- students may navigate through the passage while answering the questions associated with the passage.

In this document-

- the reading passage is presented on the left side of the page. On subsequent pages, the questions associated with the passage are presented on the right, but there is not a static image of any part of the passage on the left; there is text that reads: In the online version of the test, the reading passage appears on the left side of the screen.

SAMPLE A

Mia's Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. "I won first place in the art contest!" she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn't sure what the project involved. "That's wonderful, Mia! What was the subject of your art project?" her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

This story is mostly about Mia —

- ☐ **A** working on a project at home
- ☐ **B** choosing a new art project
- ☐ **C** winning an art contest
- ☐ **D** completing a painting

Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct shaded answers.

SAMPLE B

Which two words from these sentences help the reader understand the meaning of misplaced?

Michael was almost **ready** to **leave** when he **realized** that he had **misplaced** his keys. After **searching** for ten minutes, he **found** the keys in his backpack.

Raccoons of the Rainforest

- 1 Living high above the ground in the trees of the tropical rainforests of Central and South America is the rarely seen, but often heard, kinkajou [KING ka joo]. This small, gentle mammal weighs between 4 and 8 pounds, has a body length of 22 to 25 inches, and is a member of the raccoon family.
- 2 The kinkajou has several characteristics that distinguish it within the raccoon family. Like the raccoon, the kinkajou is classified as carnivorous because of the occasional insect or bird egg in its diet as well as its skull structure and teeth. However, fruit, honey, nectar, and flowers are the animal's favorite foods. The kinkajou is also classified as a pollinator because it spreads pollen from one plant to another. Environmentalists believe this important role makes the kinkajou vital to tropical plant species.
- 3 The kinkajou's long, slender tongue allows the animal to pollinate. Since its tongue ranges from five to seven inches in length, the kinkajou can easily collect nectar from flowers. In the process of doing so, pollen often gets on its face. This pollen is then transferred to other flowers. It also uses its tongue to gather honey from deep within beehives.

Directions: Read the article and answer the questions that follow.





- 4 Another characteristic that separates the kinkajou from other members of the raccoon family is its long tail, which can grow up to 15 to 22 inches in length. The tail functions much like a hand, allowing the kinkajou to grab and grasp. This feature is helpful to the animal for climbing or hanging in trees and for maintaining balance. In addition to using its tail for climbing, this little creature can turn its back feet backward! This enables the animal to run easily in either direction on tree branches.

Directions: Read the article and answer the questions that follow.

- 5 The kinkajou lives most of its life in trees and is also nocturnal, which means it is most active during the night. Unlike many nocturnal creatures, however, the kinkajou has poor eyesight and cannot detect differences in color. It therefore relies heavily upon the senses of touch, smell, and hearing. Scent glands located on its face and stomach are for marking travel routes and territory. With a wide range of vocal sounds, the kinkajou is able to communicate quite effectively with other kinkajous and does so throughout the night. Vocalizations include a chitter, which sounds much like the chattering of teeth; a bark, which is similar to that of a dog; a kissing sound, which the kinkajou makes when happy; and a loud scream or screeching sound, which it will use if it becomes startled.

- 6 Kinkajous form treetop groups, or families, that sleep together and groom one another. A group usually consists of two adult males, one adult female, and one or two juveniles. Kinkajous generally sleep all day in the hollows of trees where they are sheltered from the sun. When awake and active, the kinkajou prefers to look for food alone.
- 7 In many ways, the kinkajou may more closely resemble a monkey than a raccoon since it hangs by its tail in trees and grooms its family members. Excluding the tail, however, its physical appearance is more like that of the raccoon family with a rounded head, small ears, sharp teeth, a long body, and short legs. Its fur, along with noticeable rings on the tail, also resembles that of other members of the raccoon family.
- 8 The kinkajou is the size of a domestic cat, and many people consider the creature to be adorable. However, experts advise against having a kinkajou as a pet. The gentle and intelligent kinkajou happens to demand a great deal of attention. It is difficult to train, not to mention the fact that it is nocturnal. So unless you want to stay up all night listening to chitters and barks, you are better off raising a cat or a dog and admiring the kinkajou from afar.

Directions: Read the article and answer the questions that follow.

In the online version of the test, the reading passage appears on the left side of the screen.

Directions: Click on the correct answer.

In paragraph 2, the author's use of the words "distinguish" and "like" indicates that the information is organized by —

determining the causes of an effect

arranging the ideas in order of importance

placing the events in chronological sequence

comparing and contrasting similar subjects

listing facts important to the subject

providing general information about the subject

In the online version of the test, the reading passage appears on the left side of the screen.

Directions: Click on the correct shaded answers.

In this excerpt from paragraph 5, which three words are examples of onomatopoeia?

Vocalizations include a chitter, which sounds much like the chattering of teeth; a bark, which is similar to that of a dog . . .

In the online version of the test, the reading passage appears on the left side of the screen.

Based on paragraph 8, the reader may best infer that the kinkajou —

- ☐ **A** is unsuited for domestic life
- ☐ **B** requires a tropical habitat
- ☐ **C** requires a special diet
- ☐ **D** is unable to coexist with other pets

In the online version of the test, the reading passage appears on the left side of the screen.

According to the article, which sense best helps a kinkajou locate another kinkajou's territory?

- ☐ **A** Sight
- ☐ **B** Smell
- ☐ **C** Touch
- ☐ **D** Hearing

In the online version of the test, the reading passage appears on the left side of the screen.

Directions: Click on the correct answer.

According to the article, the kinkajou resembles a monkey because of its —

grooming habits

sharp teeth

sleep schedule

communication style

rounded head

gentle nature

Riding Day

- 1 I narrow my gaze to a single horse prancing across the field. The sunlight skips across its auburn-colored body as it frolics with the other horses. I think back to when I saw my first horse. She was standing in a field, feasting on wildflowers; her mottled coat was white with large chocolate spots. Even with her head lowered, I could see her eyes moving—watching everything that happened around her.
- 2 I remember standing there with my grandfather watching her. As we approached, her chewing slowed and a low rumble resonated deep in her throat. “Hold out your hand. Gentle now,” my grandfather said.
- 3 Timidly, I did, knowing she and I had much to learn about each other. The rumble erupted from her throat again as she sniffed my cupped hand. Her nose tickled me, and I couldn’t help but let out a soft laugh. Stepping toward me, she turned her head to inspect me with one large, liquid, coffee-colored eye. At that moment, I could have sworn she smiled.
- 4 This was my first childhood memory. It seems as though nothing in my world was really worth remembering until I received my own horse. It was the moment when I realized I would soon learn to ride her, and in my heart I felt like a true Comanche.

Directions: Read the story and answer the questions that follow.



Directions: Read the story and answer the questions that follow.

5 For days after our first encounter, I sat in the field with my horse. I studied her as she studied me. I learned which grasses she preferred to eat; she liked to chew brown-eyed Susan flowers, and she would lift her head into the gentle spring breezes that often blew across the field.

6 Finally, the time came to ride her. It was a tribal tradition for younger men to spend most of their days hunting. This left the teaching to the elders, like my grandfather. These lessons were extremely important. Every boy was put on a horse before he could walk and was expected to be a skilled rider by age five. When the elders felt a boy was an expert, he was able to have his own horse.

7 There were set ideas about riding day with a rider's first horse. If the horse rejected its rider and became unruly, the rider's strength and manliness were questioned. On the other hand, if a rider forgot the riding skills taught to him, he would disgrace himself. Despite being so young, I knew these were the expectations without having to be told. It was as if these expectations were a part of my body, my blood.

8 On riding day, I leaned in to whisper what a five-year-old could convey about trust and loyalty. I told my horse that we both had much to prove today, and I remember nuzzling her and kissing her long face. When she nuzzled me back, I knew she understood. I felt slightly uncertain, but the days spent in the field with her had given me a strange conviction in her—in us. I nudged my heel into her side to encourage her to move, and with her head held high, she carried me. Grandfather would later laugh and say she even pranced a bit. She was as proud of me as I was of her.



Directions: Read the story and answer the questions that follow.

- 9 We became inseparable, and by the end of summer, the elders of the tribe had proclaimed me a skilled horseman. I stood in a circle of men from my tribe. The night seemed surreal, and I could feel my heart beating quickly. Then the moment came when my father ceremoniously presented me with my first bow and arrow. I had never before seen so much pride in his eyes as I witnessed on that day.
- 10 Today my father watches his grandson—my son—climb upon his own horse. In the few short years of my son's life, we have watched him grow from an unsteady toddler to a skilled rider. My father insisted on teaching him to ride and doing it in the way of our people. Proudly, I stepped aside to let him do so.
- 11 I watch as my father leads the horse and boy. Countless emotions flicker on my son's face—fear, excitement, and utter happiness. My son begins to laugh, and being caught up in his joy, I laugh too. My father, my son, and the horse are framed in golden sunlight. The wildflowers bloom just as they did on the day I first met my horse. I think my heart will burst with pride. I smile, cherishing the details of this moment as much as I have always cherished the memories of my own riding day.



In the online version of the test, the reading passage appears on the left side of the screen.

After their first meeting, the narrator and the horse learn about each other when they —

- ☐ **A** eat their meals together
- ☐ **B** go for short rides together
- ☐ **C** receive training from an elder
- ☐ **D** spend time observing one another

In the online version of the test, the reading passage appears on the left side of the screen.

Who is the narrator of this story?

- ☐ **A** A teenage boy
- ☐ **B** The father of a young boy
- ☐ **C** A five-year-old boy
- ☐ **D** The grandfather of a young boy

In the online version of the test, the reading passage appears on the left side of the screen.

Complete this analogy.

Skilled is to expert as —

- ☐ **A** studied is to lesson
- ☐ **B** informed is to elder
- ☐ **C** questioned is to rider
- ☐ **D** rejected is to horse

Circle of Knowledge

- 1 Most students today rely on the swiftness and convenience of the Internet to provide the facts they seek. Given a research assignment for school, many students make use of a website known as Wikipedia®, which is available to all users of the Internet. However, the luxury of the Internet and its wealth of information is only a recent technological development. Prior to the introduction of the Internet, generations of students journeyed to the library to search for facts, figures, and stories about civilization in a broad collection of books known as encyclopedias.
- 2 The word “encyclopedia,” meaning “whole circle of knowledge,” comes from the ancient Greek language. The first encyclopedias were arranged by topic and were intended to be read continuously, from beginning to end in the manner a novel is read. These early collections were the works of a single author. The first book of this kind was written by a Roman, Pliny the Elder, nearly 2,000 years ago. His *Natural History* condensed thousands of books to create a 37-volume work containing 20,000 facts. Pliny’s collection remained a popular resource for almost 1,500 years. The first English-language index, *Myrrour of the World*, was published in 1481. In 1704 John Harris published *Universal English Dictionary of Arts and Sciences*, arranging the content alphabetically rather than by topic. Producing such huge multiple-volume works was a daunting task. Soon, multiple experts began to collaborate on these publication efforts, pooling their knowledge and sharing responsibility for writing about different topics. The first set of factual reference books to use multiple authors was the *Cyclopaedia: or, An Universal Dictionary of Arts and Sciences* published in 1728. This trend toward the multiple-author model, which is still in use today, became the most widely used format.

Directions: Read the article and answer the questions that follow.



3 Today there are many encyclopedias presented in many different media. One of the oldest is the *Encyclopaedia Britannica*[®], first published in 1768. The popular three-volume set sold out quickly, encouraging the publisher to expand the second printing to ten volumes. Today's version fills 32 volumes and incorporates more than 60,000 articles. Its publisher claims the set contains data on nearly every subject. Britannica employed a board of 12 scholars to review articles from more than 4,000 writers in its latest edition. The board members include college professors, leaders of foundations, and even bloggers.¹ The idea is to have some of the brightest minds in the arts and sciences help to improve the content provided by writers. But if a few thousand contributors can produce an exhaustive set of books, what about tens of thousands? Enter Wikipedia.

4 The online encyclopedia Wikipedia was started in 2001. It uses material from more than 75,000 volunteers living all around the world. The website contains over 10 million articles in 250 languages. Users can access the free website on the Internet. Website administrators predict the service soon will attract 684 million visitors a year. But the online resource has faults.

5 Critics claim that the mass of inexperienced contributors has riddled the website with errors. Some are well known, like the reported death of an American comedian who was surprised to read about his own demise on the website. Mistakes in Wikipedia have even driven most colleges to ban students from using the website as a reference when they write papers. In one class on Japanese culture, a professor noticed a common error among several student papers. He traced the mistake to an article on Wikipedia. Website managers

¹bloggers – people who write entries in, add material to, or maintain a weblog

Directions: Read the article and answer the questions that follow.



admit the format is open to error. Users are warned that newer articles often contain large mistakes. Printed encyclopedias are more or less free of error. However, it is expensive to maintain a pool of qualified contributors to ensure such accuracy. A complete set of Britannica books costs more than \$1,000.

Directions: Read the article and answer the questions that follow.

6 Wikipedia is making an effort to improve its accuracy by hiring an army of individuals to hunt down faulty information on its site. It now employs 1,000 "fact checkers" to pore through the website and correct errors. The website managers also claim that older articles are more comprehensive and balanced. They suggest that experienced contributors have had a chance to review the articles and correct errors. A portion of the online edition will even appear in print. A publisher in Germany is turning some of the German-language entries into a book. A staff of ten editors will check the 25,000 book-version articles before they are printed. Britannica has even made moves away from being a single-format book too. The company has started a free online version. The free articles are short; however, longer articles are available by subscribing to the website.

7 Both online and print formats still have downfalls. Contributors can still insert errors into online articles. Some website users have even published errors out of spite. The mistakes can be corrected, but the process is time-consuming and distracts editors from other sections and errors on the website. Print editions are resistant to such error. They are also resistant to something else: change. Sometimes new information becomes available after an encyclopedia is printed. Publishers can wait to include the new information in the next edition, but that might be a year or more away. More likely, they will put the information in a yearbook that contains major events from the past year.



- 8 More changes are likely for encyclopedias, whether in print or online. As time progresses, the knowledge of humankind will still need to be recorded, sorted, and stored. The story of how that information will look in 10, 20, or even 100 years is still unwritten.

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Directions: Read the article and answer the questions that follow.



In the online version of the test, the reading passage appears on the left side of the screen.

In paragraph 1, the author suggests that before the Internet, researching a given topic was —

- ☐ **A** restricted to academics
- ☐ **B** based on less reliable sources
- ☐ **C** a time-consuming task
- ☐ **D** a classroom-based activity

In the online version of the test, the reading passage appears on the left side of the screen.

Which meaning best fits the word daunting in paragraph 2?

- ☐ **A** confusing
- ☐ **B** fascinating
- ☐ **C** exhilarating
- ☐ **D** overwhelming

In the online version of the test, the reading passage appears on the left side of the screen.

The implied main idea of paragraph 2 is that reference books —

- ☐ **A** have become more accessible since they were introduced
- ☐ **B** are written by historians and ordinary people alike
- ☐ **C** are written to fulfill various research needs
- ☐ **D** have been developing over time

In the online version of the test, the reading passage appears on the left side of the screen.

According to paragraph 2, what major change occurred in the organization of early encyclopedias?

- ☐ **A** Publishers began to arrange works according to the subject.
- ☐ **B** Publishers began to receive assistance from editors in different fields.
- ☐ **C** Authors began to work together rather than individually.
- ☐ **D** Authors began to condense works to make entries shorter.

In the online version of the test, the reading passage appears on the left side of the screen.

Read this sentence from paragraph 6.

Wikipedia is making an effort to improve its accuracy by hiring an army of individuals to hunt down faulty information on its site.

The language in this sentence creates a sense of —

- ☐ **A** intelligence
- ☐ **B** determination
- ☐ **C** obedience
- ☐ **D** resignation

In the online version of the test, the reading passage appears on the left side of the screen.

Read this part of an outline based on the article.

I. The first encyclopedias

- A. read from beginning to end
- B. prepared by a single author
- C. _____

Which of these belongs on the blank line?

- ☐ A written nearly 2,000 years ago
- ☐ B titled *Myrrour of the World*
- ☐ C arranged alphabetically by content
- ☐ D presented in a set of three volumes

In the online version of the test, the reading passage appears on the left side of the screen.

Companies are adapting to the rapidly changing encyclopedia industry by —

- ☐ **A** publishing expanded sets of encyclopedias
- ☐ **B** creating both online and print volumes of encyclopedias
- ☐ **C** narrowing their focus by creating longer entries
- ☐ **D** forcing one another to expand into the online market

In the online version of the test, the reading passage appears on the left side of the screen.

What has *Encyclopaedia Britannica* done to improve the quality of its entries?

- ☐ **A** Employed better writers to develop material
- ☐ **B** Hired authorities to confirm information
- ☐ **C** Looked to other companies for suggestions
- ☐ **D** Revised older volumes on a regular basis

In the online version of the test, the reading passage appears on the left side of the screen.

The main idea of the article is that people should —

- ☐ **A** contribute often to online encyclopedias
- ☐ **B** use print rather than online resources
- ☐ **C** be aware that traditional encyclopedias lack quality
- ☐ **D** understand that research tools will continue to change

Directions: You do not need to read a passage to answer the question. Read and answer the question.

Which is a negative connotation of the word prescribe?

- ☐ **A** advise
- ☐ **B** dictate
- ☐ **C** specify
- ☐ **D** endorse

Read this dictionary entry.

cor·rode (kə-rōd') *v.* **1.** Destroy or damage metal, stone, or other materials slowly by chemical action. **2.** Be destroyed or damaged in this way. **3.** Destroy or weaken gradually.
[Latin *cor-* (expressing intensive force) + *rodere* 'gnaw.']

The word corrode contains a root that means —

- ☐ A destroy
- ☐ B damage
- ☐ C weaken
- ☐ D gnaw

A Born Sailor

September 19, 1855

Dearest Alice,

- 1 Can you believe five months have passed since I left England? I miss you and all my friends. Of course, Mother and I are delighted to be with Father again. However, San Francisco is not the same as our town on the English Channel!
- 2 Father's business is thriving. Five years ago Mother and I had our doubts when Father boarded that huge ship bound for California, but Father was right. He and his business partner are still selling shovels, pickaxes, gold pans, and tents to workers in the goldfields. But let me tell you about our trip.
- 3 Alice, do you remember how timid I was about walking to school with you? Well, imagine me both joyful and fearful upon hearing that I was moving to San Francisco! I was eager to see Father, but leaving my home and moving to an unknown place seemed almost unbearable. I didn't know what to expect in America, but upon my first glimpse of our ship, the *Panama*, I knew the voyage would be fascinating.

Directions: Read the letter and answer the questions that follow.



Directions: Read the letter and answer the questions that follow.

- 4 At first, I was stunned by all the activity around the ship. All the sailors and the endless heaps of barrels, crates, and ropes seemed like chaos. But as we got underway, I was hypnotized by the tall masts and the rise and fall of the sea. I've never seen anything as grand and regal as that enormous ship with its sails straining in the breeze. We left the harbor for the open sea, and Mother squeezed my hand when the ship started a steady pitching and rolling that never stopped during our entire trip down the Atlantic. The captain had ordered all the passengers to go below deck while the sailors finished setting the sails, so a porter, Mr. Slate, took us back to our quarters, a tiny room that was home for five long months.
- 5 Before Mr. Slate left us, he invited us to dine at the captain's table. When Mr. Slate returned later to show us the way, my poor mother was already seasick. I was not sick at all. I did my best to make Mother comfortable, and I faced the terrifying fact that I was going to dinner by myself. Fortunately, I made friends with the porter's wife. I could hardly find a word to say at the table, but Mrs. Slate kindly included me in the conversation.
- 6 After dinner Mrs. Slate took me to the ship's galley, or kitchen, where we asked the cook to prepare a cure for seasickness. He agreed with Mrs. Slate that gingerroot tea was the best cure, and he had already prepared a large potful. It turned out that Mother wasn't the only passenger with an upset stomach!
- 7 I spent the next few weeks close to Mother, reading to her while she sipped tea. I became more courageous about going to dinner, but I still clung to Mrs. Slate. All six people at the table, including the captain, were impressed that I was not seasick and that I was taking such good care of Mother. I enjoyed their praise, although I could hardly take credit for my iron stomach.



8 Mrs. Slate strolled daily with me along the deck, explaining what the sailors were doing with ropes and rigging. I began to understand most of the activity, and they didn't seem to mind my questions. They even started calling me "Cap'n Annie!" We stopped for two days in beautiful Rio de Janeiro, and after the trip resumed, Mother's seasickness was gone.

9 It had already been a long trip, and we were still in the Atlantic Ocean! The days dragged on, and I read each of my ten books at least twice. As we approached Cape Horn, the captain said he hoped the good weather would stay with us. That very day Mother and I were taking a walk when we noticed dark clouds to the south. By evening we heard shouting and clattering above, and I crept out of our cabin to peer out onto the deck. The sailors were shouting and frantically taking down the sails. It was raining so hard I could not tell the difference between the sky and the sea! Then the ship started rolling. I had never imagined such huge waves! Several times it seemed as though the ship would tip all the way over, but I knew our captain and crew would get us through.

10 We finally passed through the Strait of Magellan, just above Cape Horn. The storm had subsided, and we sailed smoothly up the western side of South America. I traded books with some other passengers, and I made charcoal drawings of seagulls and sailors. I also composed portraits of Mrs. Slate, the captain, and the cook, who were each very happy to sit for me while I worked. They said I have a talent for capturing a likeness.

Directions: Read the letter and answer the questions that follow.



11 Finally, we reached San Francisco. Mother and I said farewell to Mr. and Mrs. Slate. Father embraced Mother and me and remarked that he could hardly believe I was the quiet little girl he knew in England. Mother told him that I had become an accomplished young lady: a fine nurse, a gifted artist, and, according to our captain, a born sailor. I could not keep from blushing. San Francisco is a curious town, but I am happy to be with Father again! He knows so many interesting people—shopkeepers and miners from practically every country on Earth. Mother and I have much work to do before we are settled, but I will write again soon, Alice. Mother and Father say “hello” to you and your family. We’re on opposite sides of the world now, but I do hope we write regularly.



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Directions: Read the letter and answer the questions that follow.

Yours,

Annie Shepard

Annie Shepard



In the online version of the test, the reading passage appears on the left side of the screen.

Which information should be included in a summary of paragraph 2?

- ☐ **A** Annie doubted that Father should have gone to California.
- ☐ **B** Father's business is successful in San Francisco.
- ☐ **C** Annie knows which supplies Father sells to the miners.
- ☐ **D** Father's voyage was on an exceptionally large ship.

In the online version of the test, the reading passage appears on the left side of the screen.

What is the main idea of paragraph 3?

- ☐ **A** Traveling can become tiresome.
- ☐ **B** Appearances can be deceiving.
- ☐ **C** Expectations can become realities.
- ☐ **D** New experiences can be adventures.

In the online version of the test, the reading passage appears on the left side of the screen.

Which event most effectively changes Annie's mind about leaving England?

- ☐ **A** Realizing that she will soon see her father
- ☐ **B** Talking to her best friend about moving away
- ☐ **C** Seeing the ship she would be boarding
- ☐ **D** Hearing that her father knows interesting people

In the online version of the test, the reading passage appears on the left side of the screen.

What makes Annie aware that other passengers are feeling ill?

- ☐ **A** The six people gathered at the dinner table
- ☐ **B** The captain's order to send people below deck
- ☐ **C** The ship's constant lurching in the open sea
- ☐ **D** The large pot of gingerroot tea in the galley

In the online version of the test, the reading passage appears on the left side of the screen.

Directions: Click and drag the answers to the correct boxes.

Which two characters influenced Annie's comfort during the voyage?

Most
Influence

Least
Influence

The cook

Mrs. Slate

Mother

Alice

The captain

In the online version of the test, the reading passage appears on the left side of the screen.

Which event is presented as the climax of the trip?

- ☐ **A** The storm at Cape Horn
- ☐ **B** The farewell to the Slates
- ☐ **C** The stay in Rio de Janeiro
- ☐ **D** The arrival in San Francisco

NEW! TEEN ZONE NEW!

at the Newton Public Library

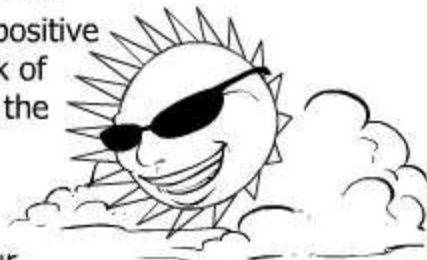
ANNOUNCEMENTS

Register for a Summer of Stories

Sign up and receive your reading log at the Circulation Desk. Record books you read over the summer and have a parent or guardian sign next to each title. The top five readers will receive prizes such as gift cards, magazine subscriptions, and movie tickets.

Cast Your Vote

We have enjoyed receiving so many positive comments about last year's Best Book of the Summer Contest. After assessing the level of interest, we have decided to make the contest an annual event.



Now is the time to cast a vote for your favorite book! You will find the nominated novels on the display shelf in the Teen Zone corner. Pick a few of the books for your summer reading, and then cast a vote for one of the titles. At the end of the summer, the votes will be counted, and the winner will be discussed at the first Teen Book Club meeting in September.

Some of this summer's selections include:

Where the Redbirds Roost, by Joely Daniels

Jordan Beach, by Rich Lewis

Leo and Duncan's Grand Adventure, by Nora Smith

How I Almost Ruined Breakfast, by Kevin Jones

TEEN ZONE RESOURCES

Directions: Read the flier and answer the questions that follow.

TEEN ZONE RESOURCES

Look to the Teen Zone's "Ready Reference" corner for all the help you need to locate information on the Internet. Ms. Frye, the librarian, will share tips on keyword searches to find pertinent information about certain topics. You must have a signed parent or guardian permission slip on file before using the computers. Access is limited to 30 minutes and is on a first-come, first-served basis.

LIBRARY HOURS

Monday–Friday: 10:00 A.M. to 8:00 P.M.

Saturday: 10:00 A.M. to 5:00 P.M.

Sunday: Closed

EVENTS

Monday, June 16 6:00–8:00 P.M.

Poetry Session

Teen poets can be literary celebrities for a night by reading their original work at this special event. Friends and family members are encouraged to attend and show their support. A few original poems may be selected for publication in the next library newsletter. Refreshments will be provided. Anyone wishing to read his or her own work should register for this event by calling 1-800-290-5992.

Creativity Rules!

NOTE: Registration is required for all *Creativity Rules!* classes. Register at the Circulation Desk or by calling 1-800-290-5992. Space is limited, so reserve your spot soon!

Wednesday, June 4 3:00–4:00 P.M.

Learn Origami

This class provides instruction in the ancient Japanese art of

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This class provides instruction in the ancient Japanese art of folding colorful squares of paper into shapes, such as birds, insects, or flowers.

Wednesday, June 11 3:00–4:00 P.M.

Eco Crafts With Jasleen

Make earth-friendly crafts from recyclable materials. With guidance from a talented teacher, you will make new creations from everyday items. Start recycling today, and bring items to share with the group.

Wednesday, June 18 3:00–4:00 P.M.

Magazine and Book Art

The library needs to beautify the walls of the Teen Zone. We will be transforming artwork from discarded books and magazines into unique masterpieces to frame and hang on the walls. Put your creative spin on some photographs, and help ensure that the Teen Zone remains the highlight of the library!

Directions: Read the flier and answer the questions that follow.

In the online version of the test, the reading passage appears on the left side of the screen.

Based on the "Register for a Summer of Stories" and "Cast Your Vote" sections, an important goal for the library is —

- ☐ **A** increasing the number of books being read
- ☐ **B** publishing more works by young poets
- ☐ **C** recruiting students for annual contests
- ☐ **D** monitoring the way the computers are used

In the online version of the test, the reading passage appears on the left side of the screen.

Which information should be included in a summary of the “Cast Your Vote” section?

- ☐ **A** Four novels have been chosen as the books people can read and vote for in the Best Book of the Summer Contest.
- ☐ **B** Teens will choose from a select group of books and vote for their favorite, which will be the topic of a Teen Book Club meeting.
- ☐ **C** Because the event was popular last year, the library will vote to sponsor a Best Book of the Summer Contest this year.
- ☐ **D** Teens who read and vote on the four nominated books will be encouraged to discuss their favorite books at a Teen Book Club meeting.

In the online version of the test, the reading passage appears on the left side of the screen.

According to the flier, what must a teen do to receive prizes?

- ☐ **A** Keep a summer reading log
- ☐ **B** Attend one of the summer classes
- ☐ **C** Learn how to use the library's computers
- ☐ **D** Be one of the library's top five readers

In the online version of the test, the reading passage appears on the left side of the screen.

Which is the most likely reason poets are asked to register for the Poetry Session?

- ☐ **A** To allow the library time to review their work
- ☐ **B** To provide support for readers at the event
- ☐ **C** To let the library know how many readers will attend the event
- ☐ **D** To collect the names of those who could bring refreshments

In the online version of the test, the reading passage appears on the left side of the screen.

Which part of the flier would be most useful for students doing research for a paper?

- ☐ **A** Register for a Summer of Stories
- ☐ **B** Teen Zone Resources
- ☐ **C** Events
- ☐ **D** Eco Crafts With Jasleen

In the online version of the test, the reading passage appears on the left side of the screen.

Directions: Click on the correct answers.

Which three are rules or requirements for using the computers?

Have a signed permission slip

Wait behind people who arrive first

Know which topic is to be researched

Ask for help doing keyword searches

Observe the stated time limit

In the online version of the test, the reading passage appears on the left side of the screen.

The author structured the flier to suggest that the library —

- ☐ **A** has programs to attract teen visitors
- ☐ **B** provides services for people of all ages
- ☐ **C** has fewer programs in the summer
- ☐ **D** is an excellent place to do homework

In the online version of the test, the reading passage appears on the left side of the screen.

Readers who want to become professional writers would be most interested in knowing that the library —

- ☐ **A** publishes original works in its newsletter
- ☐ **B** provides tips for performing keyword searches
- ☐ **C** sponsors a Best Book of the Summer Contest
- ☐ **D** conducts the "Magazine and Book Art" class

The Trail Blazer

Directions: Read the story and answer the questions that follow.

- 1 I wake up, sweating, the morning after the local track meet. Travis Tucker's face—that grin—looms in my mind like a nightmare I can't shake.
- 2 At this time yesterday I knew in the soles of my feet that the cross-country race would end just like every race I'd won in my last two years of competing—with my standing there in the winner's circle, trying my best to return all those adoring gazes with something that resembled humility. But I was wrong.
- 3 Travis Tucker, a runner from the high school across town, blew by me in the last quarter of the race with a stride so strong that I knew he wasn't letting up, period. By the time I trotted over the line, Travis was standing there in the center of a circle of track fans and teammates, while photographers were snapping pictures and that big grin on his face was gleaming brighter than the medal around his neck.
- 4 Out of habit, I roll out of bed and grope around on the floor for my running shoes. After I'm dressed I tiptoe down the hallway, careful not to wake my sleeping family, then grab my water bottle and head out into the predawn darkness. I half-expect it to be drizzling outside, but my first breath of morning air is light and fresh and smells of unfurling flowers. Settling into an easy jog, I head down the sidewalk in the direction of the huge natural park that borders town, with its quiet foot trail through dense woods—a cross-country runner's dream for a tranquil, early morning run.



5 I started running when I was a little kid, and I don't remember much about it aside from thinking it was fun. When I decided to start competing a couple of years ago—that's the part I remember. For me, running wasn't just about fun anymore. It was about winning.

6 No matter what my friends and family might tell me now, my winner's luster is officially tarnished. It's that look Travis had on his face—not after the race, but during it, when he passed me on the trail. Travis Tucker smiled as he ran—and I can't convince myself it's just because he was winning, just because he was leaving me in his dust. No. He was blind to the competition. It was like he didn't even know I was there.

7 When I hit the entrance to the park, an entire herd of deer—at least seven of them—turn tail and scatter at my appearance. On the main trail leading into the forest, my shoes crunch dirt and gravel, and the trees close around me just as the tiniest bit of light from the rising sun glimmers across the horizon. I run for a couple of miles at a steady pace, the sun providing just enough light for me to pick my way past the rounded rocks in the trail. Then, suddenly, a blurry patch of dense black crosses the trail some distance ahead of me.

8 "Go, bear! Get on, now!" I yell, instantaneously stopping in my tracks. Black bears are rare in the park, but not impossible to come across if you're out on one of the more remote trails. I stand quietly, listening to the woods.

9 No sound. No more sight of anything either. I strain my ears, wondering if I really saw anything in the first place.

Directions: Read the story and answer the questions that follow.



Directions: Read the story and answer the questions that follow.

- 10 Then I hear leaves rustling like something coming in my direction, and before I even have a chance to think, my feet take charge, and I tear back the way I came, leaping over stones, dodging left and right, arms out for balance. Then I'm sliding down a long, dirt slope, fingers clutching at dry, brown leaves as my traction slips, and I'm over sideways, bouncing, spinning, then somehow regaining my balance and hopping and plummeting the rest of the way down. When the landscape finally flattens, I stumble to a stop in the middle of an open meadow.
- 11 The sun is just starting to burn the dew from the grass, and each green blade, coated with tiny, reflective droplets, is a glittering emerald. With no sight or sound of anything or anyone around, I catch my breath and scan the ground for any thin dirt depression to follow. Finally, though, I accept it: I've lost the trail.
- 12 It's true, if I walk in a straight line long enough, I'll make it to the edge of the park, back to civilization. In the mood I'm in, though, the last thing I want to do is beat my way through undergrowth for hours.
- 13 I turn and climb back up the slope. At the top I look and listen again for "company," but the woods are still, and I head back the way I think I came, looking for signs of my wild, crashing rush through the forest, trying to follow the footsteps I made, only backward, and keeping an eye out for bears at the same time. For what seems like hours, I scramble over rocks, around brush, and across tiny, rippling creeks, trying to find my way back to where I want to be.



- 14 When I hear a dog bark, I know I'm close to a trail. I burst through a line of brush and stumble and stagger and fall in a pile on the ground. I gasp and wheeze and wipe the sweat from my face. Sure enough, I'm back on the trail. It's like I've just won a race, only better. I feel the pride of each footfall measuring out the distance I'd put behind me, the progress I'd made that morning, even more because of how challenging it had been—just myself out there, running.
- 15 Before I have a chance to get up, though, a group of runners rounds a bend in the trail and nearly plows into me. An enormous black dog bounds alongside. For a moment, all I can do is stare at the dog—which in the shadows of dawn could easily pass for a bear.
- 16 "Mathers? Cody Mathers?"
- 17 Hearing my name, I glance up at the runners around me. Some of them look familiar. Then I recognize him, my adversary, Travis Tucker—out for a run, just like I am.
- 18 He reaches out his hand and helps me up. "What happened to you?"
- 19 I dust the dirt from my knees and wipe my hands on my shorts. I know I can't look worse—but I can't feel better. My legs still warm and loose from blazing my own cross-country trail, I smile, looking into the face of my rival. Somehow, he isn't a threat anymore—at least, not the way he was.

Directions: Read the story and answer the questions that follow.



20 "I just burned a new trail," I say, catching my breath. "It's a tough one." I laugh, preparing to describe my wild flight from the "bear." But then I realize something else is still bothering me, and I have to make it right. "Listen, Travis," I say, "before I forget—great race yesterday."

Directions: Read the story and answer the questions that follow.



In the online version of the test, the reading passage appears on the left side of the screen.

What does humility mean in paragraph 2?

- ☐ **A** modesty
- ☐ **B** fatigue
- ☐ **C** novelty
- ☐ **D** poise

In the online version of the test, the reading passage appears on the left side of the screen.

Cody's description of himself in paragraph 2 suggests that he is —

- ☐ **A** appreciative
- ☐ **B** friendly
- ☐ **C** arrogant
- ☐ **D** deceptive

In the online version of the test, the reading passage appears on the left side of the screen.

What does tranquil mean in paragraph 4?

- ☐ **A** calm or peaceful
- ☐ **B** difficult or challenging
- ☐ **C** fascinating or intriguing
- ☐ **D** zestful or energetic

In the online version of the test, the reading passage appears on the left side of the screen.

Read this sentence from paragraph 7.

Then, suddenly, a blurry patch of dense black crosses the trail some distance ahead of me.

What may the reader best infer from Cody's statement?

- ☐ **A** That Cody is not paying attention to how far he has run
- ☐ **B** That Cody is unsure of his own abilities as a runner
- ☐ **C** That Cody is unfamiliar with the park
- ☐ **D** That Cody is not alone in the park

In the online version of the test, the reading passage appears on the left side of the screen.

The author establishes the setting in paragraph 7 through the use of —

- ☐ **A** imagery
- ☐ **B** symbolism
- ☐ **C** personification
- ☐ **D** hyperbole

In the online version of the test, the reading passage appears on the left side of the screen.

Read this sentence from paragraph 11.

The sun is just starting to burn the dew from the grass, and each green blade, coated with tiny, reflective droplets, is a glittering emerald.

The purpose of the metaphor in this sentence is to suggest the —

- ☐ **A** soft gentleness of the dew
- ☐ **B** bright splendor of the sun
- ☐ **C** cool temperature of the air
- ☐ **D** rare beauty of the morning

In the online version of the test, the reading passage appears on the left side of the screen.

Cody decides to find his way back out of the park by —

- ☐ **A** navigating a straight line out of the woods
- ☐ **B** joining the other runners in the woods
- ☐ **C** climbing up the slope to try to follow his own footsteps
- ☐ **D** looking for the black dog that he saw when he began running

In the online version of the test, the reading passage appears on the left side of the screen.

Which sentence best describes the theme of the story?

- ☐ **A** Actions speak louder than words.
- ☐ **B** The race is not over until someone reaches the finish line.
- ☐ **C** It's not whether you win or lose but how you play the game.
- ☐ **D** It's better to give than to receive.