

# Missouri MAP Grade 8 English Language Arts Practice

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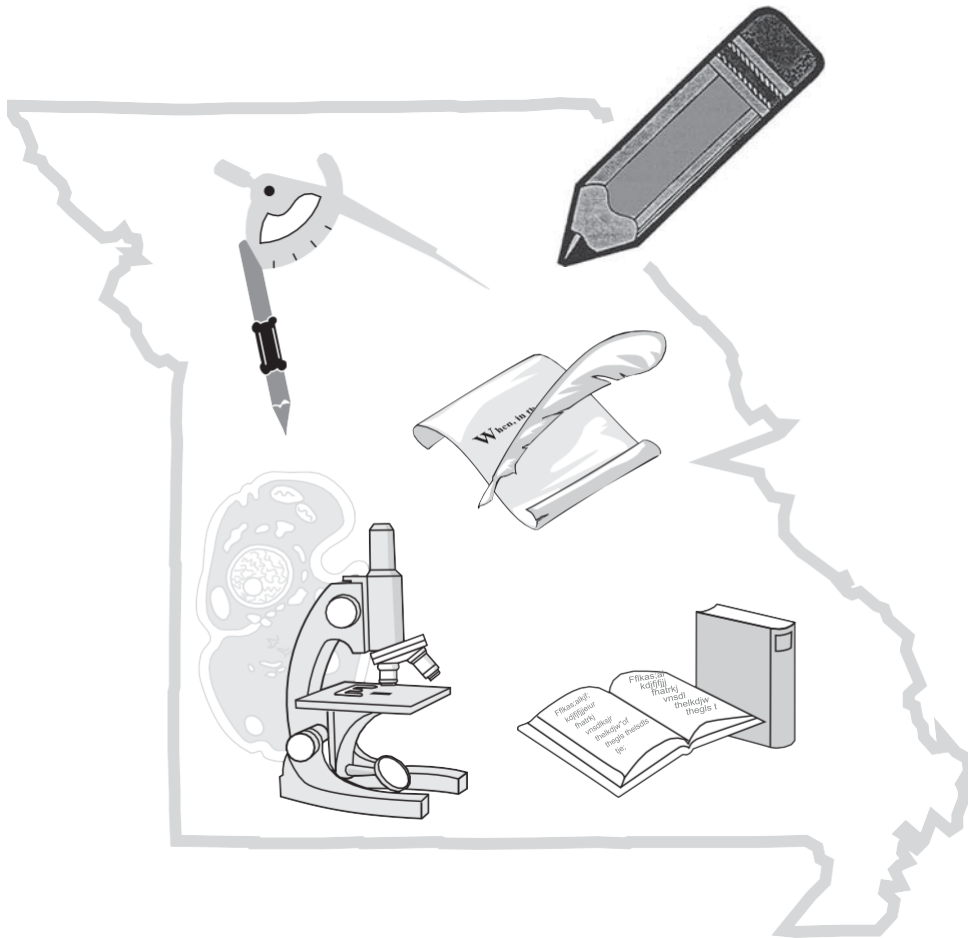
Answer Key Materials  
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Name: \_\_\_\_\_

District/School: \_\_\_\_\_

## Missouri Assessment Program

# Released Practice Form Grade 8 English Language Arts



Missouri Department of Elementary  
and Secondary Education

## The Birth of Television

I spotted Philo at school, and I joined him. “Good morning, Philo,” I said.

“Hi, Amelia,” Philo replied, startled from his daydreams. “You’re up early.”

“I don’t have to be late to class anymore,” I said. “My father finally supports my education. Mother convinced him that a girl with my intelligence has a promising future, so no more morning chores.” Philo listened, but I could tell he had something else on his mind. “Pondering some new invention?” I asked.

A huge grin appeared on Philo’s face. “Mr. Tolman is going to love it.”

Our chemistry teacher, Mr. Tolman, always approved of Philo’s crazy theories. Well, maybe they weren’t completely crazy. Last year, when he was only 13 years old, Philo won a national competition for inventing a magnetized tamperproof lock that no criminal could crack. This year, Mr. Tolman promoted Philo to senior chemistry with us older kids. Since I’m the only girl in the class, Philo and I formed a friendship over being different from the others. Most girls enrolled in cooking and sewing classes, but I craved scientific enlightenment.

When we arrived at the classroom, an obnoxious student by the name of Ethan stood in the doorway. “Password?”

“Tolman,” I said, glancing behind Ethan. Ethan turned, thinking our teacher had entered through the other door. This gave Philo and me enough room to slip past him. Ethan growled at being tricked and pursued us.

“Hey, kid. I think you’re in the wrong class,” Ethan said. The other students laughed at this, but I gave him a mean look, and he didn’t say anything more.

I decided to cheer Philo up with a surprise I brought. “I have the new issue of *Popular Science* magazine.” Philo and I marveled at all the fantastic new innovations and ideas in the periodical. His eyes brightened as I handed over the magazine.

But Philo was too excited about his own idea to focus on reading the new issue. Ethan pounced. “You have something exciting to tell the teacher today?”

“Maybe,” Philo replied, trying unsuccessfully to hide a smile.

“Let’s see. What did you turn electric this time? First there was the washing machine, then the sewing machine... you make an electric horse?” Ethan and his friends laughed.

“I added lights to the barn so we can extend our workday,” Philo said quietly.

“I guess that would be useful,” Ethan replied, deflated. Mr. Tolman entered, and we scattered to our desks.

Mr. Tolman wrote the date on the board and asked, “Before we get started, anyone wish to share any new ideas for your science projects?”

Ethan raised his hand. “I invented electric barn lights so we can work more hours on the farm.” Mr. Tolman looked surprised, but other kids chuckled and scoffed, revealing the lie. Ethan continued. “Or was that Philo?”

“Barn lights. Most impressive, Philo. Do you want to tell us about that?” Mr. Tolman asked. The other students moaned and gave Ethan irritated looks for mentioning it.

Philo started to shake his head no, but I urged him to speak. “Ignore them. I know you really want to share your idea with Mr. Tolman. He and I would like to hear what you’re developing.”

Philo stood nervously. “I have a different concept to share.” Philo paused and looked at me, but I nodded and smiled, encouraging him to continue. “Every time I hear a radio, I keep thinking, wouldn’t it be phenomenal if we could see the people we are hearing?” Philo pulled out a sketch he drew to show us. “I believe I found a way to do this with my image dissector tube.” Philo could see our puzzled expressions, including Mr. Tolman’s. He pointed excitedly at his drawing. “When shooting a stream of electrons at a fluorescent screen inside a glass tube, an image can be reflected.”

Everyone was still completely lost except for me. I understood. “It’s a bit like...a shadow? When you get between the sun and something else, your shadow is cast on that object.”

Philo continued, boosted by my support. “Yes! But instead of shadows, these would be actual images, like moving photographs.”

Mr. Tolman reached for Philo’s drawing. “May I have a look, Philo?” Philo happily handed over the sketch. “This is impressive.”

Philo continued. “The idea dawned on me when I was plowing our potato fields. The horse and plow cuts the field in parallel lines, back and forth, row after row. This is how the images can be produced by electrons, by directing light onto a fluorescent screen in a glass tube where the electrons will cause sections of the screen to glow to form the image.” Our reactions ranged from awed to dumbfounded.

I leaned over to Philo and said, “Incredible!”

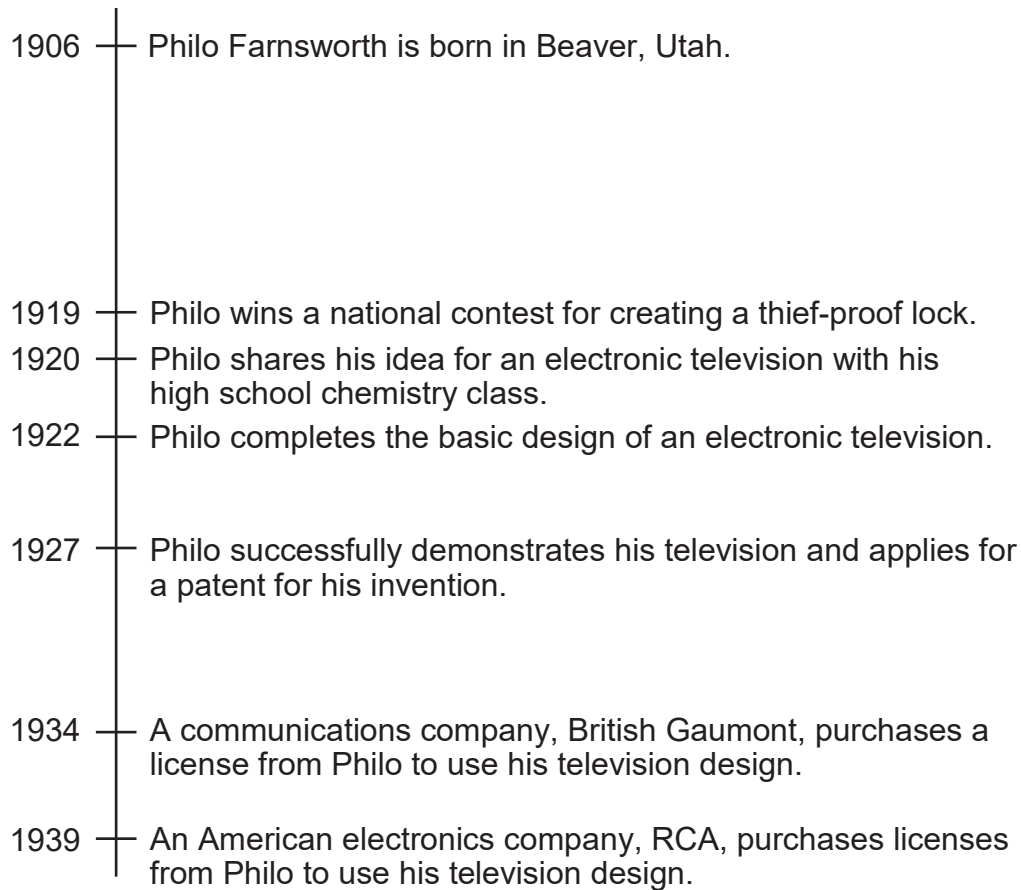
“Thank you, Amelia,” Philo replied, smiling warmly. “I don’t know if I would have said anything if it hadn’t been for you. I was worried they were going to laugh at me.”

“Not while I’m around. I grew up with these boys, and they know when it is time to be serious and listen,” I said confidently.

As we left class, I overheard Ethan saying, “I have to figure out electric lights in the barn. My father would love that.”

Many years later, we all realized that we had been a part of something amazing that day: the birth of television, brought to life by an inventive Utah farm boy named Philo Farnsworth.

**Philo Farnsworth Time Line**



1. Read the sentences from the passage.

When we arrived at the classroom, an obnoxious student by the name of Ethan stood in the doorway. "Password?"

"Tolman," I said, glancing behind Ethan. Ethan turned, thinking our teacher had entered through the other door. This gave Philo and me enough room to slip past him. Ethan growled at being tricked and pursued us.

What does the word obnoxious mean?

- A. careless
- B. industrious
- C. playful
- D. unpleasant

2. Which sentences **best** develop the idea that Philo is a talented scientist in spite of his young age? Circle **two** answers.

Our chemistry teacher, Mr. Tolman, always approved of Philo's crazy theories. Well, maybe they weren't completely crazy. Last year, when he was only 13 years old, Philo won a national competition for inventing a magnetized tamperproof lock that no criminal could crack. This year, Mr. Tolman promoted Philo to senior chemistry with us older kids. Since I'm the only girl in the class, Philo and I formed a friendship over being different from the others.

3. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which statement **best** states a theme of the passage?

- A. People are sometimes unaware that they are witnessing history.
- B. People without much in common can still be good friends.
- C. Some inventions are more fun than useful in everyday life.
- D. Inventors usually fail many times before they succeed.

**Part B**

Which excerpt from the passage **best** supports the answer to part A?

- A. Since I'm the only girl in the class, Philo and I formed a friendship over being different from the others.
- B. "Let's see. What did you turn electric this time? First there was the washing machine, then the sewing machine... you make an electric horse?"
- C. "Every time I hear a radio, I keep thinking, wouldn't it be phenomenal if we could see the people we are hearing?"
- D. Many years later, we all realized that we had been a part of something amazing that day: the birth of television, brought to life by an inventive Utah farm boy named Philo Farnsworth.

4. Based on the “Philo Farnsworth Time Line,” which event occurred soon after the events that are described in the passage?
- A. Philo applied for a patent for barn lights.
  - B. Philo was named the winner of a national contest.
  - C. Philo finished designing an early version of a television.
  - D. Philo sold his television design to an electronics company.

5.

**Narrative Writing Prompt**

“The Birth of Television” mentions that an American electronics company called RCA purchased licenses from Philo to use his television design. Think about what may have happened when Philo presented his television design to the people at this company.

Write a narrative for your teacher about Philo presenting his ideas to a group of people at RCA. Be sure to use narrative elements such as sensory details, dialogue, figurative language, and description as they are appropriate in your writing. Use details and information from the passage in your narrative.

**Writer’s Checklist**

- My narrative has an effective beginning, middle, and end.
- My narrative flows smoothly from one idea to another.
- My narrative develops plot, character(s), and setting.
- My narrative includes specific and relevant details, reasons, and/or examples.
- My narrative uses precise and vivid language.
- My narrative contains sentences that are clear and varied in structure.
- My narrative includes correct grammar, usage, punctuation, capitalization, and spelling.
- My narrative uses material from the source(s).

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## Record-Breaking Day

A story set in 1927

Patrick and Kip walked the three blocks to the baseball diamond behind the schoolyard for some extra practice on the field before the big game. The two didn't mind walking because it had been raining all week and this exceptionally beautiful spring day was a much welcomed break. The sun warmed their backs as they breathed in the fresh air and talked about baseball every step of their journey.

"Just think about it, Kip," Patrick said as he tossed a ball and caught it in his baseball glove. "If we win our next game, we'll have a perfect season... six wins with no losses."

Kip thought about what Patrick said for a moment before responding. "That's true," Kip replied, "but the team we're playing next week is really good. They haven't lost any games this season either, and I heard they have a player who hits a home run nearly every time he's up at bat."

"If we keep practicing, I'm sure we can beat them," said Patrick.

Before they got to the schoolyard, the two stopped by another friend's house to see if he wanted to practice with them. John played first base and was the best hitter on the team. As they stepped up to the door, they could hear a commotion going on inside the house. Before they could knock, John opened the door and shouted so the entire neighborhood could hear. "He did it! Charles Lindbergh landed in Paris, France, early this morning!"

Patrick and Kip stared as though they didn't comprehend a word of what John was saying.

"Don't you understand?" John asked, an edge of excitement in his voice. "This is an extraordinary achievement. Charles Lindbergh—I call him Lucky Lindy—left New York in his airplane yesterday. He landed in Paris today! May 21, 1927—I'm going to remember this day the rest of my life!" John was so excited, he could barely contain himself. Patrick and Kip were puzzled.

"We want to practice before the big game next week," Patrick said. "Why don't you get your glove and bat and come along?"

"I'm going to keep listening to the news reports on the radio," John said. "Besides, the team we're playing next week is really good. We don't stand a chance."

"If we practice we'll get better," Patrick said. "When a team works together, nothing is impossible."

"Listen, I have nothing against practice," John said, "but Lindbergh's achievement is historic. More than a hundred thousand people were waiting for him to land in Paris. I imagine the U.S. ambassador in France even showed up for the occasion. The announcer on the radio said that once the propeller on Lucky Lindy's airplane stopped rotating, he was immediately surrounded by thousands of well-wishers."

"What's so special about landing an airplane in France?" Kip asked.

John sighed as he continued his explanation. "He flew all by himself, all the way across the Atlantic Ocean without stopping. No one has ever done that before; some thought it was impossible. This

achievement is a testament to Lindbergh's persistence and knowledge about flight. Just imagine the possibilities." John's voice drifted off as he thought about the open sky above.

Kip spoke up, "I guess this means that you'd rather listen to the radio than go to the diamond to play baseball with your teammates."

"It's not that, Kip," John replied. "It's just that something like this may never happen again in our lifetime. I don't want to miss it."

John could not understand why his friends were not more excited about Charles Lindbergh's nonstop, solo flight across the Atlantic Ocean from Long Island, New York, all the way to Paris, France. "Think of this—" John said, "the Wright brothers were the first human beings to use an engine, a couple of wings, and a few gadgets for their first flight. Do you remember what year that happened?"

"The Wright brothers' first flight was in 1903," Patrick answered. "We learned that in school last week."

"That's right," John noted. "Now think about this: When the Wright brothers flew for the first time, that was only twenty-four years ago. Imagine that! In only twenty-four years, powered flight has gone from traveling a few hundred feet to what occurred today, a nonstop, solo flight across an entire ocean."

"Well," Kip replied, "Patrick and I want to get in some practice today. Are you coming with us or not?"

"Go ahead without me," John answered. "I guess you two just don't realize how great an achievement this is. Just think, someday we'll be building rocket ships that will punch through the stratosphere and take us to the moon, or maybe even to faraway planets."

Patrick and Kip looked at each other and snickered.

"That'll never happen," Patrick added as he and Kip walked down the porch steps to continue on their way to the baseball diamond.

John spoke up, "I do believe it will happen someday."

1. How do the author's descriptions of the setting, Patrick, and Kip in the opening paragraph contribute to the overall meaning of the passage? Choose **two** answers.
  - A. They establish how important baseball is to Patrick and Kip.
  - B. They focus attention on the relationship between Patrick and Kip.
  - C. They establish the ages of Patrick and Kip in order to provide context for the story.
  - D. They foreshadow the points of view that Patrick and Kip will have when John chooses not to practice with them.
  - E. They highlight the time of year in which the story takes place so that it is clear why Patrick and Kip are playing baseball.

2. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence describes a theme in the passage?

- A. When faced with opposition, people should stay true to what they value.
- B. People can remain friends even when they have different interests.
- C. With enough work, a person can accomplish any goal.
- D. Staying informed about current events is important.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. Before they got to the schoolyard, the two stopped by another friend's house to see if he wanted to practice with them.
- B. "No one has ever done that before; some thought it was impossible."
- C. Kip spoke up, "I guess this means that you'd rather listen to the radio than go to the diamond to play baseball with your teammates."
- D. "We learned that in school last week."

3. Read the conclusions in the table. Choose the evidence in the Answer Bank that **best** supports each conclusion. Write the letter of the evidence in the appropriate box. Write **one** letter in each box. Only **two** choices in the Answer Bank will be used.

Conclusions	Evidence
John has a high interest in and an understanding of science.	
Patrick is extremely confident in his and his team's abilities.	

**Answer Bank**

- A. "If we keep practicing, I'm sure we can beat them," said Patrick.
- B. "We want to practice before the big game next week," Patrick said.
- C. "This achievement is a testament to Lindbergh's persistence and knowledge about flight."
- D. "I'm going to keep listening to the news reports on the radio," John said.



4. Read the sentences from the passage.

Before they could knock, John opened the door and shouted so the entire neighborhood could hear. "He did it! Charles Lindbergh landed in Paris, France, early this morning!"

How do the sentences change the tone of the overall passage?

- A. from relaxed to excited
  - B. from indifferent to frantic
  - C. from determined to wishful
  - D. from confused to authoritative
5. Circle the sentence that **best** supports how John's attitude toward Charles Lindbergh differs from his friends'.

"Listen, I have nothing against practice," John said, "but Lindbergh's achievement is historic.

More than a hundred thousand people were waiting for him to land in Paris. I imagine the U.S. ambassador in France even showed up for the occasion. The announcer on the radio said that once the propeller on Lucky Lindy's airplane stopped rotating, he was immediately surrounded by thousands of well-wishers."

## Columbia Basin Pygmy Rabbits

In the dry, wide-open country of eastern Washington state, a tiny rabbit pops its head from a dusty burrow. The rabbit is a Columbia Basin pygmy rabbit. It is North America's smallest rabbit species, barely bigger than a kitten. It is also one of the only rabbit species in the United States that digs its own burrows.

But these days, spotting a pygmy rabbit here is very rare. Like many other animal species, it has declined because of shrinking habitat. Now, wildlife biologists are trying to bring back these little bunnies. Will they succeed?

### Perfect Match

Columbia Basin pygmy rabbits are a perfect match for this landscape, which was once called "the sagebrush sea." The rabbits eat almost nothing but that sagebrush, which is a tough, bitter plant that most other animals can't digest. They have long claws, good for digging the burrows where they live and hide.

Pygmy rabbits can also survive eastern Washington's harsh climate, where summers sizzle over 100 degrees Fahrenheit and winters dip far below freezing. Although small, they can hop up to 15 miles per hour. That helps them escape the coyotes and hawks that like to eat them.

For thousands of years, these tiny rabbits lived large here. They had everything they needed. There was endless sagebrush to eat. The loose, deep soil made for easy digging. And although they are a favorite snack item for predators, there were enough pygmy rabbits for the species to survive.

### Bunnies in Peril

But that changed when people began to ranch and farm the region. They cleared vast areas of sagebrush to plant wheat. Their cattle trampled the soil, compacting it and making it harder to burrow. Cheatgrass, an invasive grass accidentally brought from Europe and Asia, overran the ecosystem, replacing sagebrush. Even worse, cheatgrass ignites easily, causing big brush fires that destroy even more sagebrush. Now, over 30 percent of the Columbia Basin pygmy rabbit's habitat has disappeared. Gone along with it are most of the rabbits.

In 2001, biologists searching for pygmy rabbits in the region found fewer than 30 little bunnies. The Columbia Basin pygmy rabbit was a whisker away from extinction.

### Operation Rabbit Rescue

It was time for a rabbit rescue operation. First, biologists whisked 16 of the survivors to safety. Without predators, perhaps the rabbits could breed and their numbers increase. Eventually, hoped the biologists, more pygmy rabbits could be released back into the wild.

But there weren't enough left to build a new population. So the biologists brought in a similar species from Idaho to mate with the ones from Washington. More pygmy rabbits were born in this safe, captive environment. Then, in 2007, 20 were released into the wild. Freedom was short lived. Within months, all 20 disappeared, mostly eaten by predators.

### A Hopping Head Start

Finally, wildlife biologists designed a way to ease the rabbits' transition into the wild. They fenced in two enclosures of sagebrush in the rabbit's native habitat. Each enclosure was as big as several football fields. The biologists installed artificial burrows so the rabbits wouldn't have to dig their own.

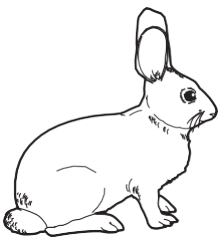

Scientists added plastic dog houses for even more protection, put up netting to keep hawks from dropping in for a meal, and occasionally offered bunny food. Then, they introduced about 50 captive-bred pygmy rabbits to their new home.

Soon, the coyote-proof enclosures were hopping with new pygmy rabbits. About once a month, biologists captured a few, tagged them with tracking devices, and released them into the wild. Within a few years, over 1,000 pygmy rabbits were released. Using the tracking devices, biologists can tell that many have survived. But has this rescue operation really saved the whole species from extinction? Time will tell.

### **Critical Balance**

It's easy to wonder if saving one small rabbit species is worth so much trouble. Like any animal or plant, Columbia Basin pygmy rabbits have special roles within their ecosystem. For example, when the rabbits dig their burrows, they loosen the soil. That makes it easier for plants to take root. Even the rabbit's droppings may enrich the soil for specific plants. And, of course, the little rabbits are a crucial food source for predators. Those predators, in turn, play their own role in the ecosystem.

Anytime one species disappears, an entire ecosystem is thrown off balance. What's more, every ecosystem is connected to others, affecting animal migrations, plants, and even weather patterns. No wonder rescuing a creature as tiny as the Columbia Basin pygmy rabbit is so important.

<b>Type of Rabbit</b>	<b>What It Looks Like</b>	<b>Where It Lives</b>	<b>What It Eats</b>	<b>Predators</b>
<b>Desert Cottontail Rabbit</b>		takes over vacant burrows or takes shelter in brush heaps  lives in Montana, Texas, Nevada, California, and Mexico	mostly grass but also shrubs and cacti	golden and bald eagles, great horned owls, hawks, badgers, coyotes, foxes, bobcats
<b>Columbia Basin Pygmy Rabbit</b>		digs its own burrows in the ground  lives in Washington	mostly sagebrush	coyotes, badgers, bobcats, raptors, owls, ravens, crows, foxes

6. Read the sentence from the passage.

First, biologists whisked 16 of the survivors to safety.

How does the use of the word “whisked” contribute to the tone of the sentence?

- A. It creates a confident tone.
  - B. It suggests an urgent tone.
  - C. It creates a respectful tone.
  - D. It suggests an annoyed tone.
7. How does the author’s inclusion of the section “A Hopping Head Start” contribute to the meaning of the passage?
- A. It explains why predators are able to easily capture the pygmy rabbits in their Washington habitat.
  - B. It supports the idea that the Idaho species of rabbit helped to make the pygmy rabbits stronger.
  - C. It indicates how the pygmy rabbits function within a delicate ecosystem made of plants and animals.
  - D. It describes in detail why efforts to help the pygmy rabbits survive in the wild have been successful so far.
8. Which sentences from the passage **best** support the conclusion that human actions have negatively impacted the pygmy rabbit population? Choose **three** answers.
- A. For thousands of years, these tiny rabbits lived large here.
  - B. They cleared vast areas of sagebrush to plant wheat.
  - C. Their cattle trampled the soil, compacting it and making it harder to burrow.
  - D. Cheatgrass, an invasive grass accidentally brought from Europe and Asia, overran the ecosystem...
  - E. They fenced in two enclosures of sagebrush in the rabbit’s native habitat.
  - F. Scientists added plastic dog houses for even more protection, put up netting...
  - G. About once a month, biologists captured a few, tagged them with tracking devices, and released them...

9. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which statement **best** expresses a central idea of the passage?

- A. Scientists are trying to increase the population of the nearly extinct Columbia Basin pygmy rabbit.
- B. The Columbia Basin pygmy rabbit is the smallest rabbit species to inhabit the North American continent.
- C. Scientists have discovered that the Columbia Basin pygmy rabbit helps to loosen soil when it digs burrows.
- D. The Columbia Basin pygmy rabbit is able to survive in an environment with hot summers and cold winters.

**Part B**

Which statement **best** explains how the author develops the idea in part A?

- A. by describing how cattle affect the soil in the areas pygmy rabbits inhabit
  - B. by describing the efforts to breed pygmy rabbits and to offer them protection once the rabbits are released back into the wild
  - C. by revealing the average daily temperatures in eastern Washington state that pygmy rabbits have to endure
  - D. by showing how other animals in eastern Washington state currently compete with pygmy rabbits for food and shelter
10. Based on the table at the end of the passage, how does the desert cottontail rabbit compare to the Columbia Basin pygmy rabbit?
- A. The desert cottontail rabbit is much smaller than the Columbia Basin pygmy rabbit.
  - B. The desert cottontail rabbit lives in fewer states than the Columbia Basin pygmy rabbit.
  - C. The desert cottontail rabbit has a more diverse diet than the Columbia Basin pygmy rabbit.
  - D. The desert cottontail rabbit has completely different predators than the Columbia Basin pygmy rabbit.

## Wanted: Volunteer Experience

Heather roughly closed the laptop computer and stood up in a huff. She grumbled to her mother, “The school advisor said I need volunteer experience this summer to be a new-student orientation leader in the fall, and you say that anything I do has to be close enough for me to bike or walk. But there is nothing available nearby!”

“I know it’s frustrating, Heather,” said Mom. “I’m working this summer, and I can’t be home to drive you places. Keep looking; I know that something is bound to come up.”

Heather sighed and opened the local newspaper, scanning each page for opportunities she hadn’t already read online. After careful examination, she noticed an article about a summer project in the city park near her house. Volunteers were working in the evening to clean up areas that would display new sculptures made by local artists. “Mom, will you help me check this out?” Heather asked. “I think I could be a great worker on this one, and I could get there on my own.”

Mom quickly agreed. “Why don’t we walk there and check it out for ourselves after dinner?”

The city park was bustling with activity when Heather and Mom arrived. Community members were working all around the park. “Over there,” a man said, gesturing in Heather and Mom’s direction, “put those trash bags in the bed of the truck; then come help lift this fork-and-spoon sculpture and set it next to the oak tree.”

“You mean us?” Heather and Mom pointed to themselves.

“If you’re here to work, yes; we need all the assistance we can get. Tomorrow is our deadline, and if we don’t finish tonight, we won’t be able to show off this spectacular art at the reception tomorrow night,” the man explained.

Heather and Mom put on work gloves and dove into the tasks. Soon the evening air cooled, and the sky turned dusky blue. “Did I hear you correctly when you said that the project will be over tomorrow?” Heather asked the man in charge.

“Yes, you really helped us out tonight; your extra hands were just what we needed to finish,” said the man thankfully.

Heather and Mom said they would return as reception guests, but Heather’s shoulders slumped as she and Mom walked home. “How can I report only one night of volunteer experience to my school advisor? More bad luck,” Heather moaned.

“You never know what’s going to happen, sweetie. You found this opportunity, and I’m sure there will be another one coming your way. Let’s go to the reception and see who we meet,” Mom said.

At the moonlight reception, Mom and Heather joined Heather’s friend Ken and his mom, Ms. Lee, who, it turned out, knew about another volunteer project. “The plan was to build an outdoor structure near the lake out of sticks, but the woman who proposed it has given up and quit, leaving a partially finished project that has brought many complaints. Maybe we could help out,” said Ms. Lee. “Tomorrow I’m free to walk Heather and Ken to the lake to check out the details.”

“That sounds wonderful,” said Mom.

The next day at the lake, Heather, Ken, and Ms. Lee met a couple of dedicated folks ready to finish the project to help beautify the community. “Hi, I’m Carrie, and you’re all just in time to begin today’s work,” said a young woman with a big smile.

“We’re going to need three hundred to four hundred more sticks; I’ll show you where to start,” said Cal, another volunteer carrying a load of sticks as big as a suitcase. All afternoon the group gathered and positioned larger sticks along the foundation, weaving them in and out and around the base. It became a giant jigsaw puzzle as each person selected and placed sticks to fit and complete each section.

Three days later the volunteer squad had grown to fifteen people of all ages from all across the area, and news of the unusual stick fort traveled quickly with many curious community members stopping by to chat about it. Heather and Ken cheerfully answered questions and guided the newcomers in the building process. By the end of the day, the fort was complete, and the local newspaper crew arrived to photograph the incredible stick fort and the volunteers who had so graciously built it.

The following week, on a visit to the library, Heather was approached by the librarian. “Aren’t you one of the people who were featured in the article about the stick fort near the lake?” he asked as he held up the newspaper. “I’m looking for a volunteer to help with our preschool story time here at the library next week. You’re just the kind of experienced and responsible young person I’m looking for,” he said. Heather nodded enthusiastically.

“Mom, it’s even better than I expected!” Heather exclaimed when she saw her mother that evening. “Instead of one job, I can list three volunteer jobs from this summer.”

“You see?” Mom replied with a smile. “I knew it all would work out.”

11. How does the author’s word choice in the first paragraph contribute to the tone of the passage?

- A. Sad, gloomy language shows Heather’s immature attitude.
- B. Poetic language emphasizes Heather’s affection for her mother.
- C. Strong, negative language establishes Heather’s irritation about her situation.
- D. Humorous language understates Heather’s sudden nervousness about finding a project.

12. Read the inferences in the chart. Choose the evidence from the passage in the Answer Bank that **most strongly** supports each inference. Write the letter of the evidence in the box beside the inference it supports. Write **one** letter in each box. Only **two** choices in the Answer Bank will be used.

Inference	Supporting Evidence
Heather's mom is supportive of her daughter.	
Heather wishes to be a mentor to others in her school.	

**Answer Bank**

- A. She grumbled to her mother, "The school advisor said I need volunteer experience this summer to be a new student orientation leader in the fall. . ."
- B. Mom quickly agreed. "Why don't we walk there and check it out for ourselves after dinner?"
- C..... Mom and Heather joined Heather's friend Ken and his mom, Ms. Lee, who, it turned out, knew about another volunteer project.
- D. . . . Heather, Ken, and Ms. Lee met a couple of dedicated folks ready to finish the project to help beautify the community.
- E. "You're just the kind of experienced and responsible young person I'm looking for," he said.

13. Read the paragraph from the passage.

Three days later the volunteer squad had grown to fifteen people of all ages from all across the area, and news of the unusual stick fort traveled quickly with many curious community members stopping by to chat about it. Heather and Ken cheerfully answered questions and guided the newcomers in the building process. By the end of the day, the fort was complete, and the local newspaper crew arrived to photograph the incredible stick fort and the volunteers who had so graciously built it.

How does the author's description of Heather's day contribute to the tone of the passage?

- A. It emphasizes Heather's success, suggesting why the librarian offers her another job.
- B. It highlights why Heather is excited about volunteering, relieving the tension of her earlier solemn mood.
- C. It focuses attention on the many friendships Heather forms with others, explaining why she seeks several volunteer experiences.
- D. It details the process Heather's team follows to finish the project, showing that the community values her organizational skills.



14. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which statement **best** describes a theme in the passage?

- A. People are likely to help others if they are asked to do so.
- B. Following the advice of others is an important step in growing up.
- C. It is important to trust that family members will be loyal to one another.
- D. Investing time and energy in a project often leads to more possibilities.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. Heather sighed and opened the local newspaper, scanning each page for opportunities she hadn't already read online.
- B. Heather and Mom put on work gloves and dived into the tasks.
- C. "You found this opportunity, and I'm sure there will be another one coming your way."
- D. "Mom, it's even better than I expected!"

15. Circle the underlined word that suggests a feeling of excitement.

The city park was bustling with activity when Heather and Mom arrived. Community members were working all around the park. "Over there," a man said, gesturing in Heather and Mom's direction, "put those trash bags in the bed of the truck; then come help lift this fork-and-spoon sculpture and set it next to the oak tree."

1. A student is conducting research to gather support for his claim that a class on the basics of interpersonal communication and public speaking should be offered at his school.

Which source would give the student the **most** relevant information to use in his argument?

- A. "Why Politicians Can Benefit from Acting Lessons," an article in *Time* magazine
- B. *How to Become a Great Public Speaker*, a book in the self-help section of the library
- C. *Great Speakers of the Twentieth Century*, a documentary series on the public television channel
- D. "Job Success Tied to Communication Skills," a news release from the U.S. Bureau of Labor Statistics

2. A student has written a draft paragraph from his research on honeybees, but the paragraph is overly broad. Read the paragraph.

The honeybees that buzz around flowers are worker bees that gather nectar. Honeybees suck up nectar from plants and store it until they can deposit it into the hive. There, the nectar is transformed into food. Honeybees also play an important role in the plant reproduction process. As they travel from flower to flower, they carry grains of pollen.

The student wants to develop the three topics in his paragraph by finding more specific information he can use to write three additional paragraphs about honeybees.

Read the topics in the table and the research questions in the Answer Bank. Write the letters of the research questions in the table beside the topic each question supports. Use each question **one** time. A topic may have **one** or **two** questions.

Topic	Research Questions
how honeybees gather nectar	
how honeybees make food	
how the honeybee assists in plant reproduction	

**Answer Bank**

- A. What is pollen?
- B. How does liquid nectar turn into honey?
- C. How do honeybees choose which flowers to visit?
- D. What types of fruits do honeybees help to create?
- E. Do honeybees have special tongues and throats to gather and transport nectar?

3. Read the information from a source.

One of the most important differences between the British and the American colonists was the question of titles of nobility. In England, nobles had great power because their titles went back for generations, and their families held great estates and wealth. In England, people were either royalty, nobility, or commoners. This was not the case in America. In the colonies, no one cared about noble titles. Instead, people were judged by their skills. Were you a blacksmith? Did you know how to build a house? Were you strong enough to cut timber and clear fields? People had to be very self-reliant to live in the New World. The people who rose to leadership in government in the colonies were not the descendants of nobility or royalty. Instead, they were the hardest working and most successful property owners, business people, shipbuilders, or craftspeople. They did not like answering to a king thousands of miles away.

Which sentence avoids plagiarism and is the **best** paraphrase of the underlined sentences from the source?

- A. People needed to be very self-reliant to live in the New World, and they did not like answering to a king.
  - B. These self-reliant people did not like answering to a king from thousands of miles away.
  - C. These self-reliant people disliked obeying policies and orders of British royalty.
  - D. People had to be self-reliant, and they did not like to answer to a king.
4. A student is writing an argumentative report to support her claim that George Washington's leadership helped win the Revolutionary War.

Which sources would provide the **most** relevant information for the student to use in her report? Choose **two** answers.

- A. a historical map of Washington's travels
- B. a short story about Washington's early life
- C. a letter from Washington to his soldiers at Valley Forge
- D. a thorough analysis of Washington's victory at Yorktown
- E. a biography of Washington that focuses on his presidency
- F. a documentary that explains Washington's feelings about alliances

5. A student is writing a research report about sleep. Read the student's research report plan.

**Research Report Plan**

Topic: Getting enough sleep

Audience: Classmates and teacher

Purpose: To show that adequate sleep is important to brain health

Research Question: How does sleep benefit our brains?

Read the paragraph from a source. Circle the sentence containing information that **best** supports the student's claim.

Americans have a sleep deficit of about two hours per night on average. That means most of us sleep for six hours when we should be sleeping at least eight hours. During REM (rapid eye movement) sleep, the latter stage of the sleep cycle, neural transmitters responsible for learning, remembering, problem-solving, and performing tasks are replenished. Sleeping fewer hours per night interferes with this important updating process in our brains. We are less productive because we get less sleep.

6. A student is writing a report about eucalyptus trees. Read a draft paragraph from the report.

Put a cough drop into your mouth and immediately the stinging, minty, frosty sensation of eucalyptus fills your nose and throat, making it easier to breathe without coughing. The eucalyptus in cough drops comes from the leaves of the eucalyptus tree. These trees are most abundant in Australia, thriving in all of its varied climates. Eucalyptus oil is distilled from the leaves of the tree and can be used as a decongestant, disinfectant, and deodorizer.

Which sentence would make the **best** conclusion for the paragraph?

- A. Because of its many uses, eucalyptus oil is a major export for Australia.
- B. As eucalyptus trees grow older, the shape of their leaves changes.
- C. Koalas love to climb tall eucalyptus trees and chew the leaves.
- D. Australia is a leading producer of eucalyptus cough drops.

7. Read the excerpt from a student's narrative.

When Cecily entered from stage right, she was immediately struck by the brightness of the spotlights. She \_\_\_\_\_ into the lights but then remembered to stay in character and relaxed her face. She turned her face slightly away from the direct glare so that she was looking at the other characters on the stage, and not into the audience.

Choose the **most** precise word to complete the sentence.

- A. gazed
- B. looked
- C. peeped
- D. squinted
- E. stared

Listen to the presentation. Then answer the questions.

## Handwriting

1. Read the sentence from the presentation.

Scientists have discovered that handwriting can create powerful connections in the brain.

Based on the presentation, what would psychologist Paul Bloom **most likely** credit for the “powerful connections” created by handwriting? Choose **two** answers.

- A. improved memory
  - B. increased concentration
  - C. production of higher-quality work
  - D. raised awareness of the most important details
  - E. reduced reliance on keyboard-dependent devices
2. Which counterargument to learning handwriting does the speaker acknowledge?
- A. Using a keyboard can cause distractions.
  - B. Electronic devices provide more benefits.
  - C. Keyboarding is the primary method of written communication.
  - D. Learning handwriting is too time consuming for schools to teach.

3. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is the primary claim the speaker makes about the value of handwriting?

- A. It is a worthwhile skill to master.
- B. It is necessary for many areas of life.
- C. It creates more opportunities for learning.
- D. It provides a way to increase performance.

**Part B**

Which detail from the presentation **best** supports the answer to part A?

- A. Handwriting offers benefits that keyboarding does not.
  - B. You might need to use handwriting to take notes for your boss.
  - C. Adults can benefit from keyboarding as much as children and teens.
  - D. Studies have been conducted that test the way handwriting impacts students.
4. Which reason does the speaker give for why “mental connections are more difficult to form with keyboarding”?
- A. Keyboarding creates too many distractions.
  - B. Keyboarding is not required for some everyday tasks.
  - C. Keyboarding is used so frequently that learning becomes ineffective.
  - D. Keyboarding does not activate a pathway between different parts of the brain.

Listen to the presentation. Then answer the questions.

### **The Elgin Marbles**

5. Which claim by the speaker lacks sufficient support?
  - A. Protecting the statues is of utmost importance.
  - B. Lord Elgin did not legally purchase the statues.
  - C. Determining ownership of artifacts is often difficult.
  - D. Many of the artifacts of the Parthenon did not survive.
  
6. Which claim does the speaker make about the preservation of the Elgin Marbles?
  - A. The ability to safeguard the statues is the determining factor for which country should keep them.
  - B. Using new procedures to clean and maintain the statues is essential in restoring them.
  - C. Protecting the statues from harm is a challenging process.
  - D. Harsh chemicals and sandpaper can destroy the statues.
  
7. Identify whether each point of view belongs to England or Greece. Mark an X in each row under the correct country name.

<b>Point of View</b>	<b>England</b>	<b>Greece</b>
The statues were sold illegally.		
The statues belong in their first home.		
The statues were saved by Lord Elgin.		
The statues should be displayed with other artifacts from the same area.		



8. With which statement would the speaker **most likely** agree?
- A. England should keep the statues because they were legally obtained.
  - B. Greece should keep the statues because they originated at the Parthenon.
  - C. The country with the best museums should keep the statues because they should be displayed properly.
  - D. The country that can provide the best protection for the statues should keep them because they should be kept safe.

### ITEM TYPES

**CR – Constructed Response**

**EBSR – Evidence-Based Selected Response**

**MC – Multiple Choice**

**MS – Multi-Select Response**

**SA – Short Answer**

**TE – Technology Enhanced**

**WP – Writing Prompt**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	1	MC	8.RL.1.B	D	1	
1	2	MS (Paper) TE (Online)	8.RL.1.A	Sentence 3, Sentence 4	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
1	3	EBSR	8.RL.1.D	<b>Part A</b> A <b>Part B</b> D	2	<b>Part A</b> <ul style="list-style-type: none"> <li>1 point for correct answer</li> </ul> <b>Part B</b> <ul style="list-style-type: none"> <li>1 point for correct answer ONLY if Part A is also correct</li> </ul>
1	4	MC	8.RL.1.C	C	1	
1	5	WP	8.W.2.A.a		10	<ul style="list-style-type: none"> <li>4 points for Organization and Purpose</li> <li>4 points for Development and Elaboration</li> <li>2 points for Conventions</li> </ul> <b>Narrative Scoring Guide:</b> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoringguide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoringguide-narrative-grade-3-8.pdf</a>
2	1	MS	8.RL.2.D	A, D	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>Each incorrect choice negates a correct choice</li> </ul>
2	2	EBSR	8.RL.1.D	<b>Part A</b> C <b>Part B</b> B	2	<b>Part A</b> <ul style="list-style-type: none"> <li>1 point for correct answer</li> </ul> <b>Part B</b> <ul style="list-style-type: none"> <li>1 point for correct answer ONLY if Part A is also correct</li> </ul>
2	3	MS (Paper) TE (Online)	8.RL.1.A	<b>Row 1</b> C <b>Row 2</b> A	2	<b>Row 1</b> <ul style="list-style-type: none"> <li>1 point for Row 1 correct</li> </ul> <b>Row 2</b> <ul style="list-style-type: none"> <li>1 point for Row 2 correct</li> </ul>
2	4	MC	8.RL.2.C	A	1	
2	5	MC (Paper) TE (Online)	8.RL.1.A	Sentence 1	1	
2	6	MC	8.RI.2.C	B	1	
2	7	MC	8.RI.2.A	D	1	
2	8	MS	8.RI.1.A	B, C, D	2	<ul style="list-style-type: none"> <li>2 points for all correct</li> <li>1 point for 2 correct with 0–1 incorrect</li> <li>1 point for 1 correct with 0–2 incorrect</li> </ul>

### ITEM TYPES

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Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
2	9	EBSR	8.RI.1.D	Part A A Part B B	2	Part A • 1 point for correct answer Part B • 1 point for correct answer ONLY if Part A is also correct
2	10	MC	8.RI.1.C	C	1	
2	11	MC	8.RL.2.C	C	1	
2	12	MS (Paper) TE (Online)	8.RL.1.A	Row 1 B Row 2 A	2	Row 1 • 1 point for Row 1 correct Row 2 • 1 point for Row 2 correct
2	13	MC	8.RL.2.C	B	1	
2	14	EBSR	8.RL.1.D	Part A D Part B C	2	Part A • 1 point for correct answer Part B • 1 point for correct answer ONLY if Part A is also correct
2	15	MC (Paper) TE (Online)	8.RL.1.B	Bustling	1	
3	1	MC	8.W.1.A	D	1	
3	2	MS (Paper) TE (Online)	8.W.1.A	Row 1 C, E Row 2 B Row 3 A, D	2	• 2 points for all correct • 1 point for 3–4 correct • 0 points for 0–2 correct
3	3	MC	8.W.1.A	C	1	
3	4	MS	8.W.1.A	C, D	2	• 2 points for all correct • Each incorrect choice negates a correct choice
3	5	MC (Paper) TE (Online)	8.W.1.A	Sentence 3	1	
3	6	MC	8.W.3.A.a	A	1	
3	7	MC (Paper) TE (Online)	8.W.3.A.b	D	1	
4	1	MS	8.SL.1.C	B, D	2	• 2 points for all correct • Each incorrect choice negates a correct choice
4	2	MC	8.SL.1.C	C	1	
4	3	EBSR	8.SL.1.B	Part A A Part B A	2	Part A • 1 point for correct answer Part B • 1 point for correct answer ONLY if Part A is also correct
4	4	MC	8.SL.1.B	D	1	

**ITEM TYPES****CR – Constructed Response****SA – Short Answer****EBSR – Evidence-Based Selected Response****TE – Technology Enhanced****MC – Multiple Choice****WP – Writing Prompt****MS – Multi-Select Response**

Session	Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
4	5	MC	8.SL.1.B	B	1	
4	6	MC	8.SL.1.B	A	1	
4	7	MS (Paper) TE (Online)	8.SL.1.B	Letters = Columns Numbers = Rows B1, B2, A3, B4	2	<ul style="list-style-type: none"><li>• 2 points for all 4 correct</li><li>• 1 point for 2–3 correct</li><li>• 0 points for 0–1 correct</li></ul>
4	8	MC	8.SL.1.C	D	1	

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