PES 5th Grade Common Assessment 1 - Question Set | 32 Questions | 41 Points

A Day That Changed Ancient Rome

1 August 24 started out as a busy day in pompeii, a beautiful city in Ancient Rome. Over 2,000 people lived there. Everyone was talking about the sports contests that would be held that evening. But the contests never took place, something horrible happened instead.

2 Around noon there was a loud explosion. The nearby volcano, Mount Vesuvius, had erupted. For years the volcano had been asleep but now it woke up with a mighty explosion. The affect was immediate. The volcano's mouth opened up. Out came an enormous amount of ash, smoke, and poisonous gases. Then came another explosion. Hot rocks and ash had fallen like rain from the sky. No longer could anyone see the sun. It felt like the end of the world.

3 For eight days and nights the volcano erupted. All the citizens of Pompeii—every man, woman, and child—had been terrified. People thought they would be safe indoors, but that wasn't true.The falling rocks and ash caved in the walls and the roofs of there buildings. Many people were crushed to death in their own home. Others died from breathing in the deadly gases.

4 Finally the volcano became quiet. The city of Pompeii lay buried under 20 feet of ash and rock. The city of Herculaneum was also destroyed. Altogether, about 25,000 people died that day

1 Point

1

Many people were crushed to death in their own home.

Read the sentence above from paragraph 3. What is the correct way to write the underlined words?

- A. his own homes.
- B. their own homes.
- C. his own home.
- D. Leave as is.

Stimuli:

A Day That Changed Ancient Rome

Item #30006

A New Way to Golf

When you think of golf, you possibly think of golf balls, golf clubs, and tees. However, over the past 50 years a new type of golf has become really popular. Sometimes called Frisbee golf, disc golf is played a lot like golf but uses different gear.

The Beginning

While golf is said to have begun in the 12th century, disc golf did not start until the late 1960s. The sport really took off when Ed Headrick made the Frisbee and the Disc Pole Hole. A Frisbee is a brand of plastic disc that looks something like a plate. A Disc Pole Hole is made of 10 chains that hang down from a hoop to form a bucket. Also Ed Headrick planned and built the first disc golf course in 1975.

The Gear

In golf, players use balls and golf clubs. In disc golf, players use plastic flying discs. They throw the disc instead of hitting it with a club. However, just as golfers have different clubs, disc golfers may have different discs for different purposes. Both golfers and disc golfers also need small markers. After placing the marker on the ground, the player can pick up the ball or disc and wait until his or her next turn.

The Rules

The object of disc golf is to get the disc into the Disc Pole Hole, just like a golfer tries to get the ball into the hole. Disc golfers should be careful not to bother another player while he or she is throwing. Just like golfers, disc golfers need to wait their turn. Golfer and disc golfers both try to get their object to the goal using the fewest number of swings or throws.

While most golf courses have 18 holes, disc golf courses can have 9, 18, or even 24 holes. The hole lengths vary between 150 and 500 feet. Like golf courses, disc golf courses have trees, bushes, and water to avoid.

So the next time you think of swinging a club, remember that disc golf is also a fun sport to enjoy with friends.

1 Point

2

This passage can *best* be classified as a

- A. biography.
- B. science textbook.
- C. magazine article.
- D. journal.

Stimuli:

A New Way to Golf

Item #99373

Abigail Adams

Early Life

Abigail Smith was born in 1744 in Massachusetts. Like most other women of the time, Abigail did not go to school. She was very eager to learn, so she read every book in her home. She and a young lawyer named John Adams became friends because they both liked to read. Their friendship turned into love, and in1764 they married. It was a union of the mind and of the heart and lasted for more than fifty years.

The young couple lived on John's small farm or in Boston as his law practice grew. The couple had six children, but one died. John also worked as a judge and he had to travel a lot. Abigail stayed home. She took care of the farm and the children.

John's Career Builds

As the years passed, John was away from home more and more because he was helping to set up the new country. He was a delegate to the Continental Congress and was often sent on special missions to other countries. Abigail and John missed each other very much when they were apart. As a result, they wrote many letters to each other. John often asked Abigail for advice about politics.

Revolutionary Times

Abigail's lively letters tell about her life in times of revolution. They tell the story of the woman who stayed home to struggle with wartime problems, to run the farm with very little help, to teach children. Most of all, they tell of Abigail's loneliness without her husband, whom she called "dearest Friend."

The Presidential Years

When John Adams was elected President, Abigail gave many dinners and parties. Washington, D.C., was wilderness, the President's House only partly built. John and Abigail retired to Quincy in 1801, and for seventeen years enjoyed being with each other. Abigail died in 1818. She left her country a remarkable record as a patriot and a loyal American. She was a First Lady, wife of one President, and mother of another.

1 Point

3

Abigail and John Adams were similar because they both

A. held public office.

B. sacrificed for their country.

C. stayed away from home for long periods of time.

D. asked each other for advice about politics.

Stimuli:

Item #108539

Abigail Adams

All About Hurricanes

Hurricanes are storms that form in the southern Atlantic Ocean, the Caribbean Sea, the Gulf of Mexico, and the eastern Pacific Ocean. Hurricanes contain heat and energy. These come from contact with warm ocean waters.

Hurricanes turn in a counterclockwise direction. Hurricane winds blow very fast. They travel at least 74 miles per hour. When a hurricane hits land, the rain, wind, and waves can damage buildings, trees, and cars. Hurricanes also make the waves in the ocean large and dangerous. These large waves are called a storm surge.

The History of Hurricanes

Scientists believe that hurricanes are not new. For example, some scientists found proof that there were hurricanes in Florida more than 1,000 years ago. Others believe that layers of dirt in an Alabama lake were brought there by a hurricane as many as 3,000 years ago!

Hurricanes have a long history of causing damage. In 1609, a fleet of English ships was struck by a hurricane. Some of the ships were ruined, and some of the passengers were shipwrecked on the island of Bermuda. In 1640, a hurricane hit a large fleet of Dutch ships on its way to attack Cuba.

Hurricane Classification

Hurricanes are divided into five categories. These categories are:

- Category One — Winds 74–95 miles per hour
- Category Two — Winds 96–110miles per hour
- Category Three — Winds 111–130 miles per hour
- Category Four — Winds 131–155 miles per hour
- Category Five — Winds greater than 155 miles per hour

In the United States, the hurricane season is from June 1 to November 30. However, hurricanes can happen any time of the year.

Hurricane Names

All hurricanes are given names. The names help people track the storms as they move across the ocean.

Before the end of the 19th century, weather experts began giving women's names to tropical storms. In 1953, the
United States also started using female names for hurricanes.

In 1979, weather experts began to use both male and female names. One name is chosen for each letter of the alphabet, except Q, U, X, Y, and Z. Hurricanes are named in an alternating pattern. One hurricane is given a male name. The next is given a female name.

The same list of names is reused every six years. The only time a name is removed from the list is when a hurricane with that name was very deadly or costly. A new name is chosen in its place.

Why Can't We Stop Hurricanes?

Many people ask this question. In the past, the government tried several inventions to weaken hurricanes. The inventions didn't work, though. Hurricanes are just too large to control. Hurricanes cannot be stopped. Instead, researchers are trying to better understand how they form and move.

In 1960, researchers began to use planes to help them learn more about hurricanes. Over time, it became easier to guess where and when hurricanes would happen.

Hurricane Hunters

Hurricane hunters are brave pilots who fly right into the eye of the hurricane. Their planes carry a weather-sensing container attached to a small parachute. This tool sends information about the storm back to the aircraft. The crew then sends this information to the National Hurricane Center. This information is used to help figure out where the hurricane will hit. If it is an area with a lot of people, they can be warned.

On the first mission to find out about a new hurricane, the pilots fly low in the sky. Later, as the storm builds in strength, the pilots fly higher and higher. Finally, they fly right into the storm! The ride can get pretty bumpy because there are lots of thunderstorms all around the hurricane. Sometimes the clouds and rain are so thick the crew can't see the aircraft's wings. But the information collected during these flights is very valuable.

Hurricane Safety Tips

When faced with a huge storm like a hurricane, there are several things you should do to make sure you stay safe! First, clean up your yard of anything that might be loose and could get blown around. Next, board up your windows. You can also put tape over them to keep glass from shattering if it breaks. You should also stay far away from windows during a hurricane.

Make sure you have plenty of supplies. You might not be able to get out to a store for several days. Keep flashlights, batteries, water, and a first-aid kit on hand. Also, have food that you can eat without refrigerating, because your power might go out. Keep blankets and pillows for sleeping and some games or toys for entertainment during the storm. Be sure to stay inside the house, as you never know when a hurricane is really over. You should listen to weather experts on a radio to know when it is safe to leave your house.

1 Point

4

This article is organized

- A. by important ideas.
- B. in cause-and-effect order.
- C. using comparison and contrast.
- D. in chronological, or time, order.

Stimuli:

Item #106508

All About Hurricanes

Art in the Air

By Carolyn Gresham-Fiegel

Alexander Calder

1 The man stood in his crowded workshop. A thin, metal rod teetered and dipped on his fingertip. Carefully, he attached metal wires—one long and one short—to the rod's ends. From the wires, he dangled bright metal petals. Trained in engineering and in art, he knew just how to place the disks. They balanced perfectly. They hovered like bright dragonflies in the air. He raised them above his head, and they spun—like a painting in motion, swirling before the eyes!

2 Who is this man and what did he make? He is Alexander Calder, the creator of the mobile.

3 Alexander Calder was born in 1898 in Lawnton, Pennsylvania. His whole family was artistic. Both his grandfather and his father were sculptors, and his mother was a painter. As a boy, Alexander or "Sandy" found humor in everything. He liked to collect "junk"—scraps of metal, glass, wood, and string. In fact, he picked up so much that his father nicknamed him "the scavenger"!

4 But these objects weren't junk to Sandy. In his hands, they became tiny plows, barnyard animals, toys, and dolls for his sister.

5 When Sandy was 13, his sister Peggy gave him his first pair of pliers. His father turned the cellar of the family house into a workshop for him. Now he had tools and a place to work. So Sandy made even more creative toys. He made jewelry, a brass dog, and a fancy trap for slugs. And he shaped something more—pulleys and cords to move the objects he made.

6 When he was in his twenties, Sandy moved to Paris, France. There he made the Cirque Calder (Calder Circus). It was a moving work of art formed from wire, wood, cloth, and other things. There were acrobats and stunt men, sword swallowers, clowns, acting dogs, camels, and lions. With over 200 "performers," Sandy's circus show lasted two hours! A spring pushed a rider onto a horse. A chariot drove around the ring powered by an egg beater. Wire figures did acrobatic tricks over a net of gauze. His whole circus moved, and the bits of "junk" came alive.

7 "I think best in wire," Sandy once told his sister, and it showed. Sandy made many sculptures, using long pieces of wire which he twisted and shaped. To some of these sculptures, he attached pulleys and motors. The sculptures moved! But, Sandy thought, the movement was too orderly.

8 So what did he try? Balancing wire rods from his fingertips, he hung shapes from

wire stems. As the thin wires bounced, the whole object vibrated. Even the slightest movement of air could send the whole thing into motion! Some of his moving wire sculptures sat on the ground, with balanced, bouncy, wire arms holding metal leaves or fans on the ends. Later, Sandy hung entire sculptures—danglers and all—from the ceiling.

9 It was the artist Marcel Duchamp who gave these sculptures their name. Because they moved so well, he called them “mobiles.” Sandy was the first to make mobiles, and mobiles made Sandy famous.

10 Sandy used primary colors plus black to paint his mobiles, and they came in all shapes and sizes. Some were small enough to fit in a pocket. Others were large decorations for public buildings. But there was one thing they all shared—movement. As air stirred around the mobiles, they swirled and danced. And moment by moment, each mobile offered a new view, new shapes, and a new look.

11 Throughout his long career, Sandy created mobiles, paintings, jewelry, and sculpture. He made forks and spoons, lamp shades, toys, and gifts for his friends. His hands never stopped creating. He said, “Above all, I feel art should be happy . . .” And his art is.

1 Point

5

Which word did the artist Marcel Duchamp use to describe Sandy's work?

- A. junk
- B. scavenger
- C. performers
- D. mobiles

Stimuli:

Art in the Air_CCSS2013

Item #93219

1 Point

6

Duchamp chose the word in the answer to Part A

Choose... .

to show that Sandy's work moved
to suggest that Sandy did poor work
to honor Sandy's imaginative show
to note Sandy used discarded items

Stimuli:

Art in the Air_CCSS2013

Item #134197

Catch a Ride

1 When you were little, grownups carried you around. These animals are all getting free rides too. Find out why—and how.

A Real Mouthful

2 Tough crocodiles are tender parents. A crocodile mother digs a hole near the shore and lays her eggs there. She covers them carefully with sand and gravel. That helps keep the eggs warm and protected. Then the mom stands guard by the nest.

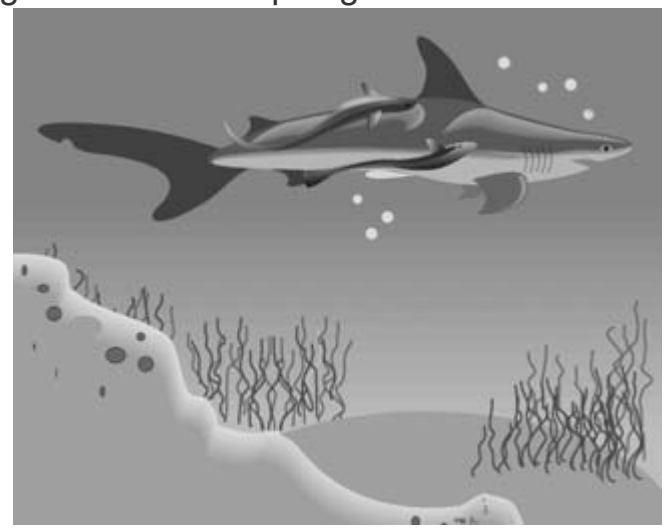
3 When the young hatch, Mom takes her babies gently into her mouth. She carries them to water. The young spend the next several months near their mother, feeding on insects and small fish.

Piggyback

4 Some animal moms carry their young from place to place on their backs or bellies. Carrying the kids helps ring-tailed lemurs, grizzly bears, opossums, orangutans, baboons, and other animal mothers keep their babies warm and safe from predators and accidents. It also lets the young keep up with their busy, faster parents.

Suckers

5 Some remoras are hitching a ride on a whale shark. These remoras have an organ like a suction cup on the tops of their heads. They clamp onto sharks and other animals by pushing their suction cups against the animals' skin.



6 The shark shown here is doing all the swimming. The remoras get a free ride to wherever it goes. They may be able to nab some of the shark's food. They also may swim free and nibble on tiny pests that live on the shark's skin. Riding around on sharks and other fish is a GREAT deal for remoras.

Jelly Belly

7 See the tiny, shrimp-like animal below? That's an amphipod. It swam inside a jelly fish and is drifting along in there. Whenever the jellyfish snags a meal with its tentacles, the amphipod grabs some food too. Free ride, free food—what could be better than that?

Bird on Bird

8 The small dark bird, called a brown noddy, is really nosy. It's standing on that big pelican and watching it carefully. Maybe it's trying to see if the pelican is stirring up small fish. If so, the noddy may try to grab a fish for dinner.

9 You'd think that the pelican would mind having a bird on its head, but it doesn't seem to. Soon the noddy will flap away and look for something else to land on.

1 Point **7**

The word *tentacles* contains the root *tenta,* which means "feel, probe." Which word does not have the same root?

- A. temporary
- B. tension
- C. attention
- D. distend

Stimuli: Item #107495

Catch a Ride (C)

Dressing Up For History
by Amelia Youhn

1 Hi! I am thirteen years old, and I am a Civil War reenactor. That means I dress up in Civil War-era clothes and teach people what it was like to live almost 150 years ago. I was only six weeks old when I went to my first reenactment with my parents, who have been reenacting since before I was born.

2 I reenact with a group called the 20th Maine Co. E. The people in the 20th Maine are like family to me because I have grown up with them.

3 I spend part of my time at reenactments doing chores. On Friday night when we arrive, I help unload the family truck and set up the tent. I get water from the water tanks and wood for the fire from the woodpile, and then I put together my cot, sleeping bag, and blankets. I also make sure all the things we've brought are put where they belong so they won't get wet and so animals can't get to them.

4 My tent has to fit the bedding, clothes, and all the things needed for the whole weekend—including food—for both me and my mom. After all of those things get crammed in the tent, there is hardly room for us!

5 Even though I have a lot of work to do, I always have time for fun. When I'm not working, I keep myself entertained with old-fashioned games. I play *graces*, dominoes, checkers, dolls, and tag. Sometimes, I pick and dry flowers, or I write with glass pens and real India ink. I also enjoy watching the soldiers drill and march or just playing with my friends.

6 Sometimes, I get to shop and work as a *sutler*. At reenactments, sutlers are people who sell Civil War-era food, clothing, and supplies to the reenactors. It is sort of like a traveling Civil War shopping mall!

7 I really like reenacting because it's so much fun to experience new things, and I've learned a lot! For example, I know how to cook and clean without running water. Reenacting also has tested my physical and mental strength. I've learned to respect others' beliefs as well as my own. And it has made me realize that I should never judge people by what they look like—after all, we must appear pretty strange in our old clothes!

8 I also have learned that I can live without things I never thought I could. Sometimes it's hard to go a whole weekend without TV, air conditioning or heat, showers, running water, telephones, and other modern appliances. But now I don't take our modern technological conveniences for granted!

9 I don't think the lessons I'd learned from reenacting really sank in until September 2003 after Hurricane Isabel. The storm left my family without power for two weeks. But we were the only people in our neighborhood who knew how to chop wood for a wood stove, cook and bathe with no running water or electricity, do homework by candlelight, and keep food fresh!

10 If you ever have a chance to get involved in reenacting, **GO FOR IT!** Go to a local living history and find a unit close to your home. Or get a copy of a reenacting newspaper like *Civil War* News to find a unit that is looking for members. Most units require that a parent join with you, if you are younger than sixteen. I know that being involved in reenacting will make a huge difference in your outlook on life and history—it has for me! Even after all these years, I wouldn't give up any of my reenacting memories or experiences!

1 Point **8**

Which detail does *not* support the idea that the narrator has learned a lot from reenacting history?

- A. The narrator has learned to live without TV.
- B. The narrator has learned to cook and clean without water.
- C. The narrator has learned to respect people's differences.
- D. The narrator learned how to keep safe during a hurricane.

Stimuli: Item #85114

Dressing Up for History

Finding the Right General

1 When the Civil War broke out in 1861, President Lincoln used the generals he had on hand to run his armies.

General George B. McClellan

2 Lincoln's first choice to lead the Army of the Potomac was General George B. McClellan. He appointed McClellan to the role in 1861. McClellan was young—just 34 when he took command. He had two outstanding qualities as a general. First,

he knew how to organize and train an army. Second, he knew how to earn his solders' loyalty.

3 In a short time, McClellan got his army organized and ready for war. By the summer of 1861, he was ready to lead his army into battle, but months dragged by and he did nothing. He gave various reasons for his delay. None satisfied the President or a Congress. They were eager to end the rebellion and get the union back together. Lincoln was a patient man, but after a while he began to be restless. He needed a general to use force to bring the war to an end.

4 When McClellan did finally take his army into battle, he had mixed results. He won some battles, but mostly lost them. The problem was that he was too cautious about seizing the advantage when one came his way. He fretted over risking his army. He didn't want to take the chances needed to win the war.

General Ulysses S. Grant

5 It took Lincoln a while to decide whether McClellan was the right general to have in charge. He didn't like how McClellan was commanding the army. He believed someone else could do a better job. The problem for him was that he didn't really like his other choices for general of the Army of the Potomac.

6 He tried several generals. Among them were generals Joseph Hooker, Ambrose Burnside, and George Meade, but none gave him the results he wanted. All had flaws that kept them from bringing the war to an end. Finally, in 1864, Lincoln found the man he wanted, General Ulysses S. Grant.

7 Grant lacked the skill in organizing the army that McClellan had. He also never quite earned the soldiers' loyalty and trust like McClellan did. Grant had other qualities though. First and foremost, he was fearless and he was determined.

8 At first, his results were not that much better than that of any of the generals that had been in charge before him. The difference is that he seemed not to notice. When he lost a battle, he attacked again a few days or a week later. Week after week, he kept his army fighting. He didn't give the Confederate army time to rest, resupply, and prepare for the next battle. Grant was always on the attack. In the end, this strategy is what won the war. Grant simply wore the enemy down. The Confederates ran out of food, ammunition, and troops. In the end, they had no choice but to surrender.

* The Civil War was fought over a large part of the United States, so there were several armies. The Army of the Potomac was the Union's main army. It was the largest and in the eastern region, which was most important area of the war. Its job was to defend Washington, D.C., and also to attack the Confederate capital in Richmond, Virginia.

1 Point

9

Which sentence would best be added to the beginning of paragraph 6 to help connect the ideas in it to those in paragraph 5?

A. McClellan was popular with the soldiers and would be hard to replace.

B. In time, he was forced to make a change.

C. President Lincoln thought McClellan lacked the drive to lead the army in battle.

D. General McClellan was not the man Lincoln wanted in charge.

Stimuli: Item #124870

Finding the Right General

Fly High, Bessie Coleman
by Jane Sutcliffe

Two thousand people sat with their faces turned to the sky. High above the airfield, a pilot had just finished carving a crisp figure eight in the air. Suddenly, the plane seemed to stumble. Twisting and turning, it began to fall from the sky. The crowd watched in horror. Had something happened to the pilot?

But the woman in the cockpit of the plane on October 15, 1922, was in perfect control. Only two hundred feet above the ground she straightened out the tumbling aircraft and soared back into the sky. By the time she landed her plane, the crowd was on its feet, roaring with delight. Everyone cheered for Bessie Coleman, the first licensed black pilot in the world.

Growing Up

Bessie Coleman was born on January 26, 1892. She was a bright girl and a star pupil in school. In Waxahachie, Texas, where Bessie grew up, black children and white children attended different schools. Each year Bessie's school closed for months at a time.

Instead of studying, the children joined their parents picking cotton on big plantations. Bessie's mother was proud of her daughter's sharp mind. She didn't want Bessie to spend her life picking cotton, and urged her to do something special with her life.

Learning to Fly

In 1915, when she was 23, Bessie Coleman moved to Chicago. She found a job as a manicurist in a men's barbershop. Coleman loved her job and the interesting people she met there. After the United States entered World War I in 1917, soldiers returning from the war often came to the shop. Coleman was fascinated by their stories of daredevil pilots. She read everything she could about airplanes and flying. She later recalled, "All the articles I read finally convinced me I should be up there flying and not just reading about it."

Coleman, in uniform, standing on the runner of a Model T Ford.

Bessie Coleman asked some of Chicago's pilots for lessons. They refused. No one thought that an African American woman could learn to fly.

In desperation, Coleman asked Robert Abbott for help. Abbott owned Chicago's African American newspaper, *The Chicago Defender*. He had often promised to help members of the black community with their problems. Abbott told Coleman to forget about learning to fly in the United States. Go to France, he said to her, where no one would care if her skin was black or white.

So she did. First Coleman learned to speak French. Then she applied to a French flying school and was accepted. On November 20, 1920, Coleman sailed for France, where she spent the next seven months taking flying lessons. She learned to fly straight and level,

and to turn and bank the plane. She practiced making perfect landings. On a second trip to Europe, she spent months mastering rolls, loops, and spins. These were the tricks she would need if she planned to make her living as a performing pilot.

Performing in Airshows

Coleman returned to the United States in the summer of 1922. Wherever she performed, other African Americans wanted to know where they, too, could learn to fly. It was a question that made Coleman sad. She hoped that she could make enough money from her airshows to buy her own plane. Then she could open a school so everyone would have a chance to feel the freedom she felt in the sky.

By early 1923, Coleman was close to her goal. She had saved her money and bought a plane. Then, as she was flying to an airshow in California, her engine stalled. The brand-new plane crashed to the ground.

Coleman suffered a broken leg and three broken ribs. Still, she refused to quit. “Tell them all that as soon as I can walk I’m going to fly!” she wrote to friends and fans.

Many people, both black and white, were very impressed by Coleman’s determination. A white businessman helped her buy another plane. By 1926, Coleman was back where she had been before the crash. She wrote to her sister, “I am right on the threshold of opening a school.”

That spring, Bessie Coleman was invited to perform in Jacksonville, Florida. Early on the morning of April 30, 1926, Coleman and another pilot took off for a short flight around the airshow field. At first, everything went smoothly. Then a wrench that had been lying loose in the plane slid into the control gears, jamming them. Suddenly, the planed flipped upside down. Coleman had not strapped herself in, and she fell to the ground. Moments later, the plane crashed, killing the other pilot.

At 34, Bessie Coleman was dead, but her dream survived. In 1929, three years after her death, the Bessie Coleman Aero Clubs were formed. The clubs encouraged and trained African American pilots— just as Coleman had hoped to do. In 1931, the clubs

sponsored the first All-African-American airshow. Bessie Coleman would have been proud.

1 Point **10**

The information in this passage is organized

- A. by important ideas.
- B. in comparison-and-contrast order.
- C. in chronological, or time, order.
- D. using cause-and-effect sequence.

Stimuli: Item #2774

Fly High, Bessie Coleman

***from* Through the Looking-Glass**
by Lewis Carroll

Humpty Dumpty was sitting with his legs crossed, like a Turk, on the top of a high wall—such a narrow one that Alice quite wondered how he could keep his balance—and, as his eyes were steadily fixed in the opposite direction, and he didn't take the least notice of her, she thought he must be a stuffed figure after all.

"And how exactly like an egg he is!" she said aloud, standing with her hands ready to catch him, for she was every moment expecting him to fall.

"It's *very* provoking," Humpty Dumpty said after a long silence, looking away from Alice as he spoke, "to be called an egg—*very*!"

"I said you *looked* like an egg, Sir," Alice gently explained. "And some eggs are very pretty, you know" she added, hoping to turn her remark into a sort of a compliment.

"Some people," said Humpty Dumpty, looking away from her as usual, "have as little sense as a baby!"

Alice didn't know what to say to this: it wasn't at all like conversation, she thought, as he never said anything to *her*; in fact, his last remark was evidently addressed to a tree—so she stood and softly repeated to herself:

> *"Humpty Dumpty sat on a wall:*
> *Humpty Dumpty had a great fall.*
> *All the King's horses and all the King's men*
> *Couldn't put Humpty Dumpty in his place again."*

"That last line is much too long for the poetry," she added, almost out loud, forgetting that Humpty Dumpty would hear her.

"Don't stand there chattering to yourself like that," Humpty Dumpty said, looking at her for the first time, "but tell me your name and your business."

"My *name* is Alice, but—"

"It's a stupid enough name!" Humpty Dumpty interrupted impatiently. "What does it mean?"

"*Must* a name mean something?" Alice asked doubtfully.

"Of course it must," Humpty Dumpty said with a short laugh: "*my* name means the shape I am—and a good handsome shape it is, too. With a name like yours, you might be any shape, almost."

1 Point

11

Read this sentence from the passage.
"Some people," said Humpty Dumpty, looking away from her as usual, "have as little sense as a baby!"

By this simile, Humpty Dumpty implies that Alice

- A. likes milk.
- B. cries all the time.
- C. is nosy and curious.
- D. is silly and stupid.

Stimuli: Item #76462

from Through the Looking-Glass (5)

Handling Old Family Photographs

by Ira Wolfman

Photographs are not merely pieces of paper. They are chemical compositions, usually coated with gelatin and silver. Photos can be harmed by light, air, or dust. For that reason, they need to be protected.

Here are some points to remember: When you look at old photographs, handle

them with great care. Be sure your hands are clean, and touch only the corners. Oil or dirt from fingers can ruin photos.

Keep old photos out of temperature extremes. Don't store them in an attic or basement where it's hot or damp.

If you can identify the photos in any way, it is a good idea to label them on the back. But *never* write with a ballpoint pen. Instead, use a water-soluble colored pencil, which you can pick up in any art supply store. These pencils leave less of an impression than regular pencils. When you write, be sure not to press hard, and don't write on the area where peoples' faces are.

Another possibility is to buy gummed labels and write the information on them, again using a water-soluble color pencil. Then you can carefully transfer the label to the back of the photo.

Do not store photos one on top of the other. This is especially important if anything has been written on the back. Ink can come off and ruin your pictures. Place acid-free paper between old photographs.

Never fix an old photograph with cellophane tape; it cracks and will leave a residue. Also, don't attach photos with paper clips, bunch them together with rubber bands, or glue them into books.

If you can scan pictures into your computer, do so—but be sure to treat the originals with care.

1 Point

12

The author **most likely** wrote this article to inform the reader

- A. about types of photographic paper.
- B. about how to preserve old photographs.
- C. about how to label old photographs.
- D. about how to scan old photographs.

Stimuli: Item #73399

Handling Old Family Photographs

Happy Birthday Nelson Mandela!

1 **July 18**—Today was the 85th birthday of Nelson Mandela, the world famous Nobel Peace Prize winner and former president of South Africa. The white-haired freedom fighter and his wife handed out birthday cake to disabled children they help with their Nelson Mandela Foundation. He was the greatest freedom fighter ever. A thirty-five piece band played "Happy Birthday" and a special

song they wrote for the occasion called “Madiba March.” Madiba is Nelson Mandela’s name in Xhosa, the language of his tribe. A South African airplane named the*Nelson Mandela* flew overhead to mark the happy event.

2 Former President Bill Clinton wished Mr. Mandela a happy birthday. United Nations Secretary General Desmond Tutu also sent Mr. Mandela birthday greetings. Mr. Mandela smiled and told the crowd that well-wishers around the world gave him inspiration.

3 Mr. Mandela said, “If I have to live for another eighty-five years, it will be because of all the good wishes I have received from all over the world, but equally important from my own organization.”

4 Mr. Mandela’s organization is the political group the African National Party. With this group, Mr. Mandela spent his life fighting apartheid, the policies that separated black South Africans and treated them unfairly. Mr. Mandela was put in prison for many years because of his views. But he continued to speak against apartheid and he became a symbol of democracy and freedom to people everywhere. Because of his work and the efforts of many brave people, the apartheid system no longer exists in South Africa.

Former President Clinton Wishes Nelson Mandela Happy Birthday

1 Former President William Jefferson Clinton wished the Former President of South Africa Nelson Mandela a happy eighty-fifth birthday today. Clinton said, “President Mandela has taught us so much about so many things. Perhaps the greatest lesson, especially for young people, is that, while bad things do happen to good people, we still have the freedom and the responsibility to decide how to respond to injustice, cruelty, and violence.”

2 Clinton explained that in Mandela's twenty-seven years in prison, he suffered a great deal. However, Nelson Mandela did not give in to anger and thoughts of revenge. His spirit was free, even behind bars. When he was finally let out, Mr. Mandela had the strength and leadership to bring the country together. He even brought his old enemies into his government's administration.

3 Clinton added that the best gift we can give Mandela on his birthday is to work every day to tear down the walls between us. Clinton said, "At eighty-five, Nelson Mandela is still building bridges, especially those that unite us in the battle against HIV/AIDS. Through dark times, Mandela saw a better and brighter future for himself and for his country," Clinton said. Clinton also said that Mandela gives us hope that we can rid the world of HIV/AIDS and that "one day, this illness will exist. . . only in the history books."

4 "Mandela has left the world something very special," said Clinton, "He made us look at what we have in common rather than our differences."

5 Nelson Mandela, a Nobel Peace Prize winner, was freed from Robben Island prison in 1990. He was elected president of South Africa in 1994.

6 President Clinton, Oprah Winfrey, and Bono of the Irish band U2 were in Johannesburg to celebrate the Nobel Prize Winner's birthday.

1 Point

13

An idea present in both selections is

- A. eating birthday cake.
- B. the economy.
- C. overcoming hardship.
- D. how to become president.

Stimuli:

Item #5399

Happy Birthday Nelson Mandela & President Clinton

Hurricanes

1 Which kind of storm can flatten tall buildings and flood kilometers of coastline?

2 If you answered hurricanes, you're right. Hurricanes are the most powerful storms on Earth. Wind speeds in a hurricane can be more than 250 kilometers per hour. The strong winds and heavy rains can damage property and cause deaths.

3 Hurricanes do not begin as powerful storms, however. Most of the hurricanes that reach the eastern part of the United States start out as mild storms. They usually begin forming in the Atlantic Ocean along the west coast of Africa. They get their energy from the warm, ocean water. The warm water is like a furnace that supplies the growing storm with heat energy.

4 The life cycle of a hurricane has four stages. The first stage is called a tropical disturbance. During this stage, clouds begin forming and rain begins to fall. Wind speeds are not very strong. As the storm keeps taking in heat energy, it grows stronger and enters its second stage. This stage is called a tropical depression. During this period, the storm begins to turn slowly around an area of low pressure. Wind speeds go up and heavy rains fall. As more warm, wet air over the ocean is pulled into the storm, the storm begins to spin faster. When wind speeds reach about 61 kilometers per hour, the storm enters its third stage. It is now called a tropical storm. If you could fly above the storm, you would see a circular shape. Tropical storms are strong. They cause high, rough waves in the ocean. Ships try to avoid going through these storms.

5 Many storms never reach the tropical-storm stage. Instead, they die out in a few hours or days. If conditions are right, however, some tropical storms keep getting stronger. When their wind speed reaches at least 119 kilometers per hour, the storm enters its final stage and becomes a hurricane. A hurricane has a calm, clear eye in its center. Winds spin at a dizzying rate around the calm eye.

6 When hurricanes hit land, they can cause lots of damage. The strong winds of hurricanes can tear off rooftops and flood places along the coast. It can cause loss of life and billions of dollars in property damage. Once a hurricane reaches land, however, it is doomed to die out. It cannot survive without the warm, ocean water that gave it energy. In a few days, the mighty hurricane becomes a weak storm. Soon, the clouds go away and the sun shines again.

1 Point

14

What inference can you draw from the passage?

A. Most hurricanes in the United States form in the Atlantic Ocean along the west coast of Africa.

B. Hurricanes get energy from warm, ocean water.

C. A storm is classified as a hurricane when its wind speeds reach at least 119 kilometers per hour.

D. Thunderstorms are not as powerful as hurricanes.

Stimuli:

Item #150564

Hurricanes (5)

Lady of the Lamp

1 Nursing is a very important job that involves a lot of hard work. To be a nurse requires many years of schooling. But education is not the only requirement for being a nurse. Nurses are very caring people who must be dedicated to helping people who are sick or injured get better. Today, nursing is one of the most respected jobs a person can have. But at one time, being a nurse was not such a big deal. People did not look at nurses the same way as they do today. The person who changed all that was Florence Nightingale.

2 Florence Nightingale was born in 1820. She was from a wealthy English family, and her parents had always expected her to get married and have a family of her own. Instead, she decided that helping others was her calling in life. When she told her parents that she wanted to be a nurse, they were very unhappy. Nursing was not considered the type of job a proper lady of her time should have. But she was determined to do it. Soon she began studies at a school for nurses in Germany.

3 After graduating from nursing school, she returned to England and found a job in a hospital. While she was working there, there was an outbreak of cholera. The hospital filled with people suffering from this terrible disease. Nightingale realized what many other people at the hospital did not: it was uncleanliness that made the disease spread. She made it her mission to keep the hospital as clean as possible, and as a result, far fewer patients died from cholera. The people who ran the hospital were very impressed. Soon she was put in charge of all the hospital's nurses.

4 In 1853, a war began between Turkey and Russia. Other countries soon declared war on Russia, including Great Britain. Thousands of English soldiers left to fight in the Crimean War. But the British did not have the means to provide proper care for the soldiers who were wounded in battle. More soldiers died from infections than from injuries. When the English public discovered how poorly their soldiers were being treated, they were very angry. Yet there simply were not enough hospitals and staff to treat them all.

5 Nightingale had developed a very good reputation as a nurse after saving so many lives at the hospital where she worked. For this reason, government officials asked her if she would be willing to help the soldiers who were suffering in Crimea, and she readily accepted the challenge. When she arrived at the military hospital, she was furious at how filthy it was. The hospital was overrun with rodents and insects, and the water used for drinking and cleaning wounds was dirty and unsafe. Necessities like bandages and soap were in short supply.

6 Getting right down to business, Nightingale immediately demanded that the hospital be cleaned from top to bottom. She spent every minute of her day caring for the soldiers and tending to their needs. At night, she would roam the halls of the hospital holding a lamp to check on her charges. This act earned her the nickname "the lady with the lamp." She also understood that the patients' happiness was important to their well-being, so she had a library built for them and had the kitchens serve more appealing food. Her efforts reduced the death rate in the hospital by two-thirds.

7 After a year and a half, she returned to England at the end of the war, where she was given a special award for her good deeds. Nightingale was also rewarded a prize of $250,000, which was an enormous sum at the time. She used this money to found her own hospital, which included a school called the Nightingale Training School for Nurses. It attracted many young women who admired her and wished to follow in her

footsteps. In fact, thanks to the work of Florence Nightingale, nursing was now viewed as an honorable profession—one that even wealthy families like hers now encouraged their own children to follow.

1 Point **15**

Read this sentence from paragraph 3.

The people who ran the hospital were very impressed.

Which **two** words **best** state the meaning of very impressed?

- [ ] A. amazed
- [ ] B. unhappy
- [ ] C. wealthy
- [ ] D. confused
- [ ] E. surprised
- [ ] F. bored

Stimuli: Item #48816

Lady of the Lamp

Laughing Matters
by Jack Myers

1 What can we possibly learn by studying laughter? A scientist who did study it began by thinking about laughter in a new way.

2 He imagined that he was an alien visiting Earth from another planet to study people. He watched how people behave. He tried to understand a strange part of their behavior called laughter. He studied how people laugh, why they laugh, and how they use laughter in their lives.

3 That's the way scientists study behavior in wild animals. They ask the same kinds of questions about birds and their songs. The scientist, Dr. Robert Provine, realized that we know more about bird songs than about human laughter.

Ha-ha-ha!

4 Just as one might do in studying bird songs, Dr. Provine studied the sound patterns of laughter. He found that each person has a characteristic laugh. Women's laughter is usually higher pitched than that of men.

5 But we all have a common laugh pattern. We make the *ha-ha-ha* sounds all in one breath and while we are breathing out. The first ha's are louder, and the last are weaker, as if we are running out of breath.

6 The *ha*'s come in a nice rhythm, about five in a second. It's hard to change that simple pattern. If you purposely try to change the pattern, you will discover how standard and automatic your laugh really is.

7 Checking out other animals showed that none of them laughs the way people do. The closest is the chimpanzee, which makes laughlike sounds when tickled. But chimpanzee laughter seems more like panting because there is only one ha with each breathing-in and each breathing-out. Real laughter is special for humans.

A Serious Side

8 How do people use laughter in their lives? You already know part of the answer. We don't laugh very often when we are alone. Laughter is something we use socially, when we are interacting with another person, or in groups.

9 To find out more, Dr. Provine trained his students at the University of Maryland Baltimore County to listen in on laughter and find out how it is used. The students listened in on twelve hundred group conversations in public places, such as schools, malls, and college campuses.

10 What they learned was a surprise. Most laughter did not come after jokes. It happened just as a part of conversation. In fact, it came from the speaker even more often than from the listeners. And it usually came at the end of a sentence.

11 They found that people often use laughter in almost the same way we use punctuation in writing—like a period or a question mark. Laughter is sprinkled in between sentences to separate ideas and to make some ideas stand out.

12 When we use laughter, what message are we giving? You may have noticed we use laughter in two different ways. Sometimes we use it to laugh at someone, to make fun of them. To me, that has always seemed unfair—like hitting someone who is already down.

Laughing Together

13 More often we laugh *with* someone. Then it's a way of showing approval or agreement, that we are thinking alike. Laughter is a part of the way we communicate.

14 Dr. Provine's study has taught us interesting things about something so common that most of us have never thought about it. There is still a lot to be learned, such as why laughing is so contagious.

15 Most of what Dr. Provine learned came from watching and listening to people. You and I can do that, too. It's like bird watching, except that people are more fun.

1 Point **16**

What is one main idea of the section "A Serious Side"?

- A. Real laughter is special to human beings.
- B. Real laughter often follows a standard pattern.
- C. Most people don't use laughter to make fun of others.
- D. Most people don't use laughter to show their amusement.

Stimuli:
Laughing Matters_CCSS2013

Item #115751

1 Point

17

What detail from the section "A Serious Side" **best** supports your answer to Part A?

- A. People often use laughter to separate ideas in conversation.
- B. People don't understand much about how they laugh.
- C. People usually use laughter in two different ways.
- D. People don't laugh the way that animals laugh.

Stimuli: Item #76455

Laughing Matters_CCSS2013

Meet Sai Gunturi, Scripps Howard National Spelling Bee Champion

Children's Digest interviewed the new champion to find out how his experience with spelling bees can benefit you for the 2004 Tulip Time Scholarship Games Spelling Bee!

Can you spell "pococurante"? Probably not, but that's the word Sai Gunturi spelled correctly to win the prestigious Scripps Howard National Spelling Bee.

Sai likes to read and is a straight-A student at St. Mark's School in Dallas, Texas. He likes to read, ride bikes, play tennis, and enjoy video games. Sai also plays violin in his school's orchestra and is studying Indian classical music. Here's part of our interview with the new reigning spelling champ:

Digest: Congratulations on winning the 2003 Scripps Howard Spelling Bee, Sai!

Sai: Thank you.

Digest: What was your first feeling when you realized you had won?

Sai: I felt light-headed. Then all my adrenaline went down, so I had no energy left.

Digest: What were your mom's and dad's reactions?

Sai: They were pretty happy.

Digest: How many times have you competed in the spelling bee?

Sai: Four times. I placed 32nd in fifth grade, 16th in sixth grade, and 7th last year.

Digest: What kept you going? Why did you keep competing?

Sai: I guess because I did pretty well in fifth grade, I competed again in sixth grade. And since I did well in sixth, I did it again in seventh grade.

Digest: Did you compete in school and other spelling bees before entering the Scripps Howard national?

Sai: Nothing official. I placed first in a third grade spelling bee.

Digest: Are smaller spelling bees such as the one you did in third grade and any others helpful to contestants?

Sai: Yes. They give you experience so you know what is going to come at you.

Digest: How did you study for the national spelling bee?

Sai: I studied one and a half hours each day during the week and then four hours over the weekend.

Digest: That's a lot of time. Did you memorize the lists?

Sai: No. My mom and my sister asked me the words.

Digest: Is family a big help?

Sai: Yes. They not only helped me with spelling, but they also gave me moral support.

Digest: During the spelling bee, you asked for word origins—Latin or Greek root, for example; word history; and origin. Is that important?

Sai: It helps a lot. Usually you don't, for example, find the letter "k" in Latin. If you ask for word origin and they say Latin, you know not to put a "k" in there. If you know the rules of language, it helps a lot.

Digest: What are your favorite school subjects?

Sai: Latin, math, and science.

Digest: You are taking Latin in grade school?

Sai: Yes.

Digest: That must have helped tremendously.

Sai: Yes.

Digest: What are your other hobbies and interests?

Sai: I like to read and draw.

Digest: And you also play the violin?

Sai: Yes.

Digest: Does having such broad interests help you in competition?

Sai: It might expose me to all those words—science words in science class and Italian words from music.

Digest: Did another family member compete in the Scripps contest?

Sai: Yes, my sister, Nivedita, placed eighth in 1997.

Digest: She must have inspired you. Did Nivedita go on to college?

Sai: Yes, she is in pre-med at Tufts.

Digest: What are you interested in becoming when you grow up?

Sai: I am thinking about becoming a genetic engineer. I don't know yet because I haven't taken any DNA science or anything like that, but it sounds very interesting.

Digest: Any tips for future spelling bee champions?

Sai: Stick with it!

Question: What's smarter than a talking parrot?

Answer A spelling bee!

1 Point

18

The author could have presented this information as a report in the third person instead of as an interview. What is the advantage of presenting it as an interview?

- A. It lets Sai speak directly in the first person to the reader.
- B. It was easier for the author to write the text.
- C. It shows that the writer took accurate notes during the interview.
- D. It is easier for the reader to understand what was said.

Stimuli:

Item #74913

Meet Sai Gunturi

Pack Horse Librarians

1 "Giddyap, Chestnut," the woman urged her horse up the rocky hill. She patted a saddlebag filled with books and magazines. "Lots of people are still waiting for a library visit today."

2 The woman and her horse had begun their trip before sunrise. They had already stopped at a lonely

little house in the woods. It was a crowded one-room schoolhouse with more students than chairs. It was a windowless wood cabin where chickens roamed in the tidy fenced-in yard. They had ten more homes to visit and a long way to go between each stop.

3 Everywhere they went, the woman left a few books or magazines. She picked up the ones she'd delivered two weeks ago. The books weren't new. They were old and tattered, and so were the magazines, but people were glad to get them.

4 From 1935 to 1943, librarians like this one traveled the mountains of eastern Kentucky on strong horses and mules. Times were hard then, and many people could not find jobs. Families had barely enough money to buy food and clothing. Schools could not afford to buy books. People lived far from towns and neighbors. They had no way to get things to read.

5 So Kentucky's pack horse librarians journeyed mile after mile across rough, rocky country. There were no roads for them to follow, just a few bumpy dirt paths. They went up and down steep hillsides. They crossed through cold creeks and streams.

6 Sometimes, when the ground was very slippery or uneven, they climbed off their horses and walked. They worked in the rain, snow, and blazing heat, bringing books to thousands of people who loved to read.

1 Point

19

When did the librarians deliver books?

- A. 1910s and 1920s
- B. 1920s and 1930s
- C. 1930s and 1940s
- D. 1940s and 1950s

Stimuli:

Item #56566

Pack Horse Librarians

Space Shows

By Paul Coco

Spectacular meteor showers and a lunar eclipse have thrilled observers across the globe.

Have you looked at the night sky recently? Did you see an eerie yellow glow? How about zooming streaks of light? Maybe you even looked up and saw the moon disappear, then come back again.

In November 2003, skywatchers saw a total lunar eclipse, or an eclipse of the moon, and two meteor showers.

A few weeks later, another meteor shower lit up the sky. You didn't even need a telescope to view these spectacular light shows. You just had to look up!

Colorful Moon

On the night of November 8, kids and adults around the world gathered in backyards, fields, and on sidewalks to see a total lunar eclipse.

Fourth-grader Ashley Reierson, from Pollock, South Dakota, was one of those looking up that night.

"I watched when part of the moon was covered," Ashley said. "It was weird to see a sky without a moon."

A total lunar eclipse occurs when Earth comes between the sun and the moon. Earth's shadow falls on the moon, making it look totally covered. In a partial eclipse, only some of the moon looks covered.

Ashley's classmate, Nicole Peterson, also saw the lunar eclipse. "It got so dark without the moon. But then it got bright, like the daytime," Nicole said.

During November's eclipse, the moon appeared to be yellow-orange. This is because the moon passed through the lower edge of Earth's shadow. During sunset, when the sun's rays hit Earth's atmosphere and got refracted, or bent by the gases and dusts, the moon was in a direct line with the refracted rays. The result? The moon reflected those rays and appeared yellow-orange.

There can also be an eclipse of the sun—a solar eclipse.

Mighty Meteors

Meteor showers that streaked through the sky also thrilled skywatchers.

Meteors are pieces of rock or metal from space that enter the Earth's atmosphere at high speeds. These objects burn up when they enter Earth's atmosphere. As they burn, they look like bright, long streaks of light. The longer a meteor takes to burn, the longer you can see a streak. If many meteors burn up at once, it looks like it's raining fireworks!

There are several kinds of meteor showers. Meteor showers are named for the point in the sky where the meteors seem to come from. The Leonids look like they come from the constellation Leo. Geminids appear to start at the constellation Gemini.

Now that you know about eclipses and meteor showers keep your eyes on the sky. You never know what you might see!

1 Point

20

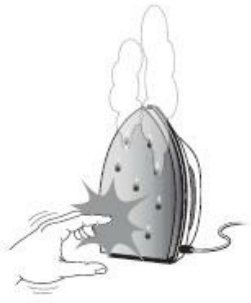
You would probably find this article in

- A. a book of short stories.
- B. an encyclopedia.
- C. a science textbook.
- D. a magazine.

Stimuli:
Space Shows

Item #153450

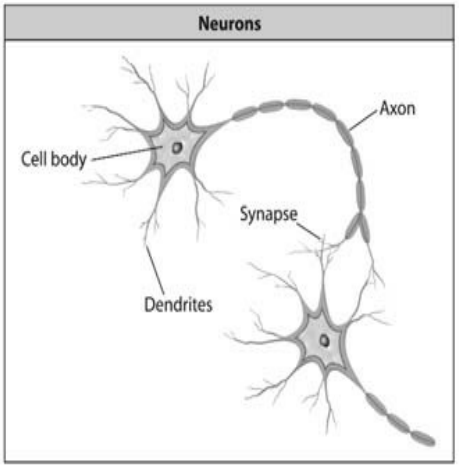
1



The Nervous System

1 What happens when you touch a car after it sits all day in the hot sun? Do you pull your hand away from the hot metal?

2 When you touch something hot, the nerves in your fingertips tell your brain that the object is hot. Your brain then tells your arm muscles to move your hand away from the object to avoid the pain caused by heat. It only takes a second for this message to move from your nerves to your brain to your muscles. Without nerves, however, you wouldn't feel the hot metal. You wouldn't feel cold, either. You wouldn't feel wind blowing or a mosquito biting your arm. Without nerves, your body wouldn't even know when to breathe.



3 Your body has a system of nerves called the *central nervous system*. Nerve fibers look like threads bundled together. These fibers run from your brain to your arms, legs, and body. Sometimes nerves don't run directly to your brain but stop first at your spinal cord. Your spinal cord runs up your back and is protected by your backbone or spine. Some nerve fibers run up your spine to your brain. Some nerves end in the spinal cord.

4 Nerve fibers carry messages to and from your brain or spinal cord like telephone wires. At the ends of these nerve fibers are clusters of nerve cells called *neurons*. Your body contains billions of nerve cells. The neurons in different parts of your body perform different jobs. Some neurons receive messages from your senses and relay them to your brain. Other neurons work inside your body to keep your organs functioning correctly.

5 Each neuron has a stem called an *axon* [AX on] and fingerlike projections called *dendrites*. [DEN dryts] When you touch a hot car, axons carry the message of heat from the neurons in your fingers to your brain. When your brain orders the muscles in your arm to move your hand, dendrites receive the message in your arm.

6 When one neuron in your fingertip feels pain as you touch the hot car, it passes the message of pain to the neurons around it. A message passed from one neuron to another is called a *nerve impulse*. There is space between each neuron and its neighbors. Nerve impulses must jump this space, which is called a *synapse* [SIH naps]. A nerve impulse is like a little pulse of electricity. The electrical pulse causes the neuron to release certain chemicals called *neurotransmitters*. Neurotransmitters carry the message of heat across the synapse to the next neuron.

7 Some nerve impulses are called *reflexes* [REE flehx ihz]. A reflex is a reaction that happens very quickly and doesn't involve your brain. You can test one of these automatic reflexes yourself. Stand on one side of a window and have a friend stand on the other side. Have your friend crumple up a ball of paper and throw it toward your face. Did you blink? Blinking is a reflex that protects your eyes from damage.

1 Point

21

Why does the author begin the article by asking questions?

- A. to show that this is a nonfiction article
- B. to help readers check on their knowledge of the subject
- C. to capture readers' interest so they will read more
- D. to explain why it's important to know about the nervous system

Stimuli:

Item #146309

The Nervous System

The Tide Rises, The Tide Falls

By Henry Wadsworth Longfellow

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveller hastens toward the town
And the tide rises, the tide falls.

Darkness settles on the roofs and walls
But the sea, the sea in darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands
And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveller to the shore,
And the tide rises, the tide falls.

1 Point

22

Which of the following lines contains an example of figurative language?

A. "The twilight darkens, the curlew calls;"

B. "The little waves, with their soft, white hands,"

C. "the steeds in their stalls / Stamp and neigh"

D. "The traveller hastens toward the town"

Stimuli: Item #61971

The Tide Rises, The Tide Falls

Watching in the Wild

By Charnan Simon

Jane Goodall knows how to watch. For more than 40 years, she has watched a group of chimpanzees in Gombe National Park in Africa. What she has seen has changed the way scientists think about animals—and people.

Jane was 26 years old when she first went to Gombe. It was 1960, and no one had ever studied chimpanzees in the wild. Jane's plan was simple. She would travel to Africa and find some chimpanzees. Then she would sit quietly and watch them go about their lives.

When she arrived at Gombe, Jane could hear chimpanzees calling to each other across the valleys. She found half-eaten fruits under trees where they had fed. But she didn't see the chimpanzees themselves. They were shy! Whenever Jane came close, they ran away.

Jane was discouraged. But she didn't give up. If the chimpanzees didn't want her to come close, she would watch them from a distance. Every day she woke up before dawn. She put on clothes that blended in with the jungle and climbed to the top of a high, rocky ledge. Using binoculars, she sat and looked at chimpanzees—hour after hour after hour.

Other people might have been bored. Not Jane! She loved watching the chimpanzees feeding in fig trees and drinking from streams. She saw how they greeted each other with hugs and kisses. She smiled at the baby chimps who perched on their mothers' backs or sat cradled in their laps.

Jane took notes on everything she saw. She wrote about how, at night, each chimp made a cozy nest high in the treetops. Jane watched the chimps bend branches and tuck in smaller twigs. She saw mothers curl up with their babies and then sit back up to make a pillow from a handful of leaves. When the chimps left their nests in the morning, Jane climbed up to try them out for herself!

Slowly, the chimpanzees became used to Jane. They let her come closer and closer. Jane began naming the chimps she recognized. David Greybeard had a silvery beard and a calm manner. Old Flo was ugly, with a big nose and raggedy ears— but she was a

wonderful mother. Mr. McGregor reminded Jane of the gardener in *The Tale of Peter Rabbit*.

At the time, scientists thought that animals being studied should be given numbers, not names. But Jane didn't agree. She saw that the chimpanzees had real personalities. It made sense to give them real names. Today, many scientists name the animals they study in the wild.

One day Jane saw something really exciting. David Greybeard was sitting by a red-earth termite mound. He poked a long grass stem into a hole in the mound. Then he pulled the stem out and ate the crunchy termites that clung to it.

Jane was amazed. David Greybeard was using the grass stem as a tool! Until then, scientists thought that only people used tools. Jane saw the chimps using other tools, too. Once, a big brother chimp grabbed a handful of leaves to wipe his little brother's messy nose. Many times, chimps used crumpled leaves as sponges to soak up water to drink from hollow logs.

Over the next 40 years, Jane wrote books about her exciting discoveries. She learned that chimpanzees live in close family groups and make friendships that last a lifetime. They hunt, and they teach their children. They can be happy or sad, angry or afraid. Chimps are more like people than any other living creatures. Studying them has helped scientists understand our own place in nature.

And it all started with one woman who knew how to sit quietly—and watch carefully.

1 Point

23

What materials did the chimpanzees use to make pillows?

- A. pieces of wood
- B. rocks
- C. piles of leaves
- D. grass stems

Stimuli:

Item #72446

Watching in the Wild

Welcome to the Rain Forest
by Karen E. Hoag

More than 500 years ago, Christopher Columbus provided the world with the first known written description of a rain forest. “I never saw a lovelier sight,” he wrote. “Trees everywhere, lining the river, green and beautiful. They are not like our own, and each has its own flowers and fruit. Many birds, large and small, singing sweetly away.”

For the next 400 years, people called these areas by familiar terms: forest or jungle. Then, in 1898, A.F.W. Schimper, a German *botanist* (a person who studies plants), gave these unusual areas a special name—*tropische Regenwald* (tropical rain forest).

Two characteristics separate the tropical rain forest from other forests: temperature and rainfall. Equatorial rain forests exist where the rainfall is high (160 to 400 inches per year) and the average temperature is high (80°F). Here there are no cold or dry spells.

Tropical moist forests receive less rain (40 to 160 inches per year).

Their temperature is not as constant, and they have a dry season when some of the trees lose their leaves.

Two-thirds of today's existing rain forests are equatorial; that is, they lie near or on the equator. More than half of these border the Amazon River in South America. In fact, six percent of the world's rain forests are located in Peru.

"Welcome to the Rain Forest" by Karen E. Hong, From FACES' November 1997 issue: Peru: Life in a Rain Forest, © 1997, Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NJ 03458. Reprinted by permission of the publisher.

	Rain Forest	Moist Forest
Yearly Rainfall	160–400 inches	40–160 inches
Average Temperature	80°F	Changes

1 Point

24

Why does the author use italics in the second paragraph?

- A. to call attention to a foreign term
- B. to emphasize an important sentence
- C. to direct the reader to a geographical feature
- D. to describe the characteristics of a rain forest

Stimuli: Item #32313

Welcome to the Rain Forest

Whitewashing

Adapted from The Adventures of Tom Sawyer *by Mark Twain*

1 Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed the fence, and all gladness left him. A deep melancholy settled down upon his spirit. Thirty yards of board fence nine feet high. Life to him seemed hollow, and existence but a burden. Sighing, he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged. under the pillow, forcing images of past summers into his mind.

2 Tom began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his pathetic

means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

3 He took up his brush and went tranquilly to work. Ben Rogers hovered in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was a hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple. As he drew near, he slowed down and stood looking at Tom.

4 Tom went on whitewashing—paid no attention. He surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Suddenly, Ben said, "Hello, old chap, you got to work, hey?"

5 Tom wheeled suddenly and said, "Why, it's you, Ben! I wasn't noticing."

6 "Say—I'm going swimming. Don't you wish you could? But of course you'd rather work—wouldn't you? Course you would!"

7 Tom contemplated the boy a bit, and said, "What do you call work?"

8 "Why, ain't *that* work?"

9 Tom resumed his whitewashing, and answered carelessly, "Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

10 "Oh come, now, you don't mean to let on that you *like* it?"

11 The brush continued to move. "Like it? Well, I don't see why I shouldn't like it. Does a boy get a chance to whitewash a fence every day?"

12 That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticised the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said, “Say, Tom, let *me* whitewash a little.”

13 Tom considered, was about to consent; but he altered his mind and said, “No—no—I reckon it wouldn’t do, Ben. You see, Aunt Polly’s awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn’t mind and *she* wouldn’t.”

14 “No—is that so? Oh come, now—let me just try. I’d let you, if you was me, Tom.”

15 “Ben, I’d like to, but Aunt Polly—well, Jim wanted to do it, but she wouldn’t let him; Sid wanted to do it, and she wouldn’t let Sid. Now don’t you see how I’m fixed? If you was to tackle this fence and anything was to happen to it—”

16 “Oh, shucks, I’ll be just as careful. Now let me try. Say—I’ll give you my apple!”

17 Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while Ben worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more

innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash.

18 By the time Ben was tired, Tom had traded the next chance to Billy Fisher. When he played out, Johnny Miller bought in—and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth.

19 He had had a nice idle time all the while—plenty of company—and the fence had three coats of whitewash on it!

Casey at the Bat

by Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play,
And then when Cooney died at first, and Barrows did the same,
A cloud of silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to the hope which springs eternal in the human breast;
They thought, “If only Casey could but get a whack at that—
We'd put up even money now, with Casey at the bat.”

But Fynn preceded Casey, as did also Jimmy Blake,
And the former was a lackey, while the latter was a waste;
So upon that stricken multitude grim melancholy sat,

For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third

Then from five thousand throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It pounded on the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile lit Casey's face.
And when, responding to the cheers, he lightly tipped his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;

Five thousand tongues applauded when he wiped them on his shirt;
Then while the squirming pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
“That ain't my style,” said Casey. “Strike one!” the umpire said.

From the benches, filled with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
“Stop him! Stop the umpire!” shouted someone on the stand;
And it's likely they'd have stopped him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the round ball flew;
But Casey still ignored it and the umpire said, “Strike two!”

“Fraud!” cried the maddened thousands, and echo answered “Fraud!”
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
They saw his face grow stern and cold, they saw his muscles strain,

The sneer is gone from Casey's lip, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out;

10 Points

25

Literary stories often feature strong characters that are sometimes called heroes. The hero's job may be to complete a quest, solve a problem, or save the day through some act that requires great skill or courage. However, the most interesting stories often heroes with serious character flaws. For example, one character might be overly ambitious; another might be too greedy.
In this assignment, you have read about two strong central characters that might be called heroes:

- Tom Sawyer from "Whitewashing"
- Casey from "Casey at the Bat"

Analyze the strengths and weaknesses of these two characters. Think about what the characters did that showed their character traits. Think about what might happen to each character in the future, based on what the events in the stories revealed about them. When writing your analysis,

- Think about the events told in each story.
- What do words and actions reveal about each character?
- What are the characters' weaknesses and strengths?
- Be sure to include details from both stories.

Stimuli: Item #145014

Whitewashing - from Tom Sawyer & Casey at the Bat_PARCC

Wolfgang Amadeus Mozart

1 Born in Salzburg, Austria, wolfgang amadeus Mozart was a musical genius. At the age of four he started taking music lessons. The teacher was his father, Leopold Mozart. The little boy had an amazing memory and every sound he heard he recorded in his mind. A year later he was making up his own music.

2 One day the five-year-old wrote a piece of music for the piano. He brought it to his father, who was playing music with some friends. At first everyone laughed at the little boy. The paper was a mess. He had accidentally dripped ink all over it. But his father carefully studied the boy's work. He was astounded. The music was exceptional, but it was also very difficult to play. Leopold asked if anyone could play it. Wolfgang could, and did—to the amazement of those present.

3 Leopold wanted his son to be a great musican. When Wolfgang was only six, his father took him and his older sister Marianne all over Europe. The brother-and-sister act is a huge success. Together, Wolfgang and Marianne played for kings and queens and other important people.

4 No one could believe their eyes—or their ears. How could a boy this young have so much talent? Wolfgang loved the attention, but he was very sensitive, too. If someone interrupted his program or wasn't paying attention, the little boy would burst into tears.

5 One day, when Wolfgang was seven, he picked up a violin for the first time. It was amazing, without any training, he played beautifully. When he was 12 he composed an opera. There was no end to his talent.

6 Wolfgang worked hard—and fast. Ideas were always bouncing around in his head. While he lived, he recieved many honors. He wrote many great operas, symphonies, and concertos.

1 Point

26

The brother-and-sister act is a huge success.

Read the sentence above from paragraph 3. What is the *best* way to rewrite this sentence?

- A. The brother-and-sister act was a huge success.
- B. The brother-and-sister act were a huge success.
- C. The brother-and-sister act had been a huge success.
- D. Leave as is.

Stimuli:

Wolfgang Amadeus Mozart

Item #39751

1 Point

27

Which of the following sentences needs a comma after the introductory phrase?

- A. In the autumn the trees in New England change color.
- B. After a rain fall leaves glisten with their new colors.
- C. At sunrise the sky and the trees appear to join.
- D. For a moment everything is glowing and golden.

Item #94306

1 Point

28

Which is the correct way to punctuate the sentence?

- A. Well, furthermore, climbing over the fence, I caught my shirt on a nail.
- B. Well furthermore, climbing over the fence I caught my shirt on a nail.
- C. Well, furthermore climbing over the fence, I caught my shirt on a nail.
- D. Well, furthermore, climbing, over the fence, I caught my shirt on a nail.

Item #31477

1 Point

29

Which sentence should be added to the conclusion to make it stronger?

- A. My experiment confirmed my hypothesis.
- B. You might want to do this experiment yourself.
- C. Carbon dioxide is an interesting gas to know about.
- D. Therefore, this is an excellent way to put out fires.

Item #129728

1 Point

30

Which shows a correct tense for the verbs in the sentence?

At the exact moment that the scientist _____ the rumble, he _____ an earthquake's sound.

- A. heard, recognizes
- B. will hear, recognizes
- C. heard, recognized
- D. hears, recognized

Item #119621

1 Point

31

A student is writing a response to an art show. Read the draft and answer the question that follows.

"Man in a Supermarket" was my favorite drawing in the art show. I like the way that the artist added so many small things to the drawing, like labels on the boxes and cans in each aisle. That must have taken a lot of work.

The writer wants to replace the underline word to make the meaning more exact. Which word **best** replaces the underlined word?

- A. details
- B. pictures
- C. topics
- D. ideas

Item #128286

1 Point

32

Read the sentences.

(1) For the costume party, Fred wore his pirate costume. (2) Elle dresses in a bat cloak. (3) Marianne put on a witch's hat. (4) Dannie became a vampire.

Which sentence should be changed to avoid a shift in tense?

- A. (1)
- B. (2)
- C. (3)
- D. (4)

Item #117897