

## Introduction - Grade 7 English–Language Arts

The following released test questions are taken from the Grade 7 English–Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 7 English–Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Grade 7 English–Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

| <b>STRAND/REPORTING CLUSTER</b>  | <b>NUMBER OF QUESTIONS ON EXAM</b> | <b>NUMBER OF RELEASED TEST QUESTIONS</b> |
|----------------------------------|------------------------------------|--|
| • Word Analysis                  | 11                                 | 17                                       |
| • Reading Comprehension          | 18                                 | 32                                       |
| • Literary Response and Analysis | 13                                 | 20                                       |
| • Writing Strategies             | 17                                 | 23                                       |
| • Written Conventions            | 16                                 | 22                                       |
| <b>TOTAL</b>                     | <b>75</b>                          | <b>114</b>                               |

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 7 English–Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

**READING**

The Reading portion of the Grade 7 California English–Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

**The Word Analysis Strand/Cluster**

The following three California English–Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by 17 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English–Language Arts Standards Test.

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**7RW1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

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**7RW1.1 Vocabulary and Concept Development:** Identify idioms, analogies, metaphors, and similes in prose and poetry.

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**7RW1.2 Vocabulary and Concept Development:** Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

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**7RW1.3 Vocabulary and Concept Development:** Clarify word meanings through the use of definition, example, restatement, or contrast.

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## The Reading Comprehension Strand/Cluster

The following six California English–Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 32 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English–Language Arts Standards Test.

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- 7RC2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.
- 
- 7RC2.1 Structural Features of Informational Materials:** Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 
- 7RC2.2 Structural Features of Informational Materials:** Locate information by using a variety of consumer, workplace, and public documents.
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- 7RC2.3 Structural Features of Informational Materials:** Analyze text that uses cause-and-effect organizational pattern.
- 
- 7RC2.4 Comprehension and Analysis of Grade-Level-Appropriate Text:** Identify and trace the development of an author’s argument, point of view, or perspective in text.
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- 7RC2.5 Comprehension and Analysis of Grade-Level-Appropriate Text:** Understand and explain the use of a simple mechanical device by following technical directions.
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- 7RC2.6 Expository Critique:** Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.
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### The Literary Response and Analysis Strand/Cluster

The following six California English–Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by 20 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English–Language Arts Standards Test.

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- 7RL3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.
- 
- 7RL3.1 Structural Features of Literature:** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
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- 7RL3.2 Narrative Analysis of Grade-Level-Appropriate Text:** Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).
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- 7RL3.3 Narrative Analysis of Grade-Level-Appropriate Text:** Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.
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- 7RL3.4 Narrative Analysis of Grade-Level-Appropriate Text:** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
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- 7RL3.5 Narrative Analysis of Grade-Level-Appropriate Text:** Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
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- 7RL3.6 Literary Criticism:** Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.
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## WRITING

The Writing portion of the Grade 7 California English–Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

### The Writing Strategies Strand/Cluster

The following six California English–Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 23 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English–Language Arts Standards Test.

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- 7WS1.0 WRITING STRATEGIES:** Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- 
- 7WS1.1 Organization and Focus:** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 
- 7WS1.2 Organization and Focus:** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 
- 7WS1.3 Organization and Focus:** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.
- 
- 7WS1.4 Research and Technology:** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 
- 7WS1.5 Research and Technology:** Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 
- 7WS1.7 Evaluation and Revision:** Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
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### The Written Conventions Strand/Cluster

The following seven California English–Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 22 test questions for grade 7. These questions represent only some ways in which these standards may be assessed on the Grade 7 California English–Language Arts Standards Test.

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- 7WC1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** Students write and speak with a command of standard English conventions appropriate to the grade level.
- 
- 7WC1.1 Sentence Structure:** Place modifiers properly and use the active voice.
- 
- 7WC1.2 Grammar:** Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 
- 7WC1.3 Grammar:** Identify all parts of speech and types and structure of sentences.
- 
- 7WC1.4 Grammar:** Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).
- 
- 7WC1.5 Punctuation:** Identify hyphens, dashes, brackets, and semicolons and use them correctly.
- 
- 7WC1.6 Capitalization:** Use correct capitalization.
- 
- 7WC1.7 Spelling:** Spell derivatives correctly by applying the spellings of bases and affixes.
-

### Phaëthon Gets His Wish

1 Phaëthon stood impatiently at the heavy gilded doors. He ordered the guards, Month and Year, to let him approach his father’s throne. As the doors creaked open, the sun’s rays almost blinded him. Phaëthon shielded his eyes and groped his way toward Apollo’s throne. “Come here, my son. Follow my voice,” Apollo’s voice echoed. “What is so urgent that you have my guards scrambling to do your bidding?”

2 “Father, I have a problem. All of my friends have been teasing me. They don’t believe that you’re my father or that you make the sun rise and set,” complained Phaëthon.

3 Apollo replied, “Oh—that problem again? Well, just to prove it to your friends once and for all, I will grant you any wish you desire.”

4 “Really? Then I have only one wish,” answered Phaëthon. “I’d like to drive your chariot and make the sun rise tomorrow morning!”

5 Apollo was horrified. “No—not that! No one but me can drive the chariot. The horses are too powerful!”

6 “You said I could have anything,” whined Phaëthon.

7 Bound by his promise, Apollo had to grant Phaëthon his wish. His heart was sick with worry as he ordered Dawn to hitch the horses, Hour and Day, to the Golden Chariot. Phaëthon could hardly wait to jump in the driver’s seat and grab the reins. He hoped all his friends were watching the sky and anticipating his sojourn through the stars.

8 “Wait, my son! There are things you need to know!” cried Apollo.

9 “Oh, Father! You worry too much. I’ve often seen you drive. I know what to do,” Phaëthon answered.

10 Apollo hurried to give directions. “You have never driven my chariot before. You must make the horses stay on the path. If you are too low, you will scorch the earth.”

11 “I know, Father. Now watch me take off!” shouted Phaëthon.

12 Dawn stepped back and released her grip on the horses’ bridles. The horses pawed the ground and snorted with excitement. The sky begged for Dawn’s light, so she ran toward the horizon in her glowing gown to make the darkness fade. As Phaëthon was about to ascend, Apollo grabbed his arm and said, “Please listen to me! If you go too high, you will warm the cold depths of the heavens, and the Bear or Snake or Scorpion will come alive!”



- 13 Phaëthon just laughed. “My friends are waiting. I’ve got to go!” he shouted.
- 14 With that, the chariot was off. It was a wild ride. Hour and Day were unruly and difficult to control. Phaëthon did not have his father’s strong arms or years of experience. The horses wove from side to side and bobbed up and down through the heavens, hitting everything in their way. The sun bounced along behind the chariot like a basketball. It grazed the stars and skidded along mountaintops, leaving charred remains behind. Phaëthon’s friends ran for cover as they watched the spectacle. Just as his father had warned him, the figures in the sky began to move. Suddenly the Scorpion lunged toward him, but Phaëthon ducked out of the way in time. The Snake lashed out and bit a wheel off the chariot.
- 15 Apollo, witnessing the destruction, dashed up toward the heavens, but he was too late! The Bear had stirred from his icy hibernation and grabbed Phaëthon before his father could reach him. Apollo grabbed the reins and finally regained control of Hour and Day, but it was years before the earth’s mountaintops were white with snow again. The scorched areas became deserts where very little would grow. Phaëthon became a part of the constellations alongside the Bear, where his father could regretfully keep an eye on him.

CSR0P124

## Released Test Questions

## English–Language Arts

7

1 Read these sentences from the passage.

The sun bounced along behind the chariot like a basketball. It grazed the stars and skidded along mountaintops, leaving charred remains behind.

**Charred means**

- A burnt.
- B dangerous.
- C filthy.
- D colorful.

CSR10643

2 Which word from the passage comes from the Latin root meaning look or watch?

- A ascend
- B spectacle
- C urgent
- D figures

CSR10640.152

3 What caused Apollo to allow Phaëthon to drive the chariot?

- A Apollo wanted to protect Phaëthon from teasing.
- B Phaëthon dared to approach Apollo's throne.
- C Apollo was bound by his promise to Phaëthon.
- D Apollo asked Phaëthon to do it as a favor.

CSR00929.124

4 A thematic topic of this passage is the conflict between

- A goodness and evil.
- B man and nature.
- C wisdom and inexperience.
- D strength and weakness.

CSR00930.124

5 From what point of view is the passage narrated?

- A first person, Apollo
- B third person, limited
- C third person, omniscient
- D third person, Dawn

CSR00923.124

### Yours Truly

When my mother writes a letter,  
she uses her fountain pen and fancy paper  
that she keeps in her desk  
in a special drawer.

- 5 She slips in a photo and  
chuckles as she writes about  
me, about the weather, about  
what she’s doing and hopes to do.  
She licks a stamp, writes  
10 carefully on the envelope,  
and carries the letter to  
the mailbox out by the road,  
wondering how many days will pass  
before it’s read.

- 15 When I write a letter,  
I use my computer and fancy modem  
that I keep in my room  
on my special desk.  
I enclose an attachment and  
20 chuckle as I write about  
my mom, about the weather, about  
what I’m doing and hope to do.  
I key in the address and a subject  
and press SEND. My computer  
25 buzzes and then—delivery!  
It’s there, waiting for someone to  
call it up on her screen  
and read it *now*.

CSR0P191

## Released Test Questions

## English–Language Arts

7

**6** A theme of this poem is the comparison of

- A computers and fountain pens.
- B humorous and serious writings.
- C mothers and children.
- D traditional and modern ways.

CSR01286.191

**7** Based on the poem, the narrator *most likely* feels that the main advantage of computer-aided letter writing is that the

- A letter can be written more quickly.
- B letter can include additional material.
- C letter can be received more quickly.
- D letter's content can be more creative.

CSR01292.191

## The Magic of Harry

1 Harry Houdini was a man who astonished and enthralled many people during his life. Whether he was escaping from a padlocked box or making things disappear and reappear, he definitely was entertaining. People thought that he must truly have some supernatural powers, but in fact, what Harry really had was drive.

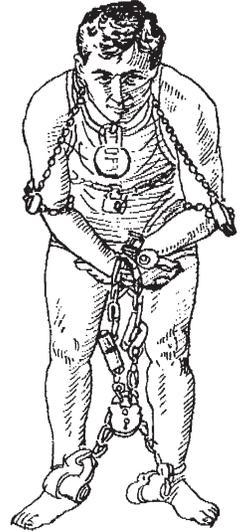
2 Harry was born in Budapest, Hungary, in 1874. His real name was Ehrich Weiss and he was the third of five children. His family moved to Wisconsin not long after he was born and by the time he was nine, he was tying ropes all over his backyard and learning amazing trapeze tricks to show his friends and neighbors. He visited the local locksmith, and when he had reached his teens he could pick almost any lock that was made. He also learned how to do card tricks. He and his brother, Theo, would often entertain at local parties and clubs for extra money.

3 When Ehrich was 16, he came across a book that would literally change his life: the biography of France's greatest magician, Jean Eugene Robert-Houdin. It showed Ehrich that his hobby of magic and tricks could also be a career. Immediately, he changed his name to Harry Houdini. He and Theo headed out to make a living as magicians.

4 In 1893, they were at the Chicago World's Fair, and after that they traveled around giving magic shows for anyone willing to listen and pay. Theo grew restless, however, as the jobs became scarce, so he left. His timing was perfect since Harry had just fallen in love with a lovely woman named Bess who was just the right size for slipping in and out of the trunk they used in their magic tricks. They married immediately and then off they went, traveling with circuses and other road shows. Harry learned more and more tricks and spent much of his time reading and studying all kinds of locks, especially handcuffs. However, no matter what tricks they did or how hard they tried, Bess and Harry were not doing well. They tried to sell their shows for seven years and finally, in desperation, they went to Europe.

5 It was the right move. Harry's persistence and constant practice were about to pay off. To get people's attention, he walked into police stations and offered to be handcuffed by all the policemen. They were shocked when he was loose only seconds later. Soon, everyone in Europe was talking about Houdini's astounding feats. He was in high demand and found himself doing more and more dangerous acts. He escaped from a straitjacket hanging upside down over the street; he escaped from locked boxes of all kinds; and, of course, he got out of any kind of handcuffs put on him.

6 After several years in Europe, Bess and Harry returned to the United States in triumph. Harry was doing such amazing tricks that people felt he must have special powers. However, few realized how much time he spent practicing and studying. He would do special exercises to keep his body strong, and he would do tricks with his fingers to keep them nimble and flexible. He would spend large amounts of time tying and untying knots—with his toes! For his underwater tricks, he would get in the bathtub and practice holding his breath for longer and longer times. Since many of his tricks involved being plunged into icy water, he would pour buckets of ice in the tub to get accustomed to working in the cold.



## Released Test Questions

## English–Language Arts

7

- 7 The reason that Harry Houdini was such a success was that he practiced and prepared for whatever might happen. When a college student punched him in the abdomen in 1926, however, he wasn't prepared. The punch did internal damage that not even this magician could get out of. Harry died in 1926 at 52 years of age—a master of his trade and a true legend.

CSR0P269

- 8** Read this sentence from the passage.

Harry Houdini was a man who astonished and enthralled many people during his life.

You can tell from the sentence that enthralled means

- A apart.
- B vanished.
- C convinced.
- D fascinated.

CSR01945.269

- 9** Read this sentence from the passage.

Harry's persistence and constant practice were about to pay off.

You can tell from the sentence that persistence means

- A desperation.
- B long journey.
- C refusal to quit.
- D education.

CSR01944.269

- 10** Houdini decided to become a magician after

- A he read a book about a famous magician.
- B he learned to pick a lock.
- C he started entertaining at local parties.
- D he learned to do card tricks.

CSR01948.269

- 11** The author supports the argument that Houdini was a hard worker by describing

- A how he prepared.
- B his famous tricks.
- C his childhood.
- D how he became popular.

CSR01950.269



### Seeing in Stereo

- 1 Have you ever asked yourself why you have two eyes instead of one, three, or even hundreds as some insects have? Have you wondered why your eyes are set close together on the front of your face rather than on the sides of your head, as on animals like rabbits, antelopes, and horses? The reasons are simple—and important to the way you see the rest of your world.
- 2 Your eyes are like two small cameras. A camera captures an image of an object and records this image in miniature on a small piece of film. Similarly, when you look at something, each eye takes in what it sees and sends this image to the back of the eyeball. From each eye, an optic nerve then sends the image to the brain. Because your eyes are set close together, they view the world from about the same height but from slightly different angles. While your right eye sees an object a little to the right, your left eye sees the same object slightly to the left. Working as a team, the eyes send the images to the part of your brain called the *cerebral cortex*, which assembles them into a single, centered image.
- 3 Seeing with two eyes working together is called *stereoscopic vision*. This allows you to view the world in three dimensions, or 3-D. These dimensions are height, width, and depth. Perceiving depth allows you to judge the distance between you and the objects you see. It also helps you to adjust to the changing angle at which you see something as you move closer to or farther away from it. As you walk along a sidewalk, for example, seeing in stereo helps you to know how close you are to the street, how far you need to walk to arrive at a certain building, and how close you are to stepping on a rock or a piece of glass. As your body moves, your eyes give you a continual flow of information about where things are in relation to where you are.
- 4 If images are coming from only one eye, however, only two of these dimensions—height and width—can be perceived. A world seen with one eye is thus two-dimensional, as in a photograph. Depth perception is lacking, making it more difficult to move around safely.
- 5 Now consider why your two eyes are located on the front of your face. Think of other animals with this same arrangement. Some examples are lions, wolves, and owls. What do these creatures have in common? They are all animals that hunt. These animals have eyes facing directly in front of them. This provides a field of vision that is about 180 degrees wide, like a half-circle. This kind of sight is called *binocular vision*.
- 6 On the other hand, animals that are hunted have eyes on the sides of the head. This provides nearly a 360-degree field of vision. Because these animals need to be on the alert in order to stay alive, they need to see things coming from the sides and from behind. However, without stereoscopic vision, these animals have a more difficult time determining how far away a threat is.

## Released Test Questions

## English–Language Arts

7

- 7 With vision that is both stereoscopic and binocular, humans share with predators the ability to see clearly from side to side and to accurately determine how far away objects are. If you think it would be great to have another type of vision, perhaps with hundreds of tiny eyes like many insects do, think again! Each tiny insect eye sees only a tiny part of what the creature is viewing. Besides, what if you needed glasses? Be glad for the eyesight that you have.

- 12** Read the sentence from the passage.

If images are coming from only one eye, however, only two of these dimensions—height and width—can be perceived.

In this sentence, perceived means

- A taken.
- B seen.
- C understood.
- D set.

CSR10622.151

- 13** Which claim from the article is *least* supported by factual evidence?

- A Your eyes are like two small cameras.
- B This allows you to view the world in three dimensions, or 3-D.
- C On the other hand, animals that are hunted have eyes on the sides of the head.
- D If you think it would be great to have another type of vision . . . think again!

CSR10621.151

- 14** According to this passage, an eye is like a camera because both

- A have an optic nerve.
- B are able to perceive color.
- C record images in miniature.
- D work only while remaining still.

CSR10616.151

- 15** Stereoscopic vision is a result of having

- A hundreds of eyes, all seeing parts of an image.
- B two eyes close to one another that work together.
- C a three-hundred-sixty-degree field of vision.
- D one eye on either side of the head, each seeing a different image.

CSR1P151

CSR10618.151

- 16** Owls, hawks, and eagles have eyes facing forward because they are

- A prey.
- B birds.
- C hunters.
- D large.

CSR10619.151

- 17** This article would most likely be found in a

- A textbook about animal behavior.
- B popular science or health magazine.
- C newspaper's local news section.
- D professional journal for eye doctors.

CSR10614.151

- 18** The author of this passage concludes that “seeing in stereo”

- A helps people to have better vision than animals have.
- B would be better if it allowed for a wider field of vision.
- C is an ability humans are fortunate to have.
- D is similar to the way cameras work.

### The Twins

by Henry S. Leigh

- In form and feature, face and limb,  
I grew so like my brother,  
That folks got taking me for him,  
And each for one another.
- 5 It puzzled all our kith and kin,  
It reached an awful pitch;  
For one of us was born a twin,  
Yet not a soul knew which.
- One day (to make the matter worse),  
10 Before our names were fixed,  
As we were being washed by nurse  
We got completely mixed,  
And thus, you see, by Fate's decree,  
(Or rather nurse's whim),  
15 My brother John got christened *me*  
And I got christened *him*.
- This fatal likeness even dogged  
My footsteps when at school,  
And I was always getting flogged,  
20 For John turned out a fool.  
I put this question hopelessly  
To everyone I know—  
What *would* you do, if you were me,  
To prove that you were *you*?
- 25 Our close resemblance turned the tide  
Of my domestic life;  
For somehow my intended bride  
Became my brother's wife.  
In short, year after year the same  
30 Absurd mistakes went on;  
And when I died—the neighbors came  
And buried brother John!

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## Released Test Questions

## English–Language Arts

## 7

**19** Which words from the poem show that it is written in the first person?

- A form, feature, face
- B puzzled, mixed
- C I, my, we, our
- D him, everyone

CSR00942.126

**20** We can tell from events described in the poem that the speaker

- A had a challenging life.
- B made many mistakes.
- C did poorly in school.
- D never had any friends.

CSR00939.126

**21** The theme of this poem deals with the

- A shortness of life.
- B need for companionship.
- C loss of identity.
- D power of destiny.

CSR00941.126

**22** In the last stanza of the poem, which lines contain an example of a metaphor?

- A Our close resemblance turned the tide / Of my domestic life;
- B For somehow my intended bride / Became my brother's wife.
- C In short, year after year the same / Absurd mistakes went on;
- D And when I died—the neighbors came / And buried brother John!

CSR00946.126

## DOCUMENT A

It's easy to spot the winners . . .



# WINNING STREAK

**America's favorite and safest scooter!**

**Constructed from strong, high-quality aluminum.**

**Comes with**

- ◆ Skid-resistant base control for added safety
- ◆ Adjustable steering arm that ranges from 23" to 38"
- ◆ Self-adjusting shoulder strap for comfortable carrying

*THE WINNING STREAK SCOOTER WEIGHS ONLY 6½ POUNDS  
AND MEASURES 4½" X 9" X 26" WHEN FOLDED*

*Imagine being able to get a WINNING STREAK scooter for ONLY **\$39.95***

*Reg. ~~\$69.95~~*

**All Sports Marketplace**

**Northgate Mall  
& Gateway Shopping Center**

## DOCUMENT B



**WINNING STREAK** scooters come with a 30-day money-back guarantee. If for any reason you are not completely satisfied with your **WINNING STREAK** scooter, simply return it for a refund of the purchase price.

## WARRANTY

- ◆ Warranty does not cover normal wear and tear, improper assembly, or installation of parts or accessories not originally intended for **WINNING STREAK** products. Damages due to accident, neglect, or abuse are not covered under this warranty.
- ◆ **WINNING STREAK** accepts no responsibility for personal injury or product damage sustained as the result of an accident.
- ◆ Warranty claims must be shipped (prepaid) to the manufacturer in the original packaging and accompanied by the original sales receipt.

## DOCUMENT C

## U.S. Buyers Safety Bureau

### Winning Streak, Inc., Announces Recall of Scooters

WASHINGTON, D.C. - In cooperation with the U.S. Buyers Safety Bureau, Winning Streak, Inc., is voluntarily recalling about 25,000 scooters. The folding mechanism, where the steering column meets the scooter base, presents the danger of pinching. Winning Streak, Inc., has received six reports of users being injured while folding or unfolding the scooter.

The recall involves Winning Streak scooters sold between April and October 2002 for about \$70. The scooter has a lightweight aluminum frame with lavender foam handle grips. **WINNING STREAK** is printed in purple on the standing platform, and crossed black-and-white checkered flags appear on the base of the steering column. The scooter has 4" clear in-line style wheels.

Consumers should stop using these Winning Streak scooters immediately and call the store where the product was purchased for a refund or new scooter.

CSR1P299

**23** The primary intent of Document A is

- A to provide technical information about the scooter.
- B to describe the types of problems the scooter can cause.
- C to persuade people to purchase the scooter.
- D to explain how the scooter can be folded.

CSR11977.299

**24** Which phrase from Document A is contradicted by information in Document C?

- A America's favorite and safest scooter!
- B Adjustable steering arm that ranges from 23" to 38"
- C Self-adjusting shoulder strap for comfortable carrying
- D Imagine being able to get a **WINNING STREAK** scooter for **ONLY \$39.95**

CSR11989.299

**25** Unlike Document C, where would Document A most likely be found?

- A in the instruction book for a Winning Streak scooter
- B in a newspaper article about dangerous toys
- C in a sales advertisement for Northgate Mall and Gateway Shopping Center
- D in a magazine article about alternate forms of transportation

CSR11978.299

**26** The primary intent of Document B is

- A to persuade consumers that the scooter is safe.
- B to encourage owners to be safe when riding the scooter.
- C to show attractive features of the scooter to potential buyers.
- D to inform scooter owners of the responsibilities of the company.

CSR11984.299

**27** Which word from Document B comes from a Latin root meaning “to make”?

- A purchase
- B manufacturer
- C intended
- D return

CSR.2605.299

**28** Which information from Document B or Document C would most likely be included in Document A?

- A Winning Streak scooters come with a 30-day money-back guarantee.
- B Winning Streak accepts no responsibility for personal injury . . .
- C . . . Winning Streak, Inc., is voluntarily recalling about 25,000 scooters.
- D Winning Streak is printed in purple on the standing platform . . .

CSR11985.299

**29** Which of these people could *not* get a refund for his or her Winning Streak scooter?

- A a boy who installed another company’s wheels on the scooter, and the scooter broke
- B a girl who finds after owning the scooter for two weeks that she prefers another company’s scooter
- C a girl who purchased a scooter in August 2002
- D a boy who found the shoulder strap broken when he opened up the box to assemble the scooter

CSR11988.299

# Proper Care and Use of a Microscope

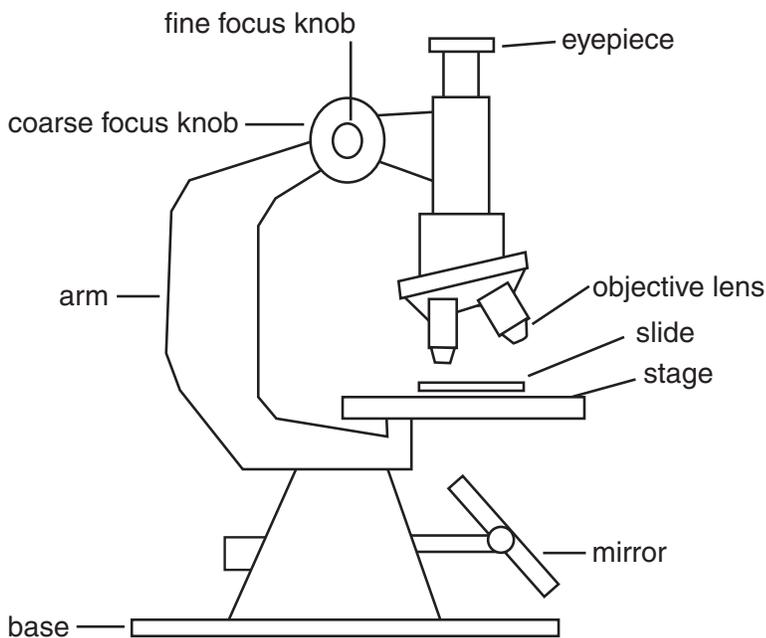
*A MICROSCOPE IS A USEFUL INSTRUMENT FOR OBSERVING SMALL OBJECTS. BY PRODUCING A MAGNIFIED IMAGE, THE MICROSCOPE REVEALS DETAILS THAT ARE UNDETECTABLE TO THE NAKED EYE.*

***BEFORE USING THE MICROSCOPE, PLEASE READ THE INSTRUCTIONS BELOW.***

## CAUTION:

Microscopes are both delicate and expensive and must be handled with care.

1. Always carry the microscope with two hands—one supporting the base and the other on the arm.
2. Avoid stretching the power cable of the lamp across a walkway.
3. Keep the stage clean and always use a glass slide for specimens.
4. To avoid crushing the glass slide when focusing, begin with the lens close to the specimen and gradually back off to focus.
5. Keep the microscope covered to prevent the buildup of dust while it is being stored.



## HOW TO USE THE MICROSCOPE:

1. Plug in the lamp.
2. Place a sample of what you wish to observe on a slide.
3. Adjust the mirror so it reflects light from the room up into the objective lens. When the mirror is correctly adjusted, a complete circle of light will appear when you look through the eyepiece.
4. Place your slide with the specimen directly over the center of the glass circle on the stage. If it is a wet slide, be sure the bottom of the slide is dry.
5. With the **LOW POWER** objective lens placed over the slide, use the coarse focus knob to lower the lens to the lowest point.
6. Look through the eyepiece with one eye while closing the other eye. Slowly raise the lens until the focus is relatively clear.
7. Use the fine focus knob to fine-tune the focus.
8. Without changing the focus knobs, switch to the **HIGH POWER** objective lens. Once you have switched to **HIGH POWER**, use only the fine focus knob to make the image sharper.

CSR1P287

**30** If you want to find out if you have all the parts of the microscope you are using, where in the passage would you look?

- A in the introduction under the title
- B under Caution
- C under How to Use the Microscope
- D at the drawing

CSR11645.287

**31** If you want to observe a strand of hair, which of the following should you do *first*?

- A Cover the microscope.
- B Adjust the mirror.
- C Look through the eyepiece.
- D Place the hair on a glass slide.

CSR11641.287

**32** According to the passage, you could see a complete circle of light

- A after correctly adjusting the mirror.
- B while looking at the specimen on a glass slide.
- C after slowly raising the objective lens.
- D before positioning the mirror correctly.

CSR11647.287

**33** What is the *main* purpose of this passage?

- A to persuade the reader to buy this type of microscope
- B to instruct the reader on how to use the microscope with care
- C to show the reader the various parts of a microscope
- D to remind the reader to use caution when using a microscope

CSR11639.287

## The Old Juniper Tree

by Robert Fulghum

- 1 There is a tree. At the downhill edge of a long, narrow field in the western foothills of the La Sal Mountains—southeastern Utah. A particular tree. A juniper. Large for its species—maybe twenty feet tall and two feet in diameter. For perhaps three hundred years this tree has stood its ground. Flourishing in good seasons, and holding on in bad times. “Beautiful” is not a word that comes to mind when one first sees it. No naturalist would photograph it as exemplary of its kind. Twisted by wind, split and charred by lightning, scarred by brushfires, chewed on by insects, and pecked by birds. Human beings have stripped long strings of bark from its trunk, stapled barbed wire to it in using it as a corner post for a fence line, and nailed signs on it on three sides: NO HUNTING, NO TRESPASSING; PLEASE CLOSE THE GATE. In commandeering this tree as a corner stake for claims of rights and property, miners and ranchers have hacked signs and symbols in its bark, and left Day-Glo™ orange survey tape tied to its branches. Now it serves as one side of a gate between an alfalfa field and open range. No matter what, in drought, flood, heat, and cold it has continued. There is rot and death in it near the ground. But at the greening tips of its upper branches and in its berrylike seed cones, there is yet the outreach of life.
- 2 I respect this old juniper tree. For its age, yes. And for its steadfastness in taking whatever is thrown at it. That it has been useful in a practical way beyond itself counts for much, as well. Most of all, I admire its capacity for self-healing beyond all accidents and assaults. There is a *will* in it—toward continuing to be, come what may.

From UH-OH by Robert Fulghum, copyright © 1991 by Robert Fulghum. Used by permission of Villard Books, a division of Random House, Inc.

CSR1P173-1

- 34** Read these sentences from “The Old Juniper Tree.”

I respect this old juniper tree. For its age, yes. And for its steadfastness in taking whatever is thrown at it.

The *best* definition for the word steadfastness is

- A eagerness.
- B constancy.
- C skill.
- D consciousness.

CSR12220.173

- 35** Why does the author of “The Old Juniper Tree” use a narrative form?

- A to relate an experience
- B to argue a point
- C to share a feeling
- D to present an issue

CSR12600.173

**36** Which excerpt from “The Old Juniper Tree” *best* illustrates what the author wants the reader to know about the tree?

- A Large for its species—maybe twenty feet tall and two feet in diameter.
- B Twisted by wind, split and charred by lightning, scarred by brushfires, . . .
- C Human beings have stripped long strings of bark from its trunk, . . .
- D No matter what, in drought, flood, heat, and cold it has continued.

CSR12223.173

**37** Read the final sentence of “The Old Juniper Tree.”

There is a *will* in it—toward continuing to be, come what may.

**In this sentence, it is clear that the author wants readers**

- A to think about trees as a useful part of nature.
- B to think of the tree as a symbol of hope.
- C to see the harshness of the environment.
- D to see the need for taking care of the environment.

CSR12227.173

**Nurses in the Wilderness***by Ruth L. Ewers*

*Not even a flooded river could stand between Mary Breckinridge and the hospital her patients needed.*

- 1 Christmas at the mountain clinic would have to wait. A fierce rain had swollen the middle fork of the Kentucky River, and the brown water overflowed its muddy banks beside Mary Breckinridge’s Wendover, Kentucky, clinic. The trails were washed out, and she had to find a way to get her five patients to the hospital in Lexington.
- 2 There was only one thing to do. Since overland travel was impossible, she would turn the flood to her advantage and go out by boat. But first she had to build one! Time was precious, and she knew she had to work fast.
- 3 A neighbor gave her some wooden planks, and he helped Mary and the nurses build a sturdy boat. They named it Ambulance, and on the morning of December 30, 1926, Mary, another nurse, and the patients set off down the river. The churning, muddy water rushed and swirled around them.
- 4 After sixteen wild miles on the treacherous river, they left the boat and got into a mule cart. At eight o’clock that evening, they arrived at the train station in Krypton. As she watched the train pull away with her patients safely on board, Mary smiled and waved, knowing that they now had a chance to live a healthy life.
- 5 Mary had not planned to be a nurse. She was the daughter of a wealthy Kentucky politician and grew up with money, governesses, and trips to Europe. But the family had always been concerned about the poorer people of the state, and as a child, Mary was influenced by an aunt who spent most of her fortune paying for the education of poor Kentucky children.
- 6 As an adult, Mary was inspired to become a nurse after she had watched helplessly as a child died of typhoid fever. A few years after she graduated from nursing school, her own two small children died. In her grief, she and her husband divorced, and she decided to devote her life to helping rural Kentucky children.
- 7 Mary picked the most out-of-the-way place in the Kentucky mountains—Leslie County—to start a health clinic and prove that dedicated people could bring medical care to even the most isolated areas. So in 1925 Mary hired a few British-trained nurse-midwives and, with some money from her family, started the Frontier Nursing Service in Wendover, Kentucky.
- 8 Before Mary and her nurses came, the mountain folk had no trained medical caregivers. The men worked in the coal mines or for the lumber companies, and the women grew vegetable gardens. Families made so little money they could not afford doctors or medicine—even if they could get them. Many children had diseases such as tuberculosis and pneumonia, and nearly every person was malnourished.
- 9 Mary and the nurse-midwives built clinics and a small hospital deep in the forests of Leslie County, spacing them throughout the rocky hills so that no one would be far from care. There were no paved roads, electricity,

or telephones. Each day the nurses rode on horseback to isolated farms, often in bad weather, to answer calls for help. They worked hard to keep an eye on their patients.

- 10 To the grateful mountain people, Mary and the nurses seemed to be everywhere. They treated everything from cut fingers to pneumonia, gave shots, and delivered babies. Their patients joked that they finally knew where babies came from—the nurses brought them in their saddlebags! The proud country folk liked the nurses because they treated everyone with respect.
- 11 The Frontier Nursing Service grew, and today the Mary Breckinridge Hospital still cares for patients in Hyden, Kentucky, just a few miles from Wendover. But the work of the Nursing Service now reaches far beyond the Kentucky mountains.
- 12 Today, medical professionals from all over the world come to Wendover to study rural health care in action. When these men and women go back to their own countries, they are prepared to help people in need—people like the mountain folk of Kentucky, who might have been left behind if not for Mary and her nurses in the wilderness.

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CSR0P270

**38** The word malnourished in paragraph 8 is made from adding the Latin word *mal* to the word nourished. The Latin word *mal* most nearly means

- A diseased.
- B needy.
- C bad.
- D more.

CSR01968.270

**39** Which excerpt from paragraph 9 is an example of an idiom?

- A Mary and the nurse-midwives built clinics
- B There were no paved roads
- C Each day the nurses rode on horseback
- D keep an eye on their patients

CSR01961.270

**40** The author's attitude toward Mary Breckinridge is *best* described as

- A respectful.
- B humorous.
- C objective.
- D indifferent.

CSR01964.270

**41** There is enough information in this passage to show that the author believes that Mary Breckinridge

- A trained all of her assistants herself.
- B wiped out disease in the Kentucky mountains.
- C never had enough money for her work.
- D remains a major influence on health care today.

CSR01958.270

## Released Test Questions

## English–Language Arts

7

- 42** The main purpose of the first four paragraphs is to show
- A what life was like in the Kentucky mountains.
  - B how determined Mary was to help people.
  - C how difficult it was to find medical help in the 1920s.
  - D how wild and dangerous the Kentucky River could be.

CSR01965.270

- 43** The first four paragraphs of this selection can *best* be described as
- A an idea.
  - B a metaphor.
  - C an anecdote.
  - D a point of view.

CSR01960.270

*excerpt from The Little Prince**by Antoine de Saint-Exupéry*

1 So I lived my life alone, without anyone that I could really talk to, until I had an accident with my plane in the Desert of Sahara, six years ago. Something was broken in my engine. And as I had with me neither a mechanic nor any passengers, I set myself to attempt the difficult repairs all alone. It was a question of life or death for me: I had scarcely enough drinking water to last a week.

2 The first night, then, I went to sleep on the sand, a thousand miles from any human habitation. I was more isolated than a shipwrecked sailor on a raft in the middle of the ocean. Thus you can imagine my amazement, at sunrise, when I was awakened by an odd little voice. It said: “If you please—draw me a sheep!”

3 “What!”

4 “Draw me a sheep!”

5 I jumped to my feet, completely thunderstruck. I blinked my eyes hard. I looked carefully all around me. And I saw a most extraordinary small person, who stood there examining me with great seriousness . . . Now I stared at this sudden apparition with my eyes fairly starting out of my head in astonishment. Remember, I had crashed in the desert a thousand miles from any inhabited region. And yet my little man seemed neither to be straying uncertainly among the sands, nor to be fainting from fatigue or hunger or thirst or fear. Nothing about him gave any suggestion of a child lost in the middle of the desert, a thousand miles away from any human habitation. When at last I was able to speak, I said to him: “But—what are you doing here?”

6 And in answer he repeated, very slowly, as if he were speaking of a matter of great consequence: “If you please—draw me a sheep . . .”

7 When a mystery is too overpowering, one dare not disobey. Absurd as it might seem to me, a thousand miles from any human habitation and in danger of death, I took out of my pocket a sheet of paper and my fountain pen. But then I remembered how my studies had been concentrated on geography, history, arithmetic, and grammar, and I told the little chap (a little crossly, too) that I did not know how to draw. He answered me: “That doesn’t matter. Draw me a sheep . . .”

8 I had never drawn a sheep. So I drew for him one of the two pictures I had drawn so often. It was that of the boa constrictor from the outside. And I was astounded to hear the little fellow greet it with, “No, no, no! I do not want an elephant inside a boa constrictor. A boa constrictor is a very dangerous creature, and an elephant is very cumbersome. Where I live, everything is very small. What I need is a sheep. Draw me a sheep.”

9 So then I made a drawing. He looked at it carefully, then he said: “No. This sheep is already very sickly. Make me another.”

## Released Test Questions

## English–Language Arts

## 7

10 So I made another drawing.

11 My friend smiled gently and indulgently. “You see yourself,” he said, “that this is not a sheep. This is a ram. It has horns.”

12 So then I did my drawing over once more. But it was rejected too, just like the others.

13 “This one is too old. I want a sheep that will live a long time.”

14 By this time my patience was exhausted, because I was in a hurry to start taking my engine apart. So I tossed off another drawing. And I threw out an explanation with it.

15 “This is only his box. The sheep you asked for is inside.”

16 I was very surprised to see a light break over the face of my young judge: “That is exactly the way I wanted it! Do you think that this sheep will have to have a great deal of grass?”

17 “Why?”

18 “Because where I live everything is small . . .”

19 “There will surely be enough grass for him,” I said. “It is a very small sheep that I have given you.”

20 He bent his head over the drawing: “Not so small that—Look! He has gone to sleep . . .”

21 And that is how I made the acquaintance of the little prince.

Excerpt from *The Little Prince* by Antoine de Saint-Exupéry, copyright © 1943 and renewed 1971 by Harcourt, Inc., reprinted by permission of the publisher.

CSR0P048

**44** The narrator’s encounter with the little prince can best be described as

- A a test of character.
- B a planned event.
- C foreshadowing the future.
- D an act of courage.

CSR00446.048

**45** What event in the selection foreshadows the little prince’s acceptance of the picture the narrator eventually draws?

- A his telling the narrator that it does not matter that he cannot draw
- B his dissatisfaction with the picture of the ram
- C his assertion that there is an elephant inside the drawing of the boa constrictor
- D his mysterious appearance in the desert

CSR00451.048

**46** The tone of the excerpt is determined mostly by

- A descriptions.
- B analogies.
- C setting.
- D dialogue.

CSR00447.048

**47** Based on the first and last paragraphs, the reader can assume that the narrator

- A scares away the little prince.
- B is related to the little prince.
- C sees the little prince again.
- D never tells anyone about the little prince.

CSR00450.048

**48** Since this is only an excerpt, *The Little Prince* is most likely

- A an essay.
- B a short story.
- C a novel.
- D a prose poem.

CSR00452.048

## Guard Your Garden With a Hungry Toad

by William J. O’Neill, National Geographic News Service

- 1 One of the best assistants a gardener can employ works for no pay. The homely toad is a relentless exterminator. Its fast-draw tongue, uncoiling quicker than the eye can see, plucks harmful insects off flowers, vegetables, grass, or leaves, and even snaps them out of the air in mid-flight. Emerging from hibernation in the spring, a hungry toad will eat up to 10,000 insects in three months. Cutworms, flies, grubs, sow bugs, caterpillars, grasshoppers, and beetles are all in its diet.
- 2 Naturalist Paul Zahl says either a toad or a frog can do the job equally well, and both are “strategically located” to snare at ground level insects that birds sometimes miss. “The toad is a natural insect trap,” Dr. Zahl said. “Sluggish and slow moving, it takes up a vantage point at dusk and then zaps nearly everything that comes within range.” Dr. Zahl views faster-moving frogs as more aggressive, but acknowledged that since frogs prefer to stay near a pond, toads may be better suited to most gardens. He pointed out that both amphibians need moisture, and suggested that to keep a toad in a garden, it is a good idea to provide it with a shallow pan of water.
- 3 Being kind to a toad may not come easily to some people. Even a frog is good-looking alongside the average toad, with its blotched, warty appearance. The lumps on a toad are poison sacs, which cause most animals that clamp their jaws around a toad in hopes of an easy meal to quickly spit it out. Yet the poison will not harm humans, although it can sting if it comes into contact with a cut or with the eyes. Science has determined that it simply isn’t true that handling a toad will cause warts—despite all the warnings given to thousands of children for centuries. Scientists agree that most species of toads are basically harmless—and undoubtedly are boons to farmers and gardeners. Giant toads from South America, as well as some other species, have even been imported to the United States to help control insect pests.
- 4 Though toads are still around, they no longer are as common in some areas as they were a few decades ago. The growing use of insecticides has reduced their numbers. The chemical sprays usually do not harm frogs or toads, but cut down the animals’ food supply. The urban gardener who decides that a toad would be useful in the backyard will probably have to go out into the woods or the countryside to fetch one.
- 5 A word of caution: Toads are cheaper than petroleum-based insecticides, but they also are noisier at night. Light sleepers may choose to do without them.

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CSR1P103-1

## In Fishing for Answers, They Found the Cause of a Frog’s Decline

by Martin Forstenzer

- 1 Martin Roland Knapp first became interested in mountain yellow-legged frogs in the late 1980s when he accidentally stumbled upon a huge population of them while on a recreational hike in the remote backcountry of California’s Kings Canyon National Park.
- 2 “It was something I had never seen before, and I was fascinated,” he recalls. “I spent most of that trip looking at the lakes where the frogs were living, and looking around at where they weren’t.”
- 3 Knapp’s discovery of a thriving population of mountain yellow-legged frogs was significant because by that time the species had virtually disappeared from much of its native range in the Sierra Nevada. As recently as the 1970s, the frogs had been abundant there.
- 4 A biologist with the University of California, Knapp soon joined forces with another scientist who was concerned about the frog decline: Kathleen Matthews of the U.S. Forest Service. In the past four years, the two biologists have both hiked about 400 miles each summer through the Sierra backcountry studying high-elevation lakes. Their work is helping solve one of many mysteries involving vanishing frogs in the United States.
- 5 Although the widespread declines of amphibian species throughout the world are generally well documented, the causes are often hard to pinpoint. Habitat loss, pollution, ultraviolet light, parasites and introduced predators are all blamed for the decline, but the circumstances seem to vary from place to place. Many scientists are particularly concerned about the increasing discoveries in the United States and other countries of a large number of frogs of different species with missing or extra limbs, missing eyes and other abnormalities.
- 6 In the case of the mountain yellow-legged frog, Knapp and Matthews have produced compelling evidence that a single source—introduced, nonnative rainbow, brook and golden trout—is the main cause of its decline. They are not sure how many of the frogs still survive.
- 7 Almost all of the thousands of lakes and ponds above 7,500 feet in the High Sierra were fishless before settlers began stocking those waters with trout in the mid-1800s. After World War II, the California Department of Fish and Game started an intensive trout stocking program<sup>1</sup> in the high lakes. The practice may have helped eliminate some of the last fishless refuges for the mountain yellow-legged frog in the Sierra.
- 8 The species’ characteristics make it more vulnerable than many other amphibians to trout predation.<sup>2</sup> It is highly aquatic, spending virtually its entire life in the water. While other frogs metamorphose<sup>3</sup> in weeks or months, the mountain yellow-legged frog remains in the vulnerable tadpole stage for between two and four years. That also confines its habitat to deeper lakes that do not freeze in winter or dry up in summer—the same mountain lakes that hold trout.

<sup>1</sup>**trout stocking program:** a program in which trout are removed from their natural habitat, bred in large numbers, and returned to their homes.

<sup>2</sup>**trout predation:** being captured as prey by trout.

<sup>3</sup>**metamorphose:** grow or change in form and development.

- 9 Knapp and Matthews’ research has confirmed that over all, when lakes hold nonnative trout they generally have no frogs, and vice versa. They also found that frogs persisted in the national park, while they have virtually disappeared from the wilderness area. They believe that fishless refuges must be established in the Sierra to restore the frog species. “If we do it right,” says Knapp, “I don’t think fishermen will lose much but the frog will gain a tremendous amount.”

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CSR1P103-2

**49** What is the intent of paragraph 3 in “Guard Your Garden With a Hungry Toad”?

- A to warn readers about dangers toads can pose to pets
- B to reassure readers who may have objections to garden toads
- C to describe to readers in detail the appearance of toads
- D to give readers examples of different toads that can be used in the garden

CSR13218.103

**50** Read this sentence from paragraph 5 of “In Fishing for Answers, They Found the Cause of a Frog’s Decline.”

Many scientists are particularly concerned about the increasing discoveries in the United States and other countries of a large number of frogs of different species with missing or extra limbs, missing eyes and other abnormalities.

What is the meaning of the underlined word in the sentence?

- A harmless features
- B complex features
- C unusual features
- D common features

CSR13222.103

**51** Which statement *best* describes the organization of paragraphs 4–7 from “In Fishing for Answers, They Found the Cause of a Frog’s Decline”?

- A The paragraphs present an effect and outline its possible causes.
- B The paragraphs give advice on how to solve a problem.
- C The paragraphs compare and contrast different possible explanations.
- D The paragraphs explain a process in step-by-step order.

CSR13223.103

**52** What argument do the scientists make in paragraph 9 of “In Fishing for Answers, They Found the Cause of a Frog’s Decline”?

- A The environment is threatened by human activity.
- B Saving frogs is more important than the needs of people.
- C Saving frogs is possible with human intervention.
- D The Sierras should be closed to further development.

CSR13225.103

**53** Which topic is covered in “In Fishing for Answers, They Found the Cause of a Frog’s Decline” that is *not* covered in “Guard Your Garden With a Hungry Toad”?

- A the ways that toads are helpful to the environment
- B the harm that could come from importing nonnative species
- C the threats caused by insecticides to different toad species
- D the frogs like to stay near water

CSR13229.103

*from Barrio Boy**by Ernesto Galarza*

This excerpt, taken from the autobiography of the author, relates the story of young Galarza’s first days at a new school.

- 1 . . . Exactly as we had been told, there was a sign on the door in both Spanish and English: “Principal.” We crossed the hall and entered the office of Miss Nettie Hopley.
- 2 . . . Almost tiptoeing across the office, I maneuvered myself to keep my mother between me and the lady. In a matter of seconds I had to decide whether she was a possible friend or a menace. We sat down.
- 3 Then Miss Hopley did a formidable thing. She stood up. Had she been standing when we entered she would have seemed tall. But rising from her chair, she soared. And what she carried up and up with her were firm shoulders, a straight sharp nose, full cheeks slightly molded by a curved line along the nostrils, thin lips that moved like steel springs, and a high forehead topped by hair gathered in a bun. Miss Hopley was not a giant in body but when she mobilized it to a standing position she seemed a match for giants. I decided I liked her.
- 4 Miss Hopley joined us with a large book and some papers in her hand. She, too, sat down and the questions and answers began by way of our interpreter. My name was Ernesto. My mother’s name was Henriqueta. My birth certificate was in San Blas. Here was my last report card from the Escuela Municipal Número 3 para Varones of Mazatlán,<sup>1</sup> and so forth. Miss Hopley put things down in the book and my mother signed a card.
- 5 As long as the questions continued, Doña<sup>2</sup> Henriqueta could stay and I was secure. Now that they were over, Miss Hopley saw her to the door, dismissed our interpreter and without further ado took me by the hand and strode down the hall to Miss Ryan’s first grade.
- 6 Miss Ryan took me to a seat at the front of the room, into which I shrank—the better to survey her. She was, to skinny, somewhat runty me, of a withering height when she patrolled the class. And when I least expected it, there she was, crouching by my desk, her blond radiant face level with mine, her voice patiently maneuvering me over the awful idiocies of the English language.
- 7 During the next few weeks Miss Ryan overcame my fears of tall, energetic teachers as she bent over my desk to help me with a word in the pre-primer. Step by step, she loosened me and my classmates from the safe anchorage of the desks for recitations at the blackboard and consultations at her desk. Frequently she burst into happy announcements to the whole class. “Ito can read a sentence,” and small Japanese Ito slowly read aloud while the class listened in wonder: “Come, Skipper, come. Come and run.” The Korean, Portuguese,

<sup>1</sup>Escuela Municipal Número 3 para Varones of Mazatlán: Municipal School Number 3 for Boys of Mazatlán.

<sup>2</sup>Doña: a Spanish title of respect meaning “lady” or “madam.”

Italian, and Polish first graders had similar moments of glory, no less shining than mine the day I conquered “butterfly,” which I had been persistently pronouncing in standard Spanish as boo-ter-flee. “Children,” Miss Ryan called for attention. “Ernesto has learned how to pronounce *butterfly*!” And I proved it with a perfect imitation of Miss Ryan. From that celebrated success, I was soon able to match Ito’s progress as a sentence reader with “Come, butterfly, come fly with me.”

- 8 Like Ito and several other first graders who did not know English, I received private lessons from Miss Ryan. Keeping an eye on the class she read with me about sheep in the meadow and a frightened chicken going to see the king, coaching me out of my phonetic ruts in words like *pasture*, *bow-wow-wow*, *hay*, and *pretty*, which to my Mexican ear and eye had so many unnecessary sounds and letters. She made me watch her lips and then close my eyes as she repeated words I found hard to read. When we came to know each other better, I tried interrupting to tell Miss Ryan how we said it in Spanish. It didn’t work. She only said “oh” and went on with *pasture*, *bow-wow-wow*, and *pretty*. It was as if we were both discovering together the secrets of the English language and grieving together over the tragedies of Bo-Peep. The main reason I was graduated with honors from the first grade was that I had fallen in love with Miss Ryan. Her radiant, no-nonsense character made us either afraid not to love her or love her so we would not be afraid, I am not sure which. It was not only that we sensed she was with it, but also that she was with us.
- 9 At Lincoln [School], making us into Americans did not mean scrubbing away what made us originally foreign. The teachers called us as our parents did, or as close as they could pronounce our names in Spanish or Japanese. No one was ever scolded or punished for speaking in his native tongue on the playground.
- 10 Matti told the class about his mother’s down quilt, which she had made in Italy with the fine feathers of a thousand geese. Encarnación acted out how boys learned to fish in the Philippines. I astounded the third grade with the story of my travels on a stagecoach, which nobody else in the class had seen except in the museum at Sutter’s Fort. After a visit to the Crocker Art Gallery and its collection of heroic paintings of the golden age of California, someone showed a silk scroll with a Chinese painting. Miss Hopley herself had a way of expressing wonder over these matters before a class, her eyes wide open until they popped slightly. It was easy for me to feel that becoming a proud American, as she said we should, did not mean feeling ashamed of being a Mexican.

“Barrio Boy” by Ernesto Galarza, copyright © 1971 by The University of Notre Dame Press. Reprinted with permission.

CSR2P053-1

## Miracles

by Walt Whitman

- Why, who makes much of a miracle?  
As to me I know nothing else but miracles,  
Whether I walk the streets of Manhattan,  
Or dart my sight over the roofs of houses toward the sky,  
5 Or wade with naked feet along the beach just in the edge of  
the water,  
Or stand under trees in the woods,  
Or talk by day with any one I love . . .  
Or sit at table at dinner with the rest,  
10 Or look at strangers opposite me riding in the car,  
Or watch honeybees busy around the hive of a summer  
forenoon<sup>1</sup>  
Or animals feeding in the fields,  
Or birds, or the wonderfulness of insects in the air,  
15 Or the wonderfulness of the sundown, or of stars shining  
so quiet and bright,  
Or the exquisite delicate thin curve of the new moon in  
spring;  
These with the rest, one and all, are to me miracles,  
20 The whole referring, yet each distinct and in its place.  
To me every hour of the light and dark is a miracle,  
Every cubic inch of space is a miracle,  
Every square yard of the surface of the earth is spread with  
the same,  
25 Every foot of the interior swarms<sup>2</sup> with the same.  
To me the sea is a continual miracle,  
The fishes that swim—the rocks—the motion of the waves—  
the ships with the men in them,  
What stranger miracles are there?

[Public Domain]

CSR2P053-2

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<sup>1</sup>forenoon: morning.

<sup>2</sup>swarms: is filled or crowded.

**54** The *main* purpose of “Barrio Boy” is

- A to make an argument about the need for better education.
- B to share the author’s feelings about the best type of teacher.
- C to discuss issues relating to education that are important to the author.
- D to relate the experience of growing up as an immigrant student.

CSR20174.053

**55** The excerpt from “Barrio Boy” can *best* be described as which type of writing?

- A a novella
- B an editorial
- C an informational article
- D a personal essay

CSR20177.053

**56** In “Barrio Boy,” the phrase “lips that moved like steel springs” is an example of

- A a metaphor.
- B hyperbole.
- C a simile.
- D an idiom.

CSR20172.053

**57** Read lines 19 and 20 from “Miracles.”

These with the rest, one and all, are to me  
 miracles,  
 The whole referring, yet each distinct and  
 in its place.

**What is the narrator explaining to the reader in these lines?**

- A We must have wonderful experiences to appreciate life.
- B The experiences we have in life are all the same.
- C Every experience reveals the wonder of life.
- D Life is made up of many positive and negative experiences.

CSR20179.053

**58** Both “Barrio Boy” and “Miracles” address which theme?

- A Everyone can learn about new ideas.
- B A person can overcome fear of new situations.
- C People should take pride in their background.
- D Everyone should appreciate the everyday joys.

CSR20184.053

## Document A

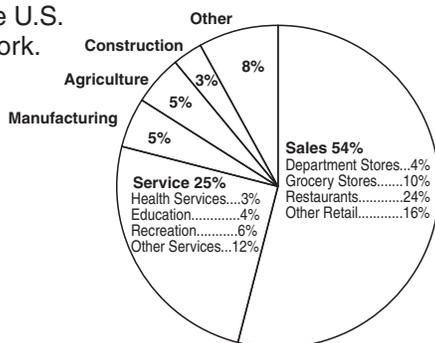
## Federal Child Labor Standards for Teenagers

### Teenage labor in the United States

Federal Law establishes child labor standards affecting teenage workers in the private sector and in federal, state, and local governments.

### Where do U.S. teenagers work?

The pie chart below shows where U.S. teenagers work.



### What work is unlawful?

- ★ Driving motor vehicles
- ★ Operating power-driven
  - hoisting equipment
  - metal-forming machinery
  - woodworking machinery
  - bakery machinery
  - paper-product machinery
  - saws or shears
- ★ Roofing operations
- ★ Excavation operations
- ★ Manufacturing brick or tile
- ★ Manufacturing or storing explosives
- ★ Working with radioactive substances
- ★ Meat packing or processing
- ★ Logging and sawmilling
- ★ Wrecking or demolition
- ★ Mining

### How can injuries be prevented?

#### DEMAND TRAINING

Insist on adequate supervision and easy access to a supervisor at all times. Demand sufficient training on equipment and chemicals you are required to use. Refuse to use unknown substances or machinery that is broken or improperly installed.

#### WEAR PROTECTIVE EQUIPMENT

Always use whatever protective equipment is supplied. Protective clothing includes non-slip shoes, gloves, goggles, and other specific job-related protective gear. Request reasonable protective equipment if it is not provided automatically.

#### KNOW YOUR ENVIRONMENT

Inquire about workplace hazards and precautions that can help prevent injuries. Workplace hazards are objects and situations present at your job that could potentially hurt you. Recognize safety hazards such as hot grease, slippery floors, unsafe ladders, sharp knives, and heavy lifting.

#### KNOW THE LAW

Learn about federal and state laws governing employment for teenagers and make sure your supervisor enforces them.

### How many hours may be worked?

Teenagers [ages 14-15] may total no more than

- 3 hours on a school day
- 18 hours in a school week \*
- 8 hours on a non-school day
- 40 hours in a non-school week

Teenagers may NOT work

- Before 7 a.m. on any day
- After 7 p.m. during the school year
- After 9 p.m. during school vacation
- 16- and 17-year-olds have no restrictions on work hours.

\* A school week is any week in which school attendance is required for any part of four or more days.

### What are the responsibilities?

Employer and employee share the responsibility for keeping the workplace safe and healthy. As a teenage worker, you can do your part by taking these steps:

1. Follow rules.
2. Use safety equipment.
3. Keep your work area clean.
4. Keep walkways uncluttered.
5. Report all injuries.
6. Notify a supervisor if you feel sick.
7. Ask for help when needed.
8. Report safety problems.
9. Clean up spills immediately.

Document B

# Using a Cash Register

## GETTING STARTED

Each time you begin working at a new cash register, it is necessary to clear the area around the cash register of any trash. Then enter your clerk code before entering prices into the register. To enter your clerk code:

1. Turn the MODE switch to REG (register).
2. Enter your Clerk Code followed by the **CLK#** key.



## ITEM ENTRY

Enter the price for each item followed by the Department Key. For example, a \$12.50 item from the Meat Department (Dept. 5) would be entered like this:



## COMPLETING A TRANSACTION

1. When you have completed entering items, press the **SBTL** key to display a subtotal.
2. Press the **TAX 1** key to add the tax amount and the **TL** key to display the total, tax included.
3. Enter the amount received from the customer. Press the **CASH** or **CHK** key.
4. Press the **CHG** key. The change due is displayed and the drawer is opened.
5. Tear off the receipt and give it to the customer, along with his or her proper change.
6. Close the drawer.

| EXAMPLE:        | Key Operation    | Display  | Printed Receipt   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
|-----------------|------------------|--|---|----------|------------|--|----------|-----------|----------|-------|---------|---------|-------|--------|----------|--|-------------------------|------|--|---------|--------|--|---------|
| Clerk Code      | 8 <b>CLK#</b>    | -08  | <div style="border: 1px solid black; padding: 5px;"> <p align="center"><b>YOUR RECEIPT<br/>THANK YOU</b></p> <p>03/17/2003 4:38pm Date/Time<br/>000002#0082 CLERK 08 Register Number/Clerk Code</p> <table border="0"> <tr> <td>DEPT. 05</td> <td>T1 \$12.50</td> <td rowspan="5">                     Items<br/>Price<br/>T1 if taxable<br/>Merchandise Subtotal<br/>Tax Amount<br/><br/>Total Quantity<br/>Total Amount<br/>Amount Received<br/>Change                 </td> </tr> <tr> <td>DEPT. 03</td> <td>T1 \$5.29</td> </tr> <tr> <td>DEPT. 12</td> <td>\$.98</td> </tr> <tr> <td>MDSE ST</td> <td>\$18.77</td> </tr> <tr> <td>TAX 1</td> <td>\$1.07</td> </tr> <tr> <td colspan="2">ITEMS 3Q</td> <td><b>***TOTAL \$19.84</b></td> </tr> <tr> <td colspan="2">CASH</td> <td>\$50.00</td> </tr> <tr> <td colspan="2">CHANGE</td> <td>\$30.16</td> </tr> </table> </div> | DEPT. 05 | T1 \$12.50 | Items<br>Price<br>T1 if taxable<br>Merchandise Subtotal<br>Tax Amount<br><br>Total Quantity<br>Total Amount<br>Amount Received<br>Change | DEPT. 03 | T1 \$5.29 | DEPT. 12 | \$.98 | MDSE ST | \$18.77 | TAX 1 | \$1.07 | ITEMS 3Q |  | <b>***TOTAL \$19.84</b> | CASH |  | \$50.00 | CHANGE |  | \$30.16 |
| DEPT. 05        | T1 \$12.50       | Items<br>Price<br>T1 if taxable<br>Merchandise Subtotal<br>Tax Amount<br><br>Total Quantity<br>Total Amount<br>Amount Received<br>Change |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| DEPT. 03        | T1 \$5.29        |  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| DEPT. 12        | \$.98            |  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| MDSE ST         | \$18.77          |  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| TAX 1           | \$1.07           |  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| ITEMS 3Q        |                  | <b>***TOTAL \$19.84</b>  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| CASH            |                  | \$50.00  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| CHANGE          |                  | \$30.16  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| Item Entries    | 1250 <b>D-5</b>  | 05 12.50   |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
|                 | 529 <b>D-3</b>   | 03 5.29  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
|                 | 98 <b>D-12</b>   | 12 .98   |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| Subtotal        | 1877 <b>SBTL</b> | ST 18.77   |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| Tax             | 107 <b>TAX 1</b> | TAX 1.07   |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| Total           | 1984 <b>TL</b>   | TL 19.84   |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| Amount Received | 5000 <b>CASH</b> | REC 50.00  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |
| Change          | 3016 <b>CHG</b>  | CHG 30.16  |   |          |            |  |          |           |          |       |         |         |       |        |          |  |                         |      |  |         |        |  |         |

## Released Test Questions

## English–Language Arts

7

**59** According to Document A, if a teenager is asked to work with faulty equipment, he or she should

- A report the equipment to the government.
- B repair the equipment first.
- C tell the police about the equipment.
- D refuse to work with the equipment.

CSR20719.014

**60** Read this sentence from the section titled “How can injuries be prevented?” in Document A.

Inquire about workplace hazards and precautions that can help prevent injuries.

Which is an example of a *precaution*?

- A lifting cardboard boxes
- B writing instruction manuals
- C wearing safety glasses
- D using electric power tools

CSR20721.014

**61** According to the information in Document A, which is the *most accurate* statement?

- A A 14-year-old may work until 8 p.m. on a school night.
- B A 14-year-old may start work at 6 a.m.
- C A 15-year-old may work 4 hours per school day.
- D A 16-year-old may work 5 hours on a school day.

CSR20724.014

**62** In which category from the pie chart in Document A would the job from Document B be included?

- A Construction
- B Agriculture
- C Manufacturing
- D Sales

CSR20729.014

**63** According to Document B, which *best* describes what should be done just before the tax on a purchase is calculated?

- A The clerk should press the subtotal key.
- B The clerk should enter the department code.
- C The clerk should receive money from the customer.
- D The clerk should make sure the drawer is opened.

CSR20727.014

**64** Which information, if added to Document B, could *best* help a clerk working at a cash register?

- A a list of store locations
- B steps on how to cancel a sale
- C instructions on becoming a store manager
- D the location of a hand-held calculator

CSR20730.014

**65** Compared to Document A, Document B is more

- A focused on safety.
- B legal-sounding.
- C job-specific.
- D statistic-oriented.

CSR20731.014

The following questions are not about a passage. Read and answer each question.

**66** Read this sentence.

“Come on, Christopher!” Laura cried as Christopher continued to scrutinize the menu. “You’ve been looking at the menu all day—just pick something!”

**To scrutinize means**

- A to study carefully.
- B to read with difficulty.
- C to skim quickly.
- D to read carelessly.

CSR10679.OSA

**67** Which word is formed from the Latin root meaning “to carry”?

- A dissolve
- B attract
- C migrate
- D transport

CSR10667.OSA

**68** Which word is formed from the Greek root meaning “earth”?

- A democratic
- B cultural
- C geographic
- D historical

CSR00424.OSA

**69** The word *monotonous* contains a Greek prefix meaning

- A single.
- B frequent.
- C quiet.
- D basic.

CSR21006.OSA

The following is a rough draft of a student’s report, which may contain errors.

### Composting: Another Form of Recycling

(1) Recycling can mean much more than aluminum cans, paper, and plastic. (2) Did you know that you can recycle much of your kitchen waste as well? (3) Not only that, but you can provide amazing help to your garden along the way! (4) It is called composting, and it is very easy to do.

(5) When you compost, you put all organic material, except for anything containing animal fat, into a pile where natural bacteria begin the process of decomposition. (6) Items to put into your compost include: vegetable and fruit scraps, grass clippings, leaves, and even coffee grounds.

(7) It is a good idea to “turn” your compost pile occasionally. (8) This process introduces oxygen into the pile, which is beneficial to the bacteria. (9) Also, keep your pile moist, about as moist as a damp sponge. (10) When it has become a dark brown color and has a composition like dirt, add the compost to your garden or lawn. (11) You will be thrilled by the results.

CSL1P081

**70** How should sentence 1 be rewritten for precision of word choice?

- A Recycling is more than the aluminum cans, paper, and plastic that people might first think about.
- B Recycling possibilities are much more than the stuff we trash on a daily basis.
- C Recycling does not have to be limited to aluminum cans, paper, and plastic.
- D The possibilities related to recycling extend past what we normally think of.

CSL10709

**71** The student’s teacher has asked his students to choose five words from their reports and add suffixes correctly. The student selects the word amazing and changes the *-ing* ending to *-ment*. What is the correct spelling of the new word?

- A amazment
- B amazedment
- C amazement
- D amaizement

CSL10707

**72** How should sentence 7 be written so that the ideas are *most* precisely stated?

- A Once items have been added and a substantial pile has developed, it is a good idea to turn, or rotate, the material using a pitchfork or shovel.
- B Turning the pile once in a while is an excellent idea because it really turns the substances around in there.
- C When many items are added and a large pile has amounted, turn it around a few times to mix it up.
- D If you keep adding various materials to the pile, it will then be necessary to turn it a little in order for the blending process to occur.

CSL10710.081

**73** Which sentence below should be added to the end of the second paragraph in order to *most* effectively transition to the third paragraph?

- A Overall, the process of composting can be a lot of fun to do with the whole family.
- B After that, the process of composting requires some additional maintenance.
- C Then you will need to put a lid on your compost bin, and you’re done.
- D Nevertheless, the new mixture will need to blend together over time.

CSL10708

The following is a rough draft of a student’s report, which may contain errors.

### Fame for Shame

(1) Sometimes I turn on the television and see people making fools of themselves. (2) I wonder why they’re willing to do this. (3) Is being seen so precious to these people that they don’t even care what others think of them? (4) Do they think having their face on TV for a few minutes makes them famous, as though they had actually accomplished something worthwhile?

(5) Are some people willing to look ridiculous merely for financeal gain? (6) Many talk shows don’t pay people to appear; in those instances, money is not a motive. (7) Other shows put people through horrible competitions, and in the end, only one person ends up with a big amount of cash. (8) The other contestants go home with nothing but faces that, to some, will be recognizable. (9) Is this such a great prize?

(10) I just can’t understand being eager to give one’s privacy away. (11) If you have a talent and want to use it to reach others in a positive way, that’s one thing being a great performer or creative artist can involve being seen and having people recognize your face. (12) Some people, though, will want to know about your private life, even if it has nothing to do with your work.

(13) I’ve heard this lack of privacy called “the price of fame.” (14) As these words suggest, being famous has a cost—something you must give up in order to gain something you desire. (15) Isn’t shame too high a price to pay, though—especially when you get hardly anything in return?

CSL1P062

- 74** Before writing his rough draft, the student organized the paper by writing an outline. Here is the beginning of the outline:

- |     |                                 |
|-----|---------------------------------|
| I.  | Introduction of topic           |
| II. | Reasons people go on television |
|     | A. Money                        |
|     | B.                              |

What subject belongs under II. B.?

- A Dare
- B Fame
- C Shame
- D Talent

CSL10516.062

- 75** What is the correct way to spell the underlined word in sentence 5?

- A finansial
- B finanical
- C financial
- D Leave as is.

CSL10515.062

- 76** Which version of sentence 11 shows the correct place to put a dash?

- A If you have a talent and want to use it to reach others—in a positive way, that’s one thing being a great performer or creative artist can involve being seen and having people recognize your face.
- B If you have a talent and want to use it to reach others in a positive way, that’s one thing—being a great performer or creative artist can involve being seen and having people recognize your face.
- C If you have a talent and want to use it to reach others in a positive way, that’s one thing being a great performer or creative artist can involve being seen—and having people recognize your face.
- D If you have a talent and want to use it to reach others in a positive way—that’s one thing being a great performer or creative artist can involve being seen—and having people recognize your face.

CSL10514.062

The following is a rough draft of a student’s report. It contains errors.

### Painting a Window

(1) Decorating a window with a painted scene from nature might be of interest to you. (2) If you like to see nature outside your window, but you don’t have a scene of real nature, you may want to try this idea. (3) Before you begin, be sure to ask your parents if it is okay.

(4) The first plan you should have is to locate a paintbrush and powder paints in the colors that you enjoy. (5) When you have your supplies, mix the paints, place newspaper on your windowsill, and make sure your window is clean. (6) On the inside of your window, it is important to do your decorating because rain may wash away outdoor painting.

(7) Use your imagination and begin painting a scene from nature on your window. (8) A sun, grass, trees, and flowers are good things to paint. (9) If you have a big window you may want to paint other things. (10) Painting people, balloons, and playground equipment on a window might be a fun idea. (11) When you are finished, stand back and look at your decorated window. (12) If you like the results, share the idea of window painting with someone else.

CSL1P065-3

**77** Which word *best* replaces the underlined word in sentence 2 to make the meaning more precise?

- A glimpse
- B picture
- C sight
- D view

CSL10537.065

**78** What is the *best* way to write sentence 6?

- A It is important on the inside of your window to do your decorating because rain may wash away outdoor painting.
- B It is important to do your decorating on the inside of your window because rain may wash away outdoor painting.
- C Because rain may wash away outdoor painting, it is important on the inside of your window to do your decorating.
- D Leave as is.

CSL10532.065

**79** What is the *best* way to write the underlined part of sentence 9?

- A big window, you may want
- B big window. You may want
- C big window; you may want
- D Leave as is.

CSL10534.065

**80** The underlined word in sentence 12 represents which grammatical part of the sentence?

- A simple subject
- B simple predicate
- C direct object
- D indirect object

CSL10538.065

**81** The student explains that a big window may require some extra painting. The student supports this idea by

- A suggesting painting techniques.
- B describing types of supplies to buy.
- C offering suggestions of pictures to paint.
- D explaining the steps of window painting.

CSL10535.065

**82** How should the following Works Cited be revised?

Works Cited

Colvin, Hannah. *Decorating Your Home*.  
New Bremen, CT: Carillon Publishing,  
1999.

Henry Smith. *Fun and Easy Pictures to  
Paint*. Fort Laramie, WY: Ace  
Publications, 2002.

- A Remove the date the books were published.
- B Put the authors' last names first in both entries.
- C Arrange the books alphabetically by the publisher.
- D Place quotation marks around the title of the second book.

CSL10536.065

The following is a rough draft of a student’s report. It contains errors.

### Cable Cars in San Francisco

- 1 The history of the cable car, or cable tramway, in San Francisco is an interesting one. How did San Francisco become home to this unique mode of transportation?
- 2 Cable cars were invented before the automobile, in the days when horse-drawn streetcars were a popular and inexpensive form of public transportation. Actually, it was a man from Great Britain, named Andrew Hallidie, who is credited with inventing the cable-car system. One day, Hallidie saw a terrible accident involving a streetcar. This event apparently influenced his decision to try to find a safer way to transport people.
- 3 Hallidie thought he could use wire rope, which his father had invented, to make wire cables. Hallidie believed that the cables would be strong enough to pull the cable cars up the steep slopes of the city. As a result, Hallidie began making wire cables. Next, he needed someone to help him design the cars, and he also needed money to put the system in place. He hired William E. Eppelsheimer, a German engineer, to design the first cable-car line. Now he was ready to “go onboard.” Hallidie also needed a franchise to build the system. He obtained a franchise from a lawyer named Benjamin Brooks.
- 4 On August 2, 1873, only four years after witnessing the tragic streetcar accident, Hallidie himself drove the first cable car from Jones Street to Kearney Street by way of Clay Street. This line came to be known as the Clay Street Hill line. About one month after the test run, the Clay Street Hill line opened for public use. (Kessler 21) From that point on, other lines opened in San Francisco as well as in other U.S. cities and cities overseas. San Francisco, \_\_\_\_\_, is the only city today where the cable car still operates.

### Works Cited

Kessler, Thomas. “Early Cable Car History.” *SF Cable Cars*. Online. Internet. 10 Oct. 2002.

Sanchez, Mariam. *San Francisco Cable Cars*. San Francisco: Hills Press, 1998.

Thompson, Joe. “Clay Street Hill Railroad.” *San Francisco Today* Jan. 2000. Online. Internet. 15 Oct. 2002.

CSL1P126-1

- 83** Read this sentence.

Hallidie believed that the cables would be strong enough to pull the cable cars up the steep slopes of the city.

Which words from this sentence are adjectives?

- A strong, steep
- B would, enough
- C slopes, city
- D believed, pull

CSL12119.126

- 84** Which of the following sentences from paragraph 3 would make the *most* logical concluding sentence for that paragraph?

- A As a result, Hallidie began making wire cables.
- B He hired William E. Eppelsheimer, a German engineer, to design the first cable-car line.
- C Now he was ready to “go onboard.”
- D Hallidie also needed a franchise to build the system.

CSL11137.126

- 85** Read this sentence.

About one month after the test run, the Clay Street Hill line opened for public use. (Kessler 21)

What is the correct way to punctuate the in-text citation?

- A use (Kessler, 21)
- B use. (Kessler, 21)
- C use (Kessler 21).
- D use. (Kessler 21).

CSL11129.126

- 86** Read this sentence.

San Francisco, \_\_\_\_\_, is the only city today where the cable car still operates.

Which word or phrase could *best* provide a transition in this sentence that would unify its ideas with the previous sentence?

- A however
- B for example
- C as a result
- D nonetheless

CSL11130.126

The following is a rough draft of Kelsey’s report. It contains errors.

### Puppets

- 1 Many people have had the experience of taking an old sock, placing it over one hand, and suddenly having a puppet “come alive.” Because of the fascinating way that even the most simple puppet can instantly take on a personality, the art of puppetry has been around for a long time.
- 2 Using rods, strings, or hand movements, a puppet is a figure controlled by a person. While no one knows exactly when or where puppetry began, evidence shows that ancient civilizations may have used it long ago. Puppet theaters can be traced back to ancient Egypt, Greece, Rome, and China; \_\_\_\_\_, some people believe that puppet theaters may have been the first theater of any kind.
- 3 There is four common types of puppets: shadow figures, rod puppets, marionettes, and hand puppets. Each kind has its own features. The Chinese used shadow figures made of animal skins or cardboard. When placed in front of a lighted screen, these figures create a silhouette, or shadow, for the audience to see. The puppets are quite memorable because their shadows are so intricate. Rod puppets are more lifelike figures. Thin rods are attached to the puppet’s jointed arms and legs, as well as to its waist, so that the puppeteer can move the figure. The third kind of puppet, the marionette, is difficult to manipulate. Between three and thirty strings are needed to move each figure. Hand puppets are the fourth type of puppet.
- 4 Some puppets and puppeteers have become quite famous. Punch, from the Punch-and-Judy shows in Great Britain, was a well-known puppet as early as the seventeenth century. In modern times, puppets such as Kukla and Ollie (and their human friend Fran), Howdy Doody, Shari Lewis’ Lamb Chop, and Jim Henson’s Muppets have entertained and educated audiences of all ages.
- 5 Knowing that puppets have such a long history, you may never look at your sock puppet the same way again.

CSLIP127-1

- 87** Read this sentence.

Puppet theaters can be traced back to ancient Egypt, Greece, Rome, and China; \_\_\_\_\_, some people believe that puppet theaters may have been the first theater of any kind.

Which word or phrase could *best* provide an effective transition between the two parts of the sentence?

- A in fact
- B even so
- C besides
- D additionally

CSL11195.127

- 88** Read this sentence.

There is four common types of puppets: shadow figures, rod puppets, marionettes, and hand puppets.

What is the correct way to write the underlined words?

- A Their is
- B There are
- C Their are
- D They're

CSL11190.127

- 89** Read this sentence.

The puppets are quite memorable because their shadows are so intricate.

Which underlined word is spelled incorrectly?

- A quite
- B memorable
- C their
- D intricate

CSL11141.127

- 90** Which statement in paragraph 3 of Kelsey's draft should be supported with facts and details?

- A The Chinese used shadow figures made of animal skins or cardboard.
- B Rod puppets are more lifelike figures.
- C The third kind of puppet, the marionette, is difficult to manipulate.
- D Hand puppets are the fourth type of puppet.

CSL11194.127

The following is a rough draft of a student’s letter to an editor of a magazine. It contains errors.

Dear Editor:

- 1 Please publish more articles about women scientists. Women scientists have made outstanding contributions to the world. These women make excellent role models. More young women may choose science as a profession if women read featured articles on female scientists like Marie Curie and Rachel Carson. Both women were encouraged to study science, and they both accomplished great things.
- 2 With her father’s encouragement, Marie Curie made the world a better place through her scientific accomplishments. She studied the emission of rays from uranium, a property she called “radioactivity.” Later, Curie and her husband, also a scientist, processed the mineral pitchblende before isolating two radioactive elements. With this discovery, Marie Curie earned her doctorate, and shortly thereafter, both she and her husband were awarded the 1903 Nobel Prize in physics. In 1911 Marie Curie won the Nobel Prize in chemistry for her work with the newly discovered elements; this work laid the foundation for X-rays and atomic physics.
- 3 When she was young, Rachel Carson’s mother encouraged her to study nature. As an adult, she became known as the mother of the modern environmental movement. After studying marine biology and zoology in college Carson worked as a government scientist and wrote several books on the interrelatedness of all living things. In 1951 her book *The Sea Around Us* made scientific knowledge about the sea accessible to the general reader and remained on the best-seller list for eighty-six weeks. In 1962 Carson wrote *Silent Spring*, a book that helped prompt reforms in the use of chemical pesticides.
- 4 Humanity has benefited greatly from the work of Marie Curie and Rachel Carson. What if these women had not been encouraged to become scientists? I believe that we need to influence young women to enter the field of science. With that goal in mind, I encourage your magazine to publish more articles about the contributions that women make to science.

Sincerely,

Annie Bastien, Grade 7  
Capistrano Middle School

- 91** Read this sentence from paragraph 3 of the letter.

When she was young, Rachel Carson’s mother encouraged her to study nature.

Which is the *best* revision of the sentence?

- A Rachel Carson’s mother encouraged her to study nature when she was young.
- B When Rachel Carson was young, her mother encouraged her to study nature.
- C Rachel Carson’s mother encouraged young Rachel Carson to study nature.
- D Encouraging Rachel Carson to study nature when she was young was her mother.

CSW10545.062

- 92** Read this sentence from paragraph 3 of the letter.

After studying marine biology and zoology in college Carson worked as a government scientist and wrote several books on the interrelatedness of all living things.

What is the correct punctuation for the underlined part of the sentence?

- A college; Carson worked
- B college, Carson worked
- C college: Carson worked
- D college . . . Carson worked

CSW10637.062

- 93** The author wants to inspire the reader to think about which question?

- A When did Rachel Carson work as a government scientist?
- B How can more women be encouraged to enter the field of science?
- C What types of professions are currently pursued by women?
- D Did Rachel Carson and Marie Curie use the same research methods?

CSW10639.062

- 94** Which does the author use to support the belief that women have made many contributions to science?

- A statistics regarding the number of scientific discoveries made by women
- B facts about women who read articles on science
- C examples of women who made major scientific contributions
- D testimony from other scientists about discoveries made by women

CSW10543.062

The following is a rough draft of a student’s editorial. It contains errors.

### Save the Oval Window!

(1) The Oval Window, a lovely stained-glass window located in Hiram Public Library, is Hiram’s most prestigious work of art. (2) This colorful window, \_\_\_\_\_, is in great need of repair. (3) One civic-minded service group has stepped in to help save the Oval Window by selling sun catchers, small reproductions of the Oval Window. (4) The purchase of these sun catchers will help to fund the restoration of this glorious stained-glass window.

(5) The Oval Window received extensive damage during last month’s heavy rains. (6) Along with the recent damage, the already crumbling wooden framework should convince art and history enthusiasts to restore the Oval Window. (7) The entire frame of the window has to be replaced, and the stained glass must be removed one piece at a time by repair people. (8) Members of the Hiram County Service Society know that this task is painstaking and expensive! (9) The preservation must be accomplished so that the citizens of Hiram can enjoy this important part of Hiram’s cultural heritage.

(10) Think about the number of times visitors to Hiram Public Library have admired the stunning shades of ruby, topaz, and emerald cast on the floor by sunlight shining through the main window. (11) Now, people can enjoy those same colors at home by simply purchasing a sun catcher. (12) Imagine hanging a scale model of the famous Oval Window over a window wherever books are read. (13) The cascading light will almost make people think you are sitting in the library!

(14) Remember, each purchase helps to preserve Hiram’s Oval Window. (15) Customers can stop by the table in front of Hiram Public Library and purchase their own replica of the Oval Window. (16) Volunteers will remain at the table Monday through Saturday from 9:00 in the morning until 5:00 in the afternoon through the month of August. (17) Now everyone can enjoy and help save Hiram’s greatest work of art.

CSL2P085-4

- 95** Which transitional word should be placed in the blank in paragraph 1 to unify ideas within the editorial?

- A consequently
- B similarly
- C originally
- D unfortunately

CSL20170.085

- 96** Read this sentence from the editorial.

(4) The purchase of these sun catchers will help to fund the restoration of this glorious stained-glass window.

What part of speech is the underlined word in the sentence?

- A conjunction
- B adjective
- C preposition
- D adverb

CSL20171.085

- 97** Read this sentence from the editorial.

(9) The presurvation must be accomplished so that the citizens of Hiram can enjoy this important part of Hiram's cultural heritage.

Which of the underlined words is spelled incorrectly?

- A presurvation
- B accomplished
- C cultural
- D heritage

CSL20175.085

- 98** Read this sentence from the editorial.

(13) The cascading light will almost make people think you are sitting in the library!

Which word or words should be used to match the underlined pronoun to its antecedent?

- A he or she
- B they
- C we
- D I

CSL20179.085

The following is a rough draft of a student’s letter. It contains errors.

Dear Student Body,

(1) Since canoeing has become more popular in recent years, the Outdoor Club has decided to offer an exciting opportunity for an alternate way for students to investigate their surroundings. (2) In the past, the club has gone hiking, bicycling, and fishing. (3) This year, Outdoor Club members would like to extend an invitation to all interested students at Redland Oaks Junior High School to go along on a canoeing-nature tour of Canyon Lake. (4) The group will leave this coming Saturday at 9:00 a.m. from the main entrance to Canyon Lake State Park. (5) Students do not need to be a member of the club to enjoy the expedition.

(6) The main focus of the nature tour will be to observe the various species of birds found in the area. (7) The Canyon Lake Birdwatchers Club reports that the variety of species and number of birds in the area have increased dramatically over the past five years. (8) Robins, sparrows, cardinals, and hummingbirds are abundant. (9) Tour guides will be on hand to answer any questions about nesting, feeding, or migratory habits. (10) Be sure to bring a notepad to write down anything you may find interesting.

(11) The tour guides will meet us near the first set of picnic tables at the entrance to Canyon Lake State Park. (12) After a general introduction, the guides will go over the safety rules, and then the students will break into pairs. (13) Each guide will then take one pair of students on a tour of the lake.

(14) The Outdoor Club will provide canoes, oars, life jackets, and binoculars. (15) Students, however, will need to supply their own sunscreen, sunglasses, and hats. (16) It is going to be a hot day, so please do not forget this equipment.

(17) The size of the tour will be limited. (18) If there is enough interest, perhaps a second tour of the lake can be arranged in the future. (19) The Outdoor Club looks forward to seeing you on this exciting excursion.

Sincerely,

Ty Reid

President, Redland Oaks Junior High Outdoor Club

**99** To improve the organization of the letter, what idea should Ty mention in the opening paragraph?

- A He should mention that guides will be on the tour.
- B He should mention that there will be safety rules.
- C He should mention that equipment will be provided on the tour.
- D He should mention that the point of the tour is to watch birds.

CSL30018.001

**100** Read this sentence from the letter.

(11) The tour guides will meet us near the first set of picnic tables at the entrance to Canyon Lake State Park.

As it is used in the sentence, what part of speech is the word near?

- A pronoun
- B adverb
- C adjective
- D preposition

CSL30030.001

**101** Which sentence from the letter is a compound sentence?

- A The group will leave this coming Saturday at 9:00 a.m. from the main entrance to Canyon Lake State Park.
- B Tour guides will be on hand to answer any questions about nesting, feeding, or migratory habits.
- C After a general introduction, the guides will go over the safety rules, and then the students will break into pairs.
- D If there is enough interest, perhaps a second tour of the lake can be arranged in the future.

CSL30029.001

**102** Read this sentence.

Many bird-watchers have found the area to be a great place to get snapshots of their favorite local birds.

Where in the letter would be the *best* place for Ty to add this sentence?

- A after sentence 3
- B after sentence 7
- C after sentence 12
- D after sentence 18

CSL30028.001

The following is a rough draft of a student’s report. It contains errors.

Tyrone Sanders  
Social Studies  
Mrs. Kurtz  
November 19, 2004

### Castles in the Middle Ages

- 1 In the Middle Ages, members of the nobility lived in castles. These castles were, for their time, elaborate structures. By today’s standards, however, they might not be considered very impressive. The earliest castles were built of rough wood and did not look much like the castles most people are used to seeing. To protect against attacks by unfriendly forces, much larger structures were made of stone, built on a *motte* or large hill, and encircled by a strong wall called a *bailey*. Since castles were often surrounded by water, the only way to access them was by a drawbridge that led directly to the only outside gate.
- 2 The structure itself had several sections. The central and most important room was the *hall*, a very large area similar to a living room, with a high ceiling. Usually it was on the ground floor, but in some castles it was elevated to the second floor for greater security. If located downstairs, the hall had a dirt, stone, or plaster floor with no carpets. If the hall was located upstairs, the floor was constructed of wood.
- 3 In the great hall, the family who owned the castle sat on a *dais*, a raised platform made of stone or wood. As a symbol of their position in society, the lord and the lady of the castle sat in elaborate, canopied chairs. Everyone else sat on hard benches. Also in the hall was the dining table, constructed on frameworks which could be taken apart between meals. The highest members of the nobility, however, had permanent tables covered with white cloths. On these tables, meals of roasted meats and vegetables, rich stews, and hot, bubbling soups were served.
- 4 In medieval castles, lighting was very important, and heat was essential. Castle illumination typically came from wax candles placed high atop vertical spikes or in large iron candlesticks. Sometimes oil lamps were used, and in many castles, flares hung from iron rings in the wall, providing much of the light. Castles were heated by fireplaces which provided not only direct heat from the fire itself but also warmth from the radiation generated by the stone wall surrounding the fire.
- 5 Castle kitchens contained either a central hearth or several fireplaces. Cooks roasted meat by hanging it over the fire. On the outside grounds near the kitchen, chickens, turkeys, and other animals were kept. These eventually provided food for the family. Herbs, vines, spices, and fruit trees were planted all around the grounds near the kitchen, and a pond was often stocked with fish.

- 6 In the earliest castles, the family slept at the upper end of the great hall in an area separated by a curtain. Later in the Middle Ages, though, a chamber, called a *solar*, was built for the family. These chambers contained chests for garments and various other things. Small rooms called *wardrobes* adjoined the sleeping chambers. In these wardrobes, jewels, dishes, fabrics, and clothing were stored.
- 7 One very important feature of the castle was the chapel, generally two stories high. The family sat in the upper part, which was connected to their chambers but separated by a door. Sometimes the chapel was not directly adjacent to the chambers but was built nearby for the convenience of the lord and lady. The household servants sat on the lower level during the service.
- 8 By the 13th century, castles had become much more comfortable and elaborate, with the servants inhabiting one section of the castle and the family another. However different the Middle Ages might have been from our current times, castles served many of the same purposes as our modern-day houses. Castles were certainly as cherished and carefully maintained as our homes are today. And like houses in all eras, they were built to provide shelter, warmth, and protection.

#### Bibliography

Applegate, Peter, ed. *Medieval Castles*. London: Boles, 2002.

Carmichael, Linda. *The Middle Ages*. Chicago: Jakobson, 2001.

Newman, Jessica. "Medieval Kitchens: Design and Function." History and Culture 19 (2003): 257–78.

Stanley, Edward J. "Ancient European Architecture." 1 May 2004. 15 September 2004  
<<http://castles/buildings/England.net>>

## Released Test Questions

## English–Language Arts

CSW20009.001

- 103** In this set of notes written for paragraph 2 of the report, which bulleted item should *not* be included?

- main room was the hall
- hall was similar to our living rooms today
- hall could be upstairs or downstairs
- castles were not kept very clean

- A main room was the hall  
 B hall was similar to our living rooms today  
 C hall could be upstairs or downstairs  
 D castles were not kept very clean

CSW20004.001

- 104** Read this sentence from paragraph 4 of the report.

Castle ilumination typically came from wax candles placed high atop vertical spikes or in large iron candlesticks.

Which underlined word in the sentence is spelled incorrectly?

- A ilumination  
 B typically  
 C atop  
 D vertical

- 105** To help link ideas between paragraphs 4 and 5, what transitional sentence should be added to the beginning of paragraph 5?

- A Sunlight was especially scarce in the winter months.  
 B Many families spent time in the kitchen.  
 C Another room where fireplaces were important was the kitchen.  
 D Compared to our current homes, castles probably had fewer but larger rooms.

CSW20010.001

- 106** Which source from the bibliography would most likely provide information on cooking methods used in the Middle Ages?

- A *Medieval Castles*  
 B *The Middle Ages*  
 C “Medieval Kitchens: Design and Function”  
 D “Ancient European Architecture”

CSW20020.001

The following is a rough draft of Clive’s report. It contains errors.

### Sailors

- 1 Long ago, sailors sailed to faraway places without the ability to rely on modern instruments to lead the way. Still, many were able to sail across vast, uncharted oceans and arrive at their destinations safely. Why didn’t more sailors get lost at sea? What kinds of equipment did they use to find their way?
- 2 In early sailing history, few maps were available. Sailors had to rely on memory and on written guides called pilot books. Pilot books offered sailors information about how long it took to get to certain ports and instructions about getting in and out of the ports. Pilot books did not offer much information about sailing far from land.
- 3 Later, sailors used maps, charts, and information from other explorers to plan their trips. Early maps and charts offered descriptions of islands and coastlines that helped sailors navigate. Experienced sailors learned where harbors, fresh water, supplies, and friendly people might be found. They were also able to warn others about dangers.
- 4 Some of the early navigation practices and equipment used on these ships proved to be quite trustworthy. Early sailors used an instrument called the astrolabe to calculate the positions of stars and the sun to determine their location. For centuries, sailors planned their routes, sailed, and recorded their progress using the North Star as their only reference. They also used patterns of wind, waves, currents, and sea swells as directional clues. Even though ocean waves may look the same to inexperienced eyes they have different shapes related to the depth of the ocean and their closeness to land. Sailors even found a way that clouds and seabirds could help them.
- 5 The sailors of yesterday relied heavily on their observations and studies of the sea. Although their techniques were simple, sailors were able to achieve great things in their adventures at sea.

CSLIP113-5

## Released Test Questions

## English–Language Arts

7

**107** Read this sentence.

Still, many were able to sail across vast,  
uncharted oceans and arrive at their  
destinations safly.

**Which underlined word is spelled incorrectly?**

- A vast
- B uncharted
- C destinations
- D safly

CSL11025.113

**108** Read this sentence.

Even though ocean waves may look the  
same to inexperienced eyes they have  
different shapes related to the depth of the  
ocean and their closeness to land.

**What punctuation mark belongs between the  
underlined words?**

- A a comma
- B a hyphen
- C a dash
- D a semicolon

CSL11199.113

- 109** Clive located the following paragraph while doing his research. Read the paragraph and use it to answer the following question.

“In ancient times, sailors navigated by observing various celestial bodies and constellations and by studying the seasonal directions of the wind. For centuries, sailors used the astrolabe as a way to navigate unfamiliar seas. The astrolabe is an instrument that measures the angle of stars or the sun above the horizon. It consists of a metal disk suspended from a frame so that the disk remains vertical. The disk has sights for observing a star and graduated lines for measuring its height above the horizon. The astrolabe became obsolete with the invention of more modern instruments, such as the sextant” (Hoskins 119).

**Under which topic should Clive place a summary of this paragraph?**

- A celestial bodies
- B maps and charts
- C winds
- D navigation

CSL11196.113

- 110** This is a rough draft of the bibliography Clive is creating for his report. Use it to answer the question below.

McDonald, Drew. *Sailors*. New York: Luken Publishing, 2001.  
Lusk, Linda. *Finding Your Way on the Sea*. Cincinnati, Ohio: Tanner Publishing, 1999.

**How should Clive revise his bibliography so that it follows a correct style?**

- A remove the publisher’s name
- B place the authors’ names after the date
- C put quotation marks around the name of the city
- D arrange the entries alphabetically by author’s last name

CSL11020.113

## Released Test Questions

## English–Language Arts

7

The following questions are not about a passage. Read and answer each question.

**111** Read this sentence.

The biggest earthquake on record is one that happened in 1964 in the city of Anchorage, Alaska.

What is the correct way to write the underlined words?

- A in the City Of Anchorage, Alaska
- B in the City of Anchorage, Alaska
- C in The City of Anchorage, Alaska
- D Leave as is.

CSL00190.05A

**112** Read this sentence.

Although these plants mean trouble for crickets, flies, spiders, and other insects, they are safe—and fascinating—for people.

What is the *best* way to write the underlined words?

- A they are—safe and fascinating—for people
- B —they are safe and fascinating—for people
- C they are—safe—and fascinating for people
- D Leave as is.

CSL00191.05A

**113** Read this sentence.

Carrying a load of books, the library door was closed.

How is this sentence *best* written?

- A The library door was closed carrying a load of books.
- B Carrying a load of books, the door of the library was closed.
- C Closing the library door, a load of books was carried.
- D Carrying a load of books, he found the library door closed.

CSL00358.05A

**114** Read this sentence.

Egyptian carvings indicate that stones and other supplies were sent on Nile River barges to the construction site.

What part of speech is the underlined word as it is used in the sentence above?

- A interjection
- B pronoun
- C adjective
- D preposition

CSL20301.056

| Question Number | Correct Answer | Standard | Year of Release |
|-----------------|----------------|----------|-----------------|
| 1               | A              | 7RW1.3   | 2003            |
| 2               | B              | 7RW1.2   | 2003            |
| 3               | C              | 7RL3.2   | 2003            |
| 4               | C              | 7RL3.4   | 2003            |
| 5               | C              | 7RL3.5   | 2003            |
| 6               | D              | 7RL3.4   | 2003            |
| 7               | C              | 7RL3.3   | 2003            |
| 8               | D              | 7RW1.3   | 2003            |
| 9               | C              | 7RW1.3   | 2003            |
| 10              | A              | 7RC2.3   | 2003            |
| 11              | A              | 7RC2.6   | 2003            |
| 12              | B              | 7RW1.3   | 2004            |
| 13              | D              | 7RC2.6   | 2004            |
| 14              | C              | 7RC2.2   | 2004            |
| 15              | B              | 7RC2.3   | 2004            |
| 16              | C              | 7RC2.3   | 2004            |
| 17              | B              | 7RC2.1   | 2004            |
| 18              | C              | 7RC2.4   | 2004            |
| 19              | C              | 7RL3.5   | 2004            |
| 20              | A              | 7RL3.3   | 2004            |
| 21              | C              | 7RL3.4   | 2004            |
| 22              | A              | 7RW1.1   | 2004            |
| 23              | C              | 7RC2.4   | 2005            |
| 24              | A              | 7RC2.6   | 2005            |
| 25              | C              | 7RC2.1   | 2005            |
| 26              | D              | 7RC2.4   | 2005            |
| 27              | B              | 7RW1.2   | 2005            |
| 28              | A              | 7RC2.1   | 2005            |
| 29              | A              | 7RC2.2   | 2005            |
| 30              | D              | 7RC2.2   | 2005            |
| 31              | D              | 7RC2.5   | 2005            |
| 32              | A              | 7RC2.5   | 2005            |
| 33              | B              | 7RC2.5   | 2005            |
| 34              | B              | 7RW1.3   | 2006            |
| 35              | C              | 7RL3.3   | 2006            |

## Released Test Questions

## English–Language Arts

7

| Question Number | Correct Answer | Standard | Year of Release |
|-----------------|----------------|----------|-----------------|
| 36              | D              | 7RL3.3   | 2006            |
| 37              | B              | 7RL3.6   | 2006            |
| 38              | C              | 7RW1.2   | 2006            |
| 39              | D              | 7RW1.1   | 2006            |
| 40              | A              | 7RC2.4   | 2006            |
| 41              | D              | 7RC2.6   | 2006            |
| 42              | B              | 7RC2.3   | 2006            |
| 43              | C              | 7RC2.1   | 2006            |
| 44              | A              | 7RL3.4   | 2007            |
| 45              | A              | 7RL3.2   | 2007            |
| 46              | D              | 7RL3.6   | 2007            |
| 47              | C              | 7RL3.2   | 2007            |
| 48              | C              | 7RL3.1   | 2007            |
| 49              | B              | 7RC2.4   | 2007            |
| 50              | C              | 7RW1.3   | 2007            |
| 51              | A              | 7RC2.3   | 2007            |
| 52              | C              | 7RC2.4   | 2007            |
| 53              | B              | 7RC2.6   | 2007            |
| 54              | D              | 7RL3.1   | 2008            |
| 55              | D              | 7RL3.1   | 2008            |
| 56              | C              | 7RW1.1   | 2008            |
| 57              | C              | 7RL3.3   | 2008            |
| 58              | D              | 7RL3.4   | 2008            |
| 59              | D              | 7RC2.4   | 2008            |
| 60              | C              | 7RW1.3   | 2008            |
| 61              | D              | 7RC2.2   | 2008            |
| 62              | D              | 7RC2.2   | 2008            |
| 63              | A              | 7RC2.5   | 2008            |
| 64              | B              | 7RC2.6   | 2008            |
| 65              | C              | 7RC2.1   | 2008            |
| 66              | A              | 7RW1.3   | 2004            |
| 67              | D              | 7RW1.2   | 2006            |
| 68              | C              | 7RW1.2   | 2008            |
| 69              | A              | 7RW1.2   | 2008            |
| 70              | C              | 7WS1.7   | 2003            |

| Question Number | Correct Answer | Standard | Year of Release |
|-----------------|----------------|----------|-----------------|
| 71              | <i>C</i>       | 7WC1.7   | 2003            |
| 72              | <i>A</i>       | 7WS1.7   | 2003            |
| 73              | <i>B</i>       | 7WS1.1   | 2003            |
| 74              | <i>B</i>       | 7WS1.3   | 2003            |
| 75              | <i>C</i>       | 7WC1.7   | 2003            |
| 76              | <i>B</i>       | 7WC1.5   | 2003            |
| 77              | <i>D</i>       | 7WS1.7   | 2004            |
| 78              | <i>B</i>       | 7WC1.1   | 2004            |
| 79              | <i>A</i>       | 7WC1.4   | 2004            |
| 80              | <i>B</i>       | 7WC1.3   | 2004            |
| 81              | <i>C</i>       | 7WS1.2   | 2004            |
| 82              | <i>B</i>       | 7WS1.5   | 2004            |
| 83              | <i>A</i>       | 7WC1.3   | 2005            |
| 84              | <i>C</i>       | 7WS1.7   | 2005            |
| 85              | <i>C</i>       | 7WS1.5   | 2005            |
| 86              | <i>A</i>       | 7WS1.1   | 2005            |
| 87              | <i>A</i>       | 7WS1.1   | 2005            |
| 88              | <i>B</i>       | 7WC1.4   | 2005            |
| 89              | <i>B</i>       | 7WC1.7   | 2005            |
| 90              | <i>D</i>       | 7WS1.2   | 2005            |
| 91              | <i>B</i>       | 7WS1.7   | 2006            |
| 92              | <i>B</i>       | 7WC1.4   | 2006            |
| 93              | <i>B</i>       | 7WS1.4   | 2006            |
| 94              | <i>C</i>       | 7WS1.2   | 2006            |
| 95              | <i>D</i>       | 7WS1.1   | 2006            |
| 96              | <i>B</i>       | 7WC1.3   | 2006            |
| 97              | <i>A</i>       | 7WC1.7   | 2006            |
| 98              | <i>B</i>       | 7WC1.2   | 2006            |
| 99              | <i>D</i>       | 7WS1.7   | 2007            |
| 100             | <i>D</i>       | 7WC1.3   | 2007            |
| 101             | <i>C</i>       | 7WC1.3   | 2007            |
| 102             | <i>B</i>       | 7WS1.7   | 2007            |
| 103             | <i>D</i>       | 7WS1.3   | 2007            |
| 104             | <i>A</i>       | 7WC1.7   | 2007            |
| 105             | <i>C</i>       | 7WS1.1   | 2007            |

## Released Test Questions

## English–Language Arts

## 7

| Question Number | Correct Answer | Standard | Year of Release |
|-----------------|----------------|----------|-----------------|
| 106             | <i>C</i>       | 7WS1.4   | 2007            |
| 107             | <i>D</i>       | 7WC1.7   | 2008            |
| 108             | <i>A</i>       | 7WC1.4   | 2008            |
| 109             | <i>D</i>       | 7WS1.3   | 2008            |
| 110             | <i>D</i>       | 7WS1.5   | 2008            |
| 111             | <i>D</i>       | 7WC1.6   | 2003            |
| 112             | <i>D</i>       | 7WC1.5   | 2004            |
| 113             | <i>D</i>       | 7WC1.1   | 2007            |
| 114             | <i>D</i>       | 7WC1.3   | 2008            |