

Read the story. Then answer the questions that follow.

Nevada Blues

by Jen Bedet

1 Allie had been living in Elko, Nevada, for exactly two months now. She had made some friends and her teachers seemed to like her. She'd even gotten used to the change in landscape: the rolling blue-green hills of Kentucky replaced with the sagebrush-spotted, flat basin of brown sand that surrounded her new home in the high desert. She should have been adjusting well to the move. But she couldn't stop missing her old job at the stable.

2 Back home in Kentucky she'd spent every single afternoon and most of every weekend working as a stable hand at Blue Star Stables. Allie was diligent about her duties: brushing the horses until their coats gleamed, elaborately braiding the horses' manes and tails, and cleaning the horses' stalls. Working at the stable made Allie feel important; at the end of each shift, she stood and admired the rows of luxurious leather saddles she'd arranged just so. Even with all the dirt and muck, the stable felt like a glamorous place to Allie.

3 When she moved to Elko, Allie imagined there'd be stables everywhere. She imagined herself in a classic Wild West painting—sitting astride a horse, the setting sun behind her coloring the desert a pinkish-orange hue. So far, no luck. She lived in a subdivision. No stables to be seen.

4 So when she got home from school that day, the day that marked two months of living in Elko, she was delighted when her mom told her that she'd met a couple who had a horse they worried was being neglected now that their daughter had gone away to college. They said they'd love for Allie to spend time with the horse in their stable.

5 "Could I ride?" Allie asked, still incredulous.

6 "Yes, sweetie. Alma and Bill said they actually need someone to help them care for the horse. You'd be doing them a favor."

7 "Oh, my gosh! It would be like being in charge of my own personal stable, almost!"

8 "Well, don't get carried away now," warned her mother.

9 The next day Allie's mother drove her straight over to Alma and Bill's place, a small ranch-style house on the edge of town. As they pulled into the driveway, Allie craned her neck out the window, trying to catch a glimpse of the stable.

10 An elderly woman, wearing jeans and a blue plaid shirt, came to the front door and greeted Allie and her mom. "You must be Allie," she said with a warm smile. "Well, come on out back and meet Hank."

11 Allie's mom said good-bye. "I'll be back in a couple hours to pick you up!"

12 "So, the horse's name is Hank?" Allie asked Alma. "That's cute."

13 “Yeah, Jessie—my daughter—named him ‘Hank the Tank’ because he was a such a solid horse.” Alma led Allie to the back of the house, past a chicken coop and large vegetable garden, to a small fenced area with a rickety gray shack in it. The shack was capped with a slab of tin for a roof.

14 Allie’s heart sank. This wasn’t at all what she had pictured. Where were the rows of fancy saddles? The stalls with their pinewood smell and fresh sawdust shavings? This was basically nothing more than a mud pit. Alma opened the gate and before she and Allie had squished through more than a few muddy steps, an old brown quarter horse trotted out of the shack. He headed straight for Alma, lowering his nose and rubbing it against her shirt pockets.

15 “Oh, all right, you big bully,” Alma laughed. Reaching into her pocket, she pulled out two carrots. She quickly offered one to Hank and slipped the other one to Allie. “You know how to—”

16 “Oh, sure, I know how to feed horses carrots,” Allie smiled. Hank’s nose twitched, sniffing out the other carrot. Allie held out her hand, palm up and flat, the carrot on top. “Here you go, fella,” she said softly. Hank nuzzled her palm before he gently snatched up the carrot. When Allie reached out to pet his neck, she was grinning; it was her first full smile since moving. She was finally starting to feel like herself again.

17 “You two go ahead and get acquainted. Give a holler if you need anything,” said Alma. “I’ll just be over there in the garden.”

18 “Thank you,” said Allie. “This is perfect. I don’t need anything else.” And she didn’t. She realized that it wasn’t her old job at the fancy stable that she’d been missing. It was the horses. The day and all that it offered changed with the speed of a tumbleweed whirling across the desert. She picked up a brush and set to work shining up Hank’s coat.

1 Read this sentence from the story.

She imagined herself in a classic Wild West painting—sitting astride a horse, the setting sun behind her coloring the desert a pinkish-orange hue.

What does the term “Wild West” suggest about Allie’s vision of her new home?

- A** that it would be relaxing and beautiful
- B** that it would be filled with adventure
- C** that it would be dangerous and lawless
- D** that it would be lacking in conveniences

2 Allie likes being around horses. Which sentence from the passage **best** supports this statement?

- A** “She had made some friends and her teachers seemed to like her.”
- B** “But she couldn’t stop missing her old job at the stable.”
- C** “This was basically nothing more than a mud pit.”
- D** “She realized that it wasn’t her old job at the fancy stable that she’d been missing.”

Go On

- 3** How does an important theme of the story arise from Allie's experiences?
- A** When Allie pets Hank and smiles, it suggests that people do not always know at first what is truly important to them.
 - B** When Allie sees Hank's stable and her heart sinks, it suggests that in new situations, people should not get their hopes up.
 - C** When Allie has a friendly conversation with Alma, it suggests that spending time with others can lift a person's mood.
 - D** When Allie's mom first tells her about the couple with a horse, it suggests that homesickness passes fairly quickly.

- 4** How does the fourth paragraph contribute to the development of the plot?
- A** It is the climax of the story, or the point at which the action is most intense.
 - B** It is the introduction of the story, where background information is revealed.
 - C** It is the resolution of the story, when all of the characters' conflicts are resolved.
 - D** It is the start of the story's rising action, when a character's situation begins to change.

- 5** How does Allie change from the beginning of the passage to the end?
- A** At first, she enjoys her new life, but in the end, she realizes she was homesick for Kentucky all along.
 - B** At first, she hopes to work in a stable, but in the end, she decides to do something she loves more.
 - C** At first, she misses her life in Kentucky, but in the end, she finds a way to feel at home in Nevada, too.
 - D** At first, she thinks she wants to work for Alma and Bill, but by the end she changes her mind.

- 6** In the last paragraph, what does the phrase "the speed of tumbleweeds whirling across the desert" show?
- A** how Allie's mood has rapidly improved
 - B** how Allie's dislike of the desert began
 - C** how windstorms form in the desert
 - D** how desert plants lack strong roots

Read the passage. Then answer the questions that follow.

The History of Aspirin: An Old Remedy Reexamined

by Karen Brinkman

1 Thousands of years ago, a wise man lived in Greece. His name was Hippocrates, and he was widely considered a knowledgeable man of medicine. One day, as he sat under a large shade tree to teach and write, a man approached him, seeking medical advice for a member of his family. The man described the symptoms that his family member experienced: fever, aches, and pain. Hippocrates gave the man some medicine: a powder made from the bark and leaves of a willow tree.

2 Living in the 21st century, this medicine might sound strange to us. Bark and leaves? What possible good could those do anyone? In many ways, it's true that medicine has changed a great deal since the time of Hippocrates. But in other ways, it hasn't changed at all. After all, the medicine that Hippocrates prescribed for his patient is something with which you are likely familiar: aspirin.

3 During the time of Hippocrates and even before, people knew that chewing the leaves of the willow tree relieved pain. Evidence shows that Native Americans living in North America, as well as people on the continent of Africa, knew of the willow's medicinal benefits. In the 1820s, scientists in Europe tried to determine what exactly was in willow leaves that relieved pain. They discovered a chemical that they called salicin. They combined it with an acid to create a powder that they called aspirin.

4 When aspirin was first created, people thought of it as a panacea. However, people soon found that aspirin did not cure everything. For example, some thought it might help eliminate unwanted freckles. Others thought it would cure measles. Still others thought it might cure rabies. It did none of these things, but it did effectively relieve pain.

5 At first, people were thrilled. If they had an ache, pain, or fever, they could go to the doctor and receive relief in the form of a prescription for aspirin. However, most people soon discovered that the acid in aspirin caused an upset stomach. In 1897, a German chemist named Felix Hoffman remedied this problem. He changed the formula slightly so that aspirin would combat pain yet be gentle on the stomach.

6 While not a universal cure-all, aspirin has been found to have other health benefits. In the 1940s, a doctor in California discovered something amazing about aspirin. As he looked over his patients' charts, he realized that none of the patients who took aspirin regularly for pain had ever had a heart attack. Other patients in his practice, who did not regularly take aspirin, had had heart attacks. He wondered if it was just a coincidence or if aspirin somehow helped his patients to avoid heart attacks. Medical studies over the years have concluded that aspirin does help prevent certain types of heart disease. Aspirin has been found to break up dangerous blood clots and to thin blood in the body. Many patients are now prescribed a low-dose aspirin as a daily supplement to prevent heart attacks.

Go On

7 In 1996, the Massachusetts Institute of Technology (MIT) conducted a survey. They asked people “What invention couldn’t you live without?” When given a list of choices, “aspirin” ranked high. That just goes to show that old technology is not necessarily minor and that its value can be enduring.

7 How does the author introduce the key idea that aspirin is a natural remedy?

- A** She explains how aspirin has changed over the years.
- B** She lists the problems people thought aspirin would help cure.
- C** She tells a story about a wise man giving someone some medicine.
- D** She lists the things that a man’s family member suffered from.

8 Which paragraph provides the **strongest** support for the idea that medicine bears some similarity to what it was in Hippocrates’ time?

- A** paragraph 1
- B** paragraph 3
- C** paragraph 5
- D** paragraph 6

9 Which phrase from paragraph 4 **best** helps the reader understand the meaning of the word “panacea”?

- A** “first created”
- B** “people thought”
- C** “cure everything”
- D** “cure measles”

- 10** Read this sentence from paragraph 6 of the passage.

While not a universal cure-all, aspirin has been found to have other health benefits.

What idea does this sentence introduce in the passage?

- A** Powdered medicines cause upset stomach.
- B** Doctors need to find a cure for measles.
- C** Aspirin provides relatively little pain relief.
- D** Aspirin provides more than just pain relief.

- 11** Which of the following claims is **best** supported by the passage?

- A** If Hippocrates were alive today, there would be no disease.
- B** Natural medicines are better than modern ones.
- C** Aspirin has been used for a long time because it is so effective.
- D** People initially get excited about any new medicine.

- 12** Read this dictionary entry.

minor (*n*) 1. a person who is too young to be given all rights (*adj*)
2. small in size or importance 3. being too young to be given all rights
4. being a musical scale in which the third tone is a half-step lower

Now read the following sentence from the passage.

That just goes to show that old technology is not necessarily minor and that its value can be enduring.

What is the meaning of “minor” as it is used in the above sentence?

- A** definition 1
- B** definition 2
- C** definition 3
- D** definition 4

Which is the **best** summary of the passage?

- A** Willow leaves had long been known to relieve pain. In the 1820s, the key agent was discovered, mixed with an acid, and called aspirin. Aspirin is still a popular pain reliever, with additional health benefits as well.
- B** Aspirin comes from the bark and leaves of the willow tree. People have used it for thousands of years, since the time of Hippocrates. It can't cure measles or rabies, but it is good for pain and to help people survive.
- C** The most valuable medicine today comes from willow leaves and is called aspirin. It is the best pain reliever available. It used to upset people's stomachs, but a simple change in formula solved that problem.
- D** People, including Hippocrates, used to use willow leaves to relieve pain. Modern people didn't like chewing leaves, so scientists found the secret of willow and invented aspirin. At first, people were glad to have the new pain reliever.

Read the passages. Then answer the questions that follow.

Archimedes and the Siege of Syracuse

by Charles F. Baker, Calliope

INTRODUCTION

- 1 *Syracuse, a peaceful and thriving city on the island of Sicily, a Greek colony off the southern coast of Italy, was the home of the famous mathematician and inventor Archimedes. Under the reign of King Hieron II, Syracuse found itself affected by a fierce conflict involving Rome and Carthage, a powerful city-state on the north coast of Africa.*
- 2 *The Romans and the Carthaginians were vying for control of the Mediterranean Sea. Carthage already had colonies in Spain and claimed all of the western Mediterranean and most of Sicily except for Syracuse. Rome's armies had been capturing the Greek city-states in Italy. It was reasonable to expect that Syracuse, because of its location, would be caught in a war between the rapidly growing powers.*

ACT I

- 3 *It is the year 220 B.C. Syracuse has an alliance with Rome, but King Hieron is wondering how long it will last. Carthage has a great fleet of ships, and the Romans are spread out all over the area and cannot be relied on for protection. King Hieron needs a plan to defend his vulnerable city and turns to his longtime friend and kinsman Archimedes for advice and help.*

SCENE 1

- 4 *The royal palace of King Hieron. The king and his son, Prince Gelon, have received news that the Romans are angry with the Carthaginians, because they cannot trade in Sicily. Carthage has recently gained control of the Strait of Messina, which separates Sicily and Italy. Hieron has just sent for Archimedes.*
- 5 **KING HIERON:** My son, I fear for the safety of our city. Rome will not tolerate the aggressive actions of Carthage, and there will be a war.
- 6 **PRINCE GELON:** I agree. This is a dangerous situation. Rome will be cut off from its own ports in eastern Italy. The Romans cannot even sail around Sicily because Carthage also controls the western Mediterranean. All-out war is inevitable, and we will be caught in the middle.
- 7 **KING HIERON:** We must prepare to defend ourselves, even though we have an alliance with Rome. They could not possibly come to our rescue against the Carthaginians. They are already fighting in many different areas and cannot spare soldiers or ships to protect our city.
- 8 **PRINCE GELON:** I would not trust the Romans to continue to be our allies. They are an ambitious people, and I am sure they will want to add our prosperous city to their growing empire.
- 9 **KING HIERON:** I think you are right. That is why I want to build up our defenses. It is my hope that I will leave a strong, independent city for you and my grandson, Prince Hieronymos, to inherit. I have sent for Archimedes so that we can discuss this serious situation with him. I value his advice.

Go On

- 10 **PRINCE GELON:** I also have great respect for Archimedes, but how can he help defend our city? He is only a mathematician, not a soldier.
- 11 *(Archimedes enters the royal chamber and hears Prince Gelon's statement.)*
- 12 **ARCHIMEDES:** You are right, Your Royal Highness. Since I returned to Syracuse from Egypt many years ago, I have dedicated my life entirely to mathematical research.
- 13 **KING HIERON:** You know as well as I do, my friend, that you have become famous for your clever mechanical inventions.
- 14 **ARCHIMEDES:** They are only the diversions of geometry at play, and I attach no importance to them. I regard the business of mechanics as vulgar and despicable.
- 15 **KING HIERON:** Syracuse is in danger of becoming involved in the war between Rome and Carthage.
- 16 **ARCHIMEDES:** So I have heard.
- 17 **KING HIER[D]ON:** Having been at peace for so many years, we have not bothered to maintain our defenses. We forgot that our city was taken by siege years ago. I do not want that to happen again. Archimedes, I implore you to use your scientific knowledge to prepare offensive and defensive engines for me that can be used in every kind of siege warfare.
- 18 **ARCHIMEDES:** I do not like the idea of using science to destroy people.
- 19 **KING HIERON:** Why can you not use some of your scientific knowledge to defend the city that has sheltered you and given you the freedom to do your mathematical research for so many years? I should think that you would be anxious to prove that science can provide a better means for the defense of Syracuse than an army can.
- 20 **ARCHIMEDES:** You have won. I will begin at once to devise plans for all sorts of engines to use against any besiegers.¹
- 21 **KING HIERON:** We will all be grateful for your expertise.

¹ **besiegers:** attackers

from *The Sand Reckoner*

by Gillian Bradshaw

1 The young man took his compasses out of his mouth and turned, beaming. He was thin, long-limbed, and angular, and the general effect as he twisted about was of a grasshopper preparing to jump. “It’s a hundred and twenty myriads-of-myriads!” he exclaimed in triumph, brushing back a tangle of brown hair and regarding his interrupter with a pair of bright brown eyes. . . .

2 “Marcus,” he said eagerly, “what’s the biggest number you can imagine? The number of grains of sand in Egypt—no, in the world! No! How many grains of sand would it take to fill the universe?”

3 “Can’t say,” replied Marcus shortly. “Sir, we’re in Syracuse. In the Great Harbor. Where we disembark¹—remember? I need to pack the abacus.”

4 Archimedes put his hands protectively over the tray of sand—called by the same name as the more familiar reckoning machine—and looked around with dismay. He had come up to the ship’s stern deck when the vessel had sighted the point of Plemmyrion and Marcus had started packing. Syracuse then had been only a patch of red and gold against green slopes; now a whole stretch of time seemed to have vanished into the sand, and Syracuse lay all around him. Here, in its harbor, the city—richest and mightiest of all the Greek cities of Sicily—appeared as nothing but walls. To his right loomed the citadel of Ortygia, a rocky promontory² enclosed by massive battlements, and before him the seawall swept around in a long curve of gray to end in the tower-studded walls of the fort which commanded the approach from the marshes to the south. Two quinqueremes³ sat . . . ready for sea, their sides feathered white with the triple banks of their shipped oars.

5 Archimedes shot a longing glance at the clear water of the harbor entrance behind the ship. There the Mediterranean stretched open and unbounded as far as the coast of Africa, brilliantly blue and hazy in the bright June afternoon. “Why the Great Harbor?” he asked unhappily. He was Syracusan-born, and the city’s customs were as natural to him as its dialect. Merchant ships like the one on which he and Marcus were passengers usually put into Syracuse’s Small Harbor, on the other side of the promontory of Ortygia. The Great Harbor belonged to the navy.

6 “There’s a war on, sir,” said Marcus patiently. He squatted down beside Archimedes and put out his hands for the box of sand.

7 Archimedes looked down sadly at the twelve billion grains of gleaming sand and his own scratched calculations. Of course. Syracuse was at war, and the Small Harbor was sealed off. All the traffic was forced into the Great Harbor, where the navy could keep an eye on it. He knew about the war: it was one of the reasons he had come home. The small farm his family owned lay to the north of the city, well beyond any possible zone of defense, and it was unlikely that there would be any income from it this year. His father was ill and could not practice his usual occupation as a teacher. Archimedes was the only son of the house, and supporting the family and protecting it through what was likely to be a very bad war was now his responsibility. It was time to give up mathematical games and find some real work. Walls, he thought miserably; unbreachable⁴ walls, closing in.

¹ **disembark:** go ashore

² **promontory:** something that projects, protrudes, or juts out

³ **quinqueremes:** a type of large war ship

⁴ **unbreachable:** unable to be broken through

Go On

8 Slowly, he took his hands off the notched rim of the abacus. Marcus picked it up, found the lid, and closed the reckoning box away. He slid it into its canvas sack and walked off with it. Archimedes sighed and sat back, hands dangling over his knees. The compasses slipped from his limp fingers and impaled⁵ themselves in the deck. He stared at them blankly for a moment, then pulled up one side of the instrument and swept it around, scratching a circle in the rough wood. Let the area of the circle be K —No. He folded the compasses and pressed the cool double bar against his forehead. No more games.

⁵ **impaled:** stuck like a spear

14 Read this sentence from paragraph 7 of “Archimedes and the Siege of Syracuse.”

We must prepare to defend ourselves, even though we have an alliance with Rome.

What is an “alliance”?

- A** an argument over land
- B** an agreement of support
- C** a contract for goods
- D** an invitation to fight

15 Which sentence from “Archimedes and the Siege of Syracuse” **most strongly** agrees with the idea that Syracuse has a weak military?

- A** “They could not possibly come to our rescue against the Carthaginians.”
- B** “They are an ambitious people, and I am sure they will want to add our prosperous city to their growing empire.”
- C** “Having been at peace for so many years, we have not bothered to maintain our defenses.”
- D** “I will begin at once to devise plans for all sorts of engines to use against any besiegers.”

16 Which detail from “Archimedes and the Siege of Syracuse” **best** indicates that Archimedes might be willing to be useful to the war effort?

- A** Prince Gelon points out that Archimedes is not a soldier.
- B** Archimedes overhears the conversation between the king and prince.
- C** Prince Gelon says that all-out war is inevitable and that they will be in the middle.
- D** Archimedes has the freedom to study math in Syracuse.

- 17** King Gelon persuades Archimedes to help fight in the war. Which sentence from the passage **best** shows how the king convinces Archimedes?
- A** "I have sent for Archimedes so that we can discuss this serious situation with him."
 - B** "You know as well as I do, my friend, that you have become famous for your clever mechanical inventions."
 - C** "I should think that you would be anxious to prove that science can provide a better means for the defense of Syracuse than an army can."
 - D** "We will all be grateful for your expertise."

- 18** Which of these details is **most** important to include in a summary of "Archimedes and the Siege of Syracuse"?
- A** At first, Archimedes does not want to build war machines.
 - B** Today, Archimedes is still Syracuse's most famous mathematician.
 - C** Archimedes and King Heron were longtime friends.
 - D** Archimedes spent time in Egypt before his return to Syracuse.

- 19** Read this sentence from paragraph 4 of *The Sand Reckoner*.

He had come up to the ship's stern deck when the vessel had sighted the point of Plemmyrion and Marcus had started packing.

What does the author mean when she says "the vessel had sighted the point"?

- A** People on the ship were Plemmyrions.
 - B** The ship had hit the point of land.
 - C** The ship was built in Plemmyrion.
 - D** People on the ship had seen land.
- 20** In *The Sand Reckoner*, which sentence shows the reason Archimedes has come home?
- A** He has come to support and protect his family during the war.
 - B** The king has called on him to build defenses for the city.
 - C** He is intent on conducting some serious mathematical research.
 - D** His father is ill and has asked him to take over his teaching job.

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21 Read this sentence from paragraph 6 of *The Sand Reckoner*.

“There’s a war on, sir,” said Marcus patiently.

What change in the story is signaled by these words?

- A** Marcus will stop being patient with Archimedes and will become demanding.
- B** Marcus will encourage Archimedes to unpack his things and head back to sea.
- C** Archimedes still has some time before he has to think seriously about the war.
- D** Archimedes must now start thinking seriously about Syracuse and the war.

22 At the beginning of *The Sand Reckoner* Archimedes is thrilled about a discovery he made. How does Archimedes change by the end of the story?

- A** He becomes angry at Marcus for taking away his tray of sand.
- B** He becomes even more excited because he will soon see his family.
- C** He becomes depressed because of the reality of his situation.
- D** He becomes upset because he cannot solve a math problem.

23 Which words from *The Sand Reckoner* **best** express the idea that Archimedes was a dreamer?

- A** “The young man took his compasses out of his mouth”
- B** ““Sir, we’re in Syracuse. In the Great Harbor.”
- C** “Archimedes sighed and sat back, hands dangling over his knees.”
- D** “. . . what’s the biggest number you can imagine?”

24 In *The Sand Reckoner*, the narrator shows sympathy for what Archimedes is going through. Which sentence from the passage would agree with this statement?

- A** “He was thin, long-limbed, and angular, and the general effect as he twisted about was of a grasshopper preparing to jump.”
- B** “Archimedes put his hands protectively over the tray of sand . . . and looked around with dismay.”
- C** “He was Syracusan-born, and the city’s customs were as natural to him as its dialect.”
- D** “He stared at them blankly for a moment, then pulled up one side of the instrument and swept it around, scratching a circle in the rough wood.”

- 25** Which idea from *The Sand Reckoner* would be **least** appropriate in a summary of the story?
- A** Archimedes is not as smart as everyone assumes if he thinks a mathematician will be much help working on a farm.
 - B** Archimedes is a young man who has great enthusiasm about working with numbers, which he considers a game.
 - C** Archimedes has returned to Syracuse with Marcus to tend to his responsibilities on the family farm.
 - D** Archimedes, a mathematician, prepares to leave the ship that has brought him home to Syracuse.

- 26** How is Archimedes presented or portrayed differently in the play “Archimedes and the Siege of Syracuse” and the story *The Sand Reckoner*?
- A** In the play, he hesitates to discuss his beliefs. In the story, he talks at length about his beliefs.
 - B** In the play, he is a mathematical genius. In the story, he is a casual mathematician.
 - C** In the play, he is older and respected. In the story, he is young and unsure about his future.
 - D** In the play, he is shown to be happy. In the story, he is described as sad.

- 27** How do the two passages treat the subject of war differently?
- A** The play presents war as a problem that must be solved; the story examines the kinds of events that lead to war.
 - B** The play looks at tactics of war; the story examines specific weapons of war.
 - C** The play presents war as being necessary; the story shows that war is preventable.
 - D** The play focuses on how a specific city will defend itself from oncoming war; the story focuses on the personal effects of war.

This is a rough draft of a letter to the editor. It has some mistakes. Read the letter. Then answer the questions that follow.

Letter to the Editor

To the Editor of the Peacetown Gazette:

Recently, you printed letters from teachers, parents, principals, and others regarding the proposed addition to our middle school. My friend and I thought it was about time you heard opinions from people who would be most affected by this change, which is the students. We ourselves attend that school, and we think that more than doubling the size of our school would be a disaster.

Having a small school means that everyone here has known everyone else for years. It means that the teachers really know who the students are. They can talk to them about their problems. The teachers know us well enough that they can spot trouble brewing and offer to help as needed. For us students, having a small school means that we all know each other well. We are comfortable together. We are a family.

Our school is effective because it is a community that cares about the people invested in it. Doubling the size of our school would forever change that. With so many new students, the teachers would have time only to teach them in class. The personal touch

would be gone. In fact, many of us would be lost in the sea of students swirling around the school. Plus, it would take forever to get a seat in the cafeteria and we'd certainly all simply starve! Our school is more than just a building, so please let us stay small.

Sincerely,

J. Green and E. Simpson

28 Read this sentence from the letter.

My friend and I thought it was about time you heard opinions from people who would be most affected by this change, which is the students.

Which of the following should replace the underlined part of the sentence to make it correct?

- A** people who would be most affected by this change . . . which is the students
- B** people who would be most affected by this change (which is the students)
- C** people who would be most affected by this change; the students
- D** people who would be most affected by this change—the students

29 Read this sentence from the letter.

We ourself attend that school, and we think that more than doubling the size of our school would be a disaster.

Which word should replace the underlined word to correct the sentence?

- A** themselves
- B** itself
- C** ourselves
- D** ourselfs

Go On

30 Read these sentences from the letter.

It means that the teachers really know who the students are. They can talk to them about their problems.

What is the **best** way to correct the unclear pronoun reference in the second sentence?

- A** The students can talk to them about their problems.
- B** They can talk to each other about their problems.
- C** The students can talk to the teachers about the teachers' problems.
- D** The teachers can talk to someone about their own problems.

31 Read this sentence from the letter.

With so many new students, the teachers would have time only to teach they in class.

Which word should take the place of the underlined word?

- A** we
- B** them
- C** our
- D** their

32 Which sentence should be deleted because it introduces a tone that is inconsistent with of the rest of the letter?

- A** The teachers know us well enough that they can spot trouble brewing and offer to help as needed.
- B** For us students, having a small school means that we all know each other well.
- C** Plus, it would take forever to get a seat in the cafeteria and we'd certainly all simply starve!
- D** Our school is more than just a building, so please let us stay small.

Read the poem. Then answer the questions that follow.

Autumn Orchards

by Charles V. Ford

I remember lines of bare still trees on flat sandy ground.
There's a sense of warmth when my thoughts wander back to these orchards of my youth.
I delighted in the order and neatness of my father's farm.

I loved the rich, dark nights when only the starlight reflected off the branches.
5 There was a perfect hush and reverence¹ amongst the solid trunks that spanned these fields.
I walked in secret on these long, lone walks, and I walked without purpose or destination.

Loyal animals accompanied me on these excursions through the groves.
There were fast, powerful dogs, and a rainbow of funny feline hunters and loafers.
There was a lost pig and even a turkey that joined the parade for a time.

10 I listened and learned to return the gentle call of the turtle dove.
The big rigs rattled and whooshed by on the highway.
My tread was light and silent in the forgiving sand.

I loved the warm summer nights when onion and garlic fields perfumed the night air.
The smell of burning almond brush in autumn will forever be a comfort and solace² to me.
15 Each season's breath was a multisensory thrill of moist, rich air.

The orchards captured my imagination and calmed and soothed me.
Old and gray now, but still I'll steal off by myself into a neighbor's neat and tidy orchard.
And the trim trees still listen to my ramblings and respond only with silhouettes against a silent moon.

¹ **reverence:** sense of respect, admiration, awe

² **solace:** calm, support

- 33** The speaker develops his point of view in the poem as having a fondness for the orchards. Which line of the poem **best** supports this point of view?
- A** "Loyal animals accompanied me on these excursions through the groves."
 - B** "The big rigs rattled and whooshed by on the highway."
 - C** "My tread was light and silent in the forgiving sand."
 - D** "Each season's breath was a multisensory thrill of moist, rich air."

- 34** Which lines from the poem suggest that speaker views the walks as a kind of pleasant celebration?
- A** "I remember lines of bare still trees on flat sandy ground."
 - B** "I walked in secret on these long, lone walks, and I walked without purpose or destination."
 - C** "There was a lost pig and even a turkey that joined the parade for a time."
 - D** "Old and gray now, but still I'll steal off by myself into a neighbor's neat and tidy orchard."

- 35** Read line 13 from the poem.

I loved the warm summer nights when onion and garlic fields perfumed the night air.

Why does the poet use the word "perfumed" in this line?

- A** to suggest the pleasant scents of the fields
- B** to describe the powerful smell of onions and garlic
- C** to suggest the heaviness of the warm night air
- D** to describe the sweetness of the flowers in the fields

36

How do the ideas of the last stanza of the poem echo the ideas from the first stanza?

- A** In the last stanza, the speaker finds a place where he can express his thoughts freely for the first time.
- B** In the last stanza, the speaker finds comfort in the order and clean lines of another orchard.
- C** In the last stanza, the speaker finds a real orchard to replace the one from his imagination.
- D** In the last stanza, the speaker describes finding peace after the chaos of his childhood.

37

What message or theme does the poet communicate by including sensory details in the poem?

- A** Places are best understood when visited at night.
- B** Children can experience their surroundings more fully than adults.
- C** Memories remain strong even after the passage of time.
- D** Growing old can cause you to forget beautiful images of youth.

Go On

Read the passage. Then answer the questions that follow.

Building a Vivarium

by Anna Lopez

1 A vivarium is a clever way to have a miniature ecosystem in your own home. The word *vivarium* means “place of life” in Latin. A vivarium is like an ecosystem in an enclosed space. An ecosystem is an environment of living things. The area includes plants and animals as well as materials such as rocks, soil, air, and water. Terrariums and aquariums are a type of vivarium. Terrariums contain only plant life. Aquariums contain fish and other water animals.

2 You can build your own desktop vivarium at home. With your vivarium, you can observe small animals such as ants and earthworms or larger animals such as lizards. You can build a vivarium of any size or shape out of many different materials. A glass or plastic box is a good choice because you will want to be able to see inside your vivarium. However, a wooden or metal box with glass or plastic on one side also works well.

3 The floor of a vivarium must be made of a substrate that will support whatever will live in it. Some substrates include soil, pebbles, sand, peat, wood chips, or vegetable matter such as corn or coconut husks. The substrate will help control the moisture in the small new world. It will also give the animals that live there something to live on and dig in.

4 Other things to consider when planning a vivarium are lighting, temperature, and ventilation. You need to make sure the lighting and temperature are appropriate for the species that will live in the space. For instance, earthworms live largely below ground, so they do not need much light. Lizards need heat rocks or heat lamps because they are cold-blooded. Proper ventilation will keep the air moving and prevent mold from growing. All these elements will help the animals in a vivarium stay healthy.

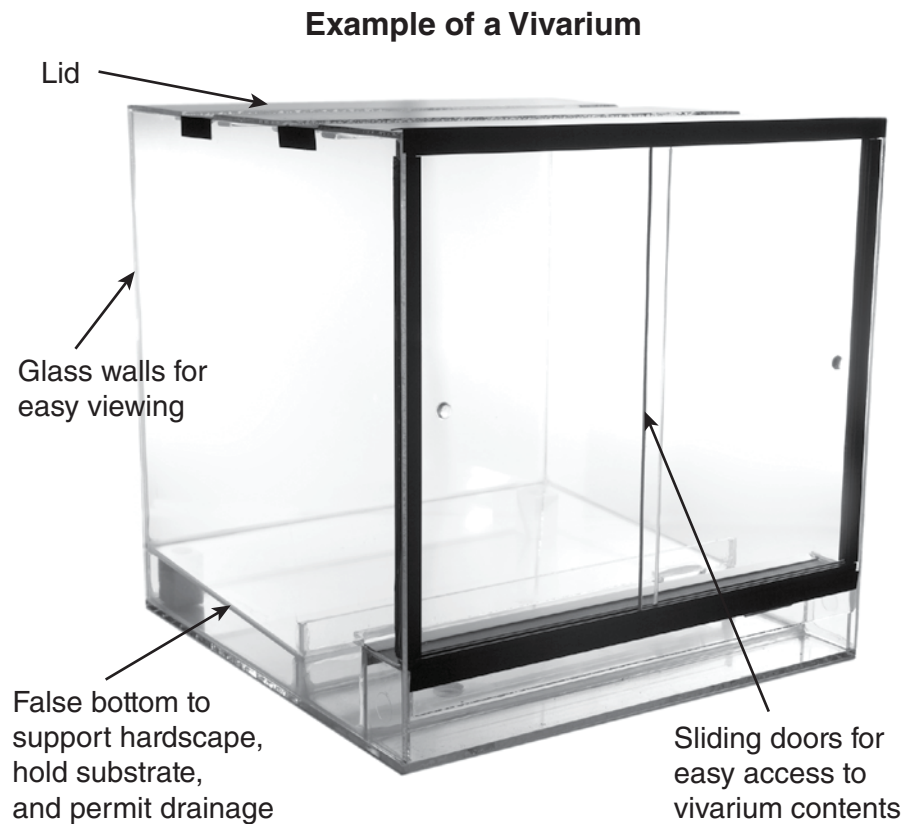
5 When you are ready to build your vivarium, first decide what plants and animals you want to live there. Make sure they can all live in the same environment. For example, a desert plant will not do well in the same conditions that a frog needs to thrive. Desert plants are accustomed to dry conditions, but frogs need lots of moisture. With such things in mind, buy a suitably sized container. Consider how large your plants and animals might get.

6 Once you’ve decided on the plants and animals, start building the environment for the vivarium. Your environment will need a background and a hardscape. For the background, be creative. It can be anything you can dream up to look like the living area you have chosen to model. A hardscape is an artificial surface that will support and contain the substrate on which your plants and animals will live. Make sure that any glue and other products you use will not harm your plants and animals.

7 A vivarium with lots of water and plants will probably need a false bottom beneath the hardscape. A false bottom raises the bottom layer of the environment above the bottom of the container. This creates a space for drainage and prevents the soil and plants on the bottom of the vivarium from becoming waterlogged. A false bottom should be made of a permeable material, which water can flow through.

8 Next, build a top, or lid. You will need to determine how much light and moisture your vivarium will require. Your lid can be made of screen, glass, plastic, or any other material. Be sure you can easily lift the lid to reach the life inside.

9 If your lid is not clear, you will need to install a light inside the vivarium. Plants and animals require light to remain healthy. At this point, you can add thermometers, heaters, and other instruments needed to keep your vivarium safe and healthy for its inhabitants.



10 This is when you add whatever substrate you've chosen for the bottom of your vivarium. And, if your vivarium requires it, add water. Make sure the water is not treated with chemicals. Once you have added the substrate and water, turn on all lights and monitors and let this new environment "settle" for at least a day or two.

11 After the environment has stabilized, it's time to add your plants and animals. Add them slowly so they have time to adjust to their new home. Remember to feed any animals you place in your vivarium.

12 A final tip: Don't overfill your vivarium! Be sure to leave room for the plants and animals to grow. Remember that after a few weeks of growing, your vivarium will mature, or fill in. A mature vivarium looks quite different from a brand new one! Part of the reward of having a vivarium is watching all the growth and change of the life forms within.

Go On

- 38** What purpose do paragraphs 1–4 have in the passage?
- A** They give a list of facts about various kinds of vivariums and what can live in them.
 - B** They present useful information about the planning stage of a vivarium.
 - C** They offer helpful ideas for designing the background and hardscape of a vivarium.
 - D** They provide all necessary instructions for the building stage of a vivarium.

- 39** Read this sentence from paragraph 6 of the passage.

For the background, be creative.

What does the word “creative” suggest about designing the background of a vivarium?

- A** Much preparation may be involved in the design.
 - B** Some imagination may be involved in the design.
 - C** The design should be simple.
 - D** The design should be elaborate.
- 40** What additional information about vivariums can be gained from the labeled diagram?
- A** A person can reach inside a vivarium from a side wall, not only from a top lid.
 - B** A person can see inside some vivariums from all four sides of the container.
 - C** A vivarium needs a false bottom, which sits above the bottom of the container.
 - D** Some vivariums use pebbles for substrate, while others use peat or wood chips.

- 41** The author thinks that vivariums provide enjoyment as well as a learning experience. Which sentence from the passage **best** supports this statement?
- A** “Remember to feed any animals you place in your vivarium.”
 - B** “With your vivarium, you can observe small animals such as ants and earthworms or larger animals such as lizards.”
 - C** “Part of the reward of having a vivarium is watching all the growth and change of the life forms within.”
 - D** “A vivarium is a clever way to have a miniature ecosystem in your own home.”

42 Read these words from paragraph 12 of the passage.

A final tip: Don't overfill your vivarium!

Why did the author probably include this information?

- A** Vivariums are usually too large for the plants and animals they contain.
- B** Vivariums cannot thrive if the plants and animals they contain are too small.
- C** People new to building vivariums don't know which plants and animals to include.
- D** People new to building vivariums are tempted to load them with plants and animals.

43 Which idea would **not** be appropriate in a summary of the passage?

- A** Terrariums are a kind of vivarium, but they contain only plant life.
- B** With a vivarium, you can observe plants and animals living in a supportive environment.
- C** Decide on features such as lighting, temperature, and ventilation before you begin to build a vivarium.
- D** Constructing a vivarium involves a container, hardscape, background, substrate, lid, and false bottom.

Go On

Read the passages. Then answer the questions that follow.

A Mountain Calling

by Amy Leinbach Marquis, National Parks

1 John Muir never liked the word “hike.” Even in the 19th century, American society’s connection to nature had grown increasingly shallow, people’s time outdoors rigid and hasty. Muir, on the other hand, preferred to saunter. “Sauntering meant taking your time, valuing what you see,” says Tad Shay, lead interpretive ranger at John Muir National Historic Site in Martinez, California. “It meant stopping to enjoy the view of a lake, not running past it.”

2 Born in 1838 in the seaside town of Dunbar, Scotland, Muir began his love affair with nature at a young age. . . .

3 In 1849, Muir’s father sacrificed the family’s wealth in Dunbar for a harsh farming life in America, claiming an 80-acre plot of land in central Wisconsin. It was in this pastoral wilderness—its open skies, frozen meadows, and thousands of migrating birds—that Muir found his own religion. . . .

4 Muir was nearly 30 the first time he ventured into California’s Sierra Nevada Mountains. He was overwhelmed by the landscape, scrambling down steep cliff faces to get a closer look at the waterfalls, whooping and howling at the vistas, jumping tirelessly from flower to flower. “We are now in the mountains and they are in us, kindling enthusiasm, making every nerve quiver, filling every pore and cell of us,” he wrote.

5 Muir quickly found work as a shepherd to keep this precious place near. Guiding his flock through the foothills and into higher elevations, he began his lifelong courtship with the Sierra Nevada. He spent much of his thirties alone in the mountains, carrying a tattered blue journal that he filled with sketches, scientific observations, and soulful writing.

6 Although he preferred living on society’s fringe, he also longed for human companionship. Muir began publishing his writing in 19th-century travel publications that East Coast tourists read on trains bound for the West. Soon, famous scientists and writers joined him in the Sierra Nevada. Ralph Waldo Emerson affected Muir deeply. So did President Teddy Roosevelt, whom Muir invited on a camping trip in the sequoia forest with one stipulation: No politics allowed. Roosevelt went on to establish Yosemite as a national park. . . .

7 “We like to say that Muir got the ball rolling for the National Park System,” Shay says. Four more significant designations would follow, thanks to Muir’s influence: Grand Canyon, Mount Rainier, Petrified Forest, and Sequoia. America would come to know Muir as “The Father of Our National Parks.”

8 In his 76 years, Muir published more than 300 articles and 12 books. He moved a president to create the U.S. Forest Service and co-founded the Sierra Club, which helped establish several new national parks years after his death, and now boasts 1.3 million members.

9 It’s quite a legacy for a man who was so adamant¹ about taking his time.

10 “Our lives are so rapid these days,” Shay says. “Perhaps the best way to honor Muir is simply to slow down and appreciate nature for its beauty.”

¹ **adamant:** firmly fixed

Albert Palmer was a companion of John Muir on several memorable “saunterings” through the Sierras. His memoir is a treasure of the early conservation movement in America.

from *The Mountain Trail and Its Message*

*Excerpts from The Mountain Trail and Its Message by Albert W. Palmer,
published by The Pilgrim Press, 1911.*

1 There is a fourth lesson of the trail. It is one which John Muir taught me [during an early Sierra Club outing].

2 There are always some people in the mountains who are known as “hikers.” They rush over the trail at high speed and take great delight in being the first to reach camp and in covering the greatest number of miles in the least possible time. [They] measure the trail in terms of speed and distance.

3 One day as I was resting in the shade Mr. Muir overtook me on the trail and began to chat in that friendly way in which he delights to talk with everyone he meets. I said to him: “Mr. Muir, someone told me you did not approve of the word ‘hike.’ Is that so?” His blue eyes flashed, and with his Scotch accent he replied: “I don’t like either the word or the thing. People ought to saunter in the mountains—not hike!”

4 “Do you know the origin of that word ‘saunter?’ It’s a beautiful word. Away back in the Middle Ages people used to go on pilgrimages to the Holy Land, and when people in the villages through which they passed asked where they were going, they would reply, “A la sainte terre,’ ‘To the Holy Land.’ And so they became known as sainte-terre-ers or saunterers. Now these mountains are our Holy Land, and we ought to saunter through them reverently, not ‘hike’ through them.”

5 John Muir lived up to his doctrine. He was usually the last man to reach camp. He never hurried. He stopped to get acquainted with individual trees along the way. He would hail people passing by and make them get down on hands and knees if necessary to see the beauty of some little bed of almost microscopic flowers. Usually he appeared at camp with some new flowers in his hat and a little piece of fir bough in his buttonhole.

6 Now, whether the derivation¹ of *saunter* Muir gave me is scientific or fanciful, is there not in it another parable? There are people who “hike” through life. They measure life in terms of money and amusement; they rush along the trail of life feverishly seeking to make a dollar or gratify an appetite. How much better to “saunter” along this trail of life, to measure it in terms of beauty and love and friendship! How much finer to take time to know and understand the men and women along the way, to stop a while and let the beauty of the sunset possess the soul, to listen to what the trees are saying and the songs of the birds, and to gather the fragrant little flowers that bloom all along the trail of life for those who have eyes to see!

7 You can’t do these things if you rush through life in a big red automobile at high speed; you can’t know these things if you “hike” along the trail in a speed competition. These are the peculiar rewards of the man who has learned the secret of the saunterer!

¹ **derivation:** origin

- 44** How does the author of “A Mountain Calling” introduce the idea of “sauntering” to the reader?
- A** by giving the dictionary definition
 - B** by quoting a national park ranger
 - C** by relating it to Muir’s childhood
 - D** by showing a part of Muir’s journal

- 45** According to the information in paragraph 3 of “A Mountain Calling,” a “pastoral” wilderness is what kind of wilderness?
- A** friendly
 - B** savage
 - C** precious
 - D** empty

- 46** Which statement from “A Mountain Calling” shows that Teddy Roosevelt was greatly influenced by his camping trip with John Muir?
- A** “No politics allowed.”
 - B** “So did President Teddy Roosevelt, whom Muir invited on a camping trip . . .”
 - C** “Roosevelt went on to establish Yosemite as a national park. . . .”
 - D** “America would come to know Muir as “The Father of Our National Parks.””

- 47** Which detail from “A Mountain Calling” disagrees with the claim that Muir preferred to saunter?
- A** “‘Sauntering meant taking your time, valuing what you see,’ says Tad Shay. . . .”
 - B** “He was . . . scrambling down steep cliff faces to get a closer look at the waterfalls, whooping and howling at the vistas, jumping tirelessly from flower to flower.”
 - C** “He spent much of his thirties alone in the mountains, carrying a tattered blue journal . . .”
 - D** “He moved a president to create the U.S. Forest Service and co-founded the Sierra Club, which helped establish several new national parks years after his death. . . .”

48 With which of these claims is the author of “A Mountain Calling” **most likely** to agree?

- A** Private nature parks should be turned over to the U.S. Forestry Service.
- B** Rushing to see as much of a natural park as possible is sometimes necessary.
- C** America finally has enough national parks to satisfy everyone’s needs.
- D** Every American should try to visit a national park at least once in his or her life.

49 Which detail from “A Mountain Calling” proves that John Muir played an important role in protecting America’s wilderness?

- A** Muir’s family gave up wealth to move from Scotland to rural Wisconsin.
- B** Muir enjoyed spending lots of time outdoors in the mountains.
- C** Muir wrote travel publications, and these were read by tourists traveling west.
- D** Muir helped start the Sierra Club, which helped established national parks.

50 Which idea should be left out of a summary of “A Mountain Calling”?

- A** Muir is clearly the greatest defender of the great outdoors in American history.
- B** Muir wanted others to appreciate the beauty of the American wilderness.
- C** Muir traveled with famous people like Ralph Waldo Emerson and President Roosevelt.
- D** Muir influenced the creation of the National Parks System and the U.S. Forest Service.

51 How does the author of *The Mountain Trail and Its Message* introduce John Muir to readers?

- A** by describing what Muir looked and sounded like
- B** by quoting from Muir’s journal
- C** by retelling a conversation he had with Muir
- D** by giving a short biography of Muir

52 In paragraph 5 of *The Mountain Trail and Its Message*, what does the word “hail” relate to?

- A** a threat
- B** a greeting
- C** a storm
- D** a suggestion

53 Which sentence from *The Mountain Trail and Its Message* **best** reveals that Muir himself “lived up to his doctrine,” or beliefs?

- A** “[They] measure the trail in terms of speed and distance.”
- B** “His blue eyes flashed, and with his Scotch accent he replied: ‘I don’t like either the word [hike] or the thing. . . .’”
- C** “He stopped to get acquainted with individual trees along the way.”
- D** “[Y]ou can’t know these things if you ‘hike’ along the trail in a speed competition.”

54 Paragraph 5 of *The Mountain Trail and Its Message* tells that Muir would often have people “get down on hands and knees if necessary to see the beauty of some little bed of almost microscopic flowers.” Based on this evidence, what can the reader conclude about John Muir?

- A** He was excited to share his love of nature.
- B** He had poor eyesight.
- C** He liked to show off his knowledge.
- D** He was a very lonely person.

55 What does the author of *The Mountain Trail and Its Message* mean when he says people should “listen to what the trees are saying”?

- A** People should slow down, relax, and enjoy the silence of the forest.
- B** Trees really do talk, and people just need to know their language.
- C** Birds sing and animals chatter in the trees if people listen to them.
- D** People should look for messages that others have carved in tree bark.

56

Which detail from *The Mountain Trail and Its Message* gives the **strongest** reason for why it's better to "saunter" through life than to "hike" through life?

- A "And so they became known as sainte-terre-ers or saunterers."
- B "... he appeared at camp with some new flowers in his hat and a little piece of fir bough in his buttonhole."
- C "People ought to saunter in the mountains—not hike!"
- D "How much finer to take time to know and understand the men and women along the way . . ."

57

Which of these activities is the author of *The Mountain Trail and Its Message* **most** likely to enjoy?

- A going for a drive through the country
- B jogging briskly along a forest path
- C competing in a long-distance marathon
- D canoeing slowly along a stream

58

Which sentence from *The Mountain Trail and Its Message* **best** supports the point of view in "A Mountain Calling" that Muir "longed for human companionship"?

- A "[Hikers] rush over the trail at high speed and take great delight in being the first to reach camp and in covering the greatest number of miles in the least possible time."
- B "One day as I was resting in the shade Mr. Muir overtook me on the trail and began to chat in that friendly way in which he delights to talk with everyone he meets."
- C "There is a fourth lesson of the trail. It is one which John Muir taught me [during an early Sierra Club outing]."
- D "How much better to 'saunter' along this trail of life, to measure it in terms of beauty and love and friendship!"

Go On

Which idea from “A Mountain Calling” is **best** supported by the passage *The Mountain Trail and Its Message*?

- A** “Born in 1838 in the seaside town of Dunbar, Scotland, Muir began his love affair with nature at a young age. . . .”
- B** “Muir quickly found work as a shepherd to keep this precious place near.”
- C** “. . . ‘Perhaps the best way to honor Muir is simply to slow down and appreciate nature for its beauty.’”
- D** “Four more significant designations would follow, thanks to Muir’s influence. . . .”

This is a rough draft of an article for a school newspaper. It has some mistakes. Read the article. Then answer the questions that follow.

Cooking Club Bakes Up a Storm

Last Friday's bakesale was a roaring success, thanks to the appetites of everyone here at Kyle Middle School. Organizer Ruben Juarez said, "We raised over \$350 dollars for the foodbank."

If you had been there, you would certainly understand why. The two tables set up in the hallway looked like a bakery, covered with dozens of cookies, bars, breads, and cakes. They were six feet long, so there was a lot to choose from. The cooking club members were the ones who made everything. "That was our one rule," said Ruben. "Everything had to be homemade."

The talented cooks had no problem following this rule. And alongside the usual cupcakes, cookies, and brownies, there were some more exotic treats. Trina Hoffman made Zucher Hutchen; Little Sugar Hats. As you might guess, these cute little cookies looked like tiny hats. Troy Barzetti used his grandmother's recipe a family secret to make biscotti. These are crunchy cookies from Italy.

Go On

Some of the bakers had fun showing off her decorating skills. Shanice Smith's carrot cupcakes were as pretty as a picture. Each one was topped with a tiny orange frosting carrot, complete with delicate green leaves. They tasted as good as they looked.

The bakers loved seeing people enjoy their wares. And the students who bought treats said they felt good because we took part in a good cause. Said one satisfied customer, "It's great to have a treat and help the foodbank at the same time!"

60 Read these sentences from the article.

The two tables set up in the hallway looked like a bakery, covered with dozens of cookies, bars, breads, and cakes. They were six feet long, so there was a lot to choose from.

How should the second sentence be revised to correct the unclear pronoun reference?

- A** All of those were six feet long, so there was a lot to choose from.
- B** The tables were six feet long, so there was a lot to choose from.
- C** It was six feet long, so there was a lot to choose from.
- D** The cookies were six feet long, so there was a lot to choose from.

61 Read this sentence from the article.

The cooking club members were the ones who made everything.

How can this sentence **best** be reworded to emphasize that the cooking club members made everything?

- A** The cooking club members made everything themselves.
- B** The cooking club members himself made everything.
- C** The cooking club members made everything itself.
- D** The cooking club members theirselves made everything.

62 Read this sentence from the article.

Trina Hoffman made Zucher Hutchen; Little Sugar Hats.

Which of the following should replace the underlined part of the sentence to make it correct?

- A** Zucher Hutchen: Little Sugar Hats
- B** Zucher Hutchen (Little Sugar Hats)
- C** Zucher Hutchen. Little Sugar Hats
- D** Zucher Hutchen? Little Sugar Hats

63 Read this sentence from the article.

Troy Barzetti used his grandmother's recipe a family secret to make biscotti.

Which of the following is the **best** revision of the underlined part of the sentence?

- A** grandmother's recipe (a family secret) to make biscotti
- B** grandmother's recipe a family, secret, to make biscotti
- C** grandmother's recipe a—family secret—to make biscotti
- D** grandmother's recipe a, family secret—to make biscotti

64 Read this sentence from the article.

Some of the bakers had fun showing off her decorating skills.

Which should replace the underlined pronoun to correct the sentence?

- A** they
- B** she
- C** hers
- D** their

65

Read this sentence from the article.

And the students who bought treats said they felt good because we took part in a good cause.

Which word or phrase should replace the underlined word to correct the pronoun shift in the sentence?

- A** our
- B** they
- C** their
- D** him

STOP

Ready® North Carolina, Common Core—ELA Assessments, Grade 6
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 3

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 52. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 53. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 54. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 55. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 56. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 57. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 41. (A) (B) (C) (D) | 58. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 42. (A) (B) (C) (D) | 59. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 43. (A) (B) (C) (D) | 60. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 44. (A) (B) (C) (D) | 61. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 45. (A) (B) (C) (D) | 62. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 46. (A) (B) (C) (D) | 63. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 47. (A) (B) (C) (D) | 64. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 48. (A) (B) (C) (D) | 65. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 49. (A) (B) (C) (D) | |
| 16. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 50. (A) (B) (C) (D) | |
| 17. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 51. (A) (B) (C) (D) | |

Cut along the dotted line.