

Section 1

Answer questions 1 through 19.

1. Which sentence uses the underlined word as a conjunction?
 - A. Florian keeps promising to come over for a visit, yet he hasn't been here even once.
 - B. Peter has not yet understood that he cannot leave his shoes in the middle of the room.
 - C. Cici hasn't started her homework yet, but she says she will start it very soon.
 - D. I haven't watered the plants yet, have you?


2. Choose the sentence that uses correct grammar.
 - A. The librarian has put the books away before the library opened.
 - B. By the time the sun went down, I had hiked nine miles.
 - C. Jake will be helping clean the house since he got home.
 - D. Before the visitors left the zoo, they have planned to see the lion.

3. Read the sentence.

Kim couldn't have known that Liza's glasses had fallen onto the floor, so it is not a surprise that she will step on them.

Which part of the sentence has an error in verb tense?

- A. couldn't have known
- B. had fallen
- C. it is not a surprise
- D. she will step on them

GO ON 

4. Choose the sentence that uses correct grammar.
- A. The rain didn't stop until after we got home from the beach.
 - B. Yesterday, Jane says to me that she didn't want to go to the mall.
 - C. The dog ran through the yard and starts to dig a hole.
 - D. Tamika laughed at my joke and asks if I know any others.

5. Read the sentence.

Would either students and teachers be up to the challenge?

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

- A. either students nor
- B. neither students or
- C. neither students and
- D. either students or

6. Read the paragraph.

(1) Jenna had to choose an instrument to play in music class. (2) The teacher brought in some examples. (3) Like a flute, clarinet, trumpet, and drums. (4) Jenna decided that she liked the trumpet best.

Which sentence should be revised to correct the inappropriate sentence fragment?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

7. Which underlined word should be changed to correct an error in word usage?

- A. Damon batted the baseball about ten feet in the air.
- B. Mom paid everyone's fare so they could ride the bus.
- C. The kitten seemed to weigh hardly as much as a bird.
- D. Grandpa cent Lara's present to arrive on her birthday.

8. Read the paragraph.

(1) Yesterday, Dad bought Maura a book written by her favorite author. (2) The novel was an electronic book that Dad downloaded to his tablet. (3) Maura loved the book, but she wasn't sure about reading it on a tablet. (4) She loves holding a book in their hands and turning the pages.

Which sentence has a pronoun-antecedent agreement error?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

9. Read the sentence and answer the question that follows.

If you're bored, you can read a book, take a walk; or play a game.

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

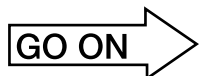
- A. book take, a walk, or
- B. book, take a walk, or
- C. book; take a walk; or
- D. book, take a walk or,

10. Read the sentence.

Although Marco woke up late he still made it to school on time.

Where should a comma be added to correct the error?

- A. after Although
- B. after late
- C. after still
- D. after school



11. Choose the sentence that uses commas correctly.

- A. You've never been here before, right?
- B. Mom, I, don't want to go to practice today.
- C. Brian, wouldn't let me help him with his project.
- D. Landry wants to go to the game with, me.

12. Read the sentence.

I read all about it in a library book called Climbing Mount Whitney.

What is the correct way to write the title of the book?

- A. 'Climbing Mount Whitney'
- B. "Climbing Mount Whitney"
- C. *Climbing Mount Whitney*
- D. "Climbing Mount Whitney"

13. Read the sentence.

The students eagerly lined up in the cafeteria.

Which word should replace the underlined word?

- A. cafateria
- B. cafeteria
- C. cafeteeria
- D. cafetiria

14. Read the sentences.

Charles never learned to swim when he was a boy.

He has signed up for adult swimming lessons.

Choose the **best** way to combine the two sentences.

- A. Because Charles never learned to swim when he was a boy, he has signed up for adult swimming lessons.
- B. Charles has signed up for adult swimming lessons but he never learned to swim when he was a boy.
- C. Since Charles has signed up for adult swimming lessons, he never learned to swim when he was a boy.
- D. Despite the fact that Charles never learned to swim when he was a boy, he has signed up for adult swimming lessons.

15. Read the sentence.

On the nature hike, Farah spent an hour _____.

Choose the **most** specific words to complete the sentence.

- A. admiring wild daisies and rosebuds
- B. looking at many different trees
- C. noticing everything around her
- D. taking in all the sights and sounds

16. Read the paragraph from a story.

(1) George’s mom dropped him off at his friend Manny’s house. (2) The two boys planned to work together on a science project. (3) Manny had found a book of ideas at the library. (4) George couldn’t wait to get started.

Which sentence should **most likely** end with an exclamation point to show excitement?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4



17. Read the paragraph.

(1) A breeze blew over the lake. (2) Nolan strolled out of the cottage and breathed in the perfect summer day. (3) He could smell the sharp tang of the pine trees and the mild perfume of the water lilies.

Which revision of sentence 1 **best** uses details to describe the scene?

- A. A breeze came from the direction of the lake and blew nice, fresh air through the window.
- B. A pleasant breeze went over the lake and got inside the cottage, making it a lot cooler.
- C. A breeze drifted over the blue lake, carrying the fresh scents of nature through the open window.
- D. A nice breeze crossed the lake as the wind blew, coming into the windows through the screens.

18. Read the sentence.

Jimmy had just walked into the room when the fire alarms go off, so he and his classmates headed toward the door.

Which part of the sentence has an error in verb tense?

- A. Jimmy had just walked into the room
- B. when the fire alarms go off
- C. so he and his classmates
- D. headed toward the door.

19. A community group wants the School Board to approve a free one-month summer camp at the school. Some people think this is a good opportunity for all students to focus on arts, crafts, computers, and sports activities. Other people think that the money for this summer program would be better spent on academics during the school year. Should the School Board approve the summer camp?

Write an essay for your teacher that states your opinion about whether the free summer camp should be approved and explains why. Be sure to use details, examples, and reasons to support your opinion.

Writer's Checklist for the Opinion Writing Prompt

PLAN before you write

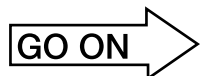
- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic, your opinion on that topic, and what you want to write.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- State your opinion on the topic.
- Support your opinion with details, examples, and reasons.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

- I stayed focused on the topic.
- I used reasons and examples to support my opinion.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.



19. You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

A community group wants the School Board to approve a free one-month summer camp at the school. Some people think this is a good opportunity for all students to focus on arts, crafts, computers, and sports activities. Other people think that the money for this summer program would be better spent on academics during the school year. Should the School Board approve the summer camp?

Write an essay for your teacher that states your opinion about whether the free summer camp should be approved and explains why. Be sure to use details, examples, and reasons to support your opinion.

Turn the page to begin writing your response.

Section 2

Read the following article about star clusters. Then answer questions 20 through 26.

Star Clusters

by Maya Sanchez

Our star, the Sun, is what astronomers call a field star. It is so far away from other stars that it doesn't really interact with them. Based on our experience with the Sun, it's easy to think all stars are field stars. However, scientists know this isn't true. Stars actually have all kinds of relationships. One type of relationship is called a star cluster.

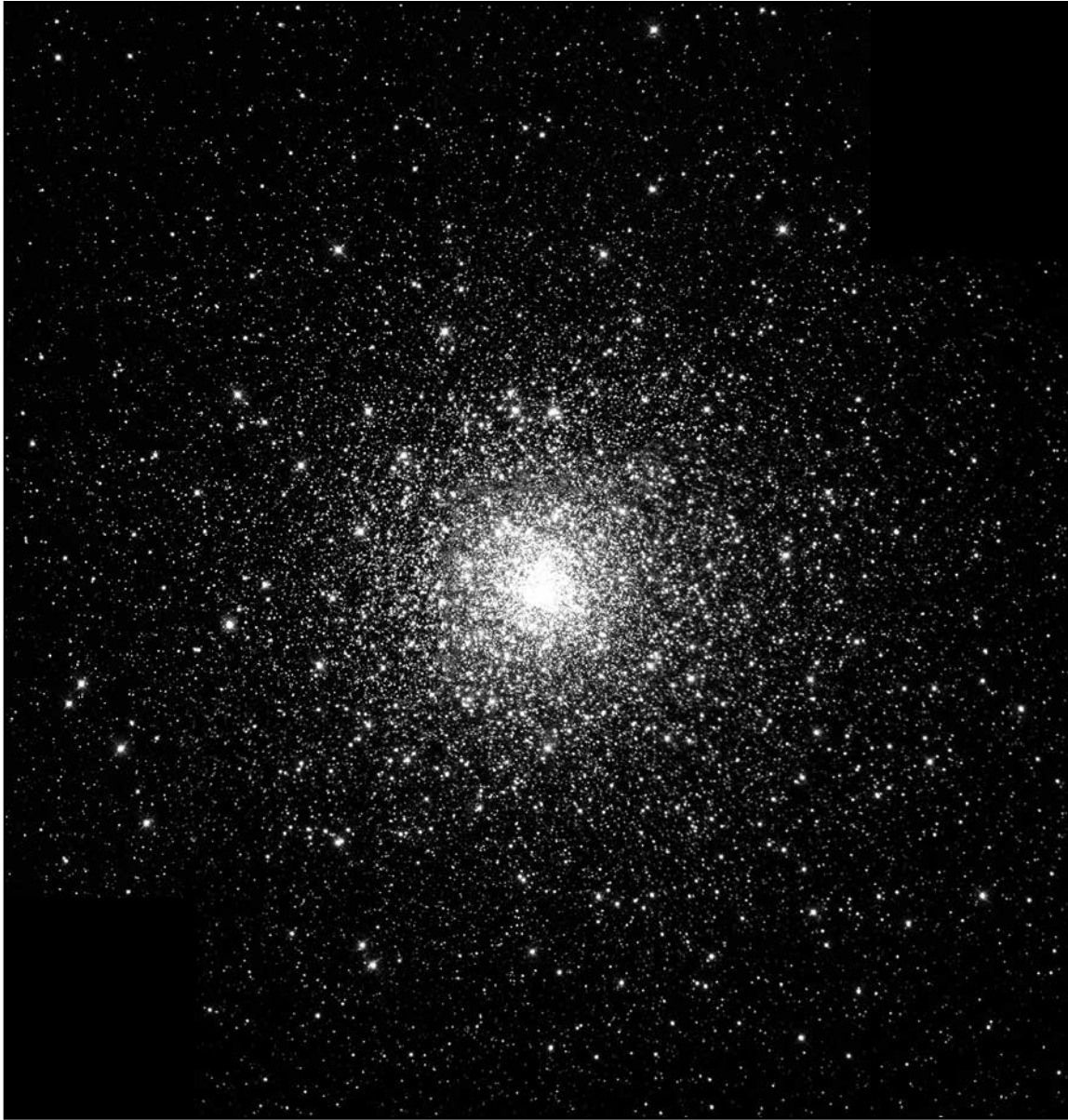
A star cluster is a group of stars in a small area. They are so close that their gravity keeps them from drifting away from each other. (Gravity is the invisible pulling force that all objects make. The Earth's gravity holds you on the planet, and the Sun's gravity keeps the solar system together.) As a star cluster moves, its stars move as a group. If you can imagine the stars being connected by invisible rods, then you've got the idea. Astronomers talk about two types of clusters: globular and open. Many globular clusters are as much as a few hundred light years¹ across. Open clusters can be about 50 light years across. This makes them millions of times larger than our solar system. The two types of clusters do not have a lot in common.

Globular clusters are spherical (ball-shaped). They hold millions of stars. Most globular clusters are many billions of years old; some of them are nearly as old as the universe. Many of the stars are red giants, which are much larger, cooler, and older than our Sun. You can't find a globular cluster with your own eyes; they are too distant and too dim. Even with a good telescope, most globular clusters look like tiny smudges. Only the most powerful telescopes can get a good look at one of them.

Open clusters can be any shape. They have hundreds or thousands of stars, not millions. Compared with globular clusters, open clusters are young—just hundreds of millions of years old, not billions. The brightest stars in open clusters are blue giants, which are much larger, hotter, and younger than our Sun. Finally, some open clusters are close enough to Earth that you can find them with a small telescope. You can even see one with your own eyes. The open cluster called the Pleiades appears in the sky between late fall and early spring.

Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe. One of the things they do have in common is that studying clusters has helped astronomers better understand the place of our own Sun—that lonely field star—in the vast universe.

¹ **light year:** the distance a beam of light in space can travel in one year. A light year is a measure of distance, not of time.



Globular Cluster M80 contains more than two hundred thousand stars.

20. Read this sentence from the passage.

“Only the most powerful telescopes can get a good look at one of them.”

What idea from the passage does this sentence support?

- A. Globular clusters are huge.
- B. Globular clusters are distant.
- C. Globular clusters are old.
- D. Globular clusters are invisible.

21. What is the meaning of the word astronomer as it is used in the passage?


- A. a designer and maker of telescopes
- B. an astronaut who travels to distant solar systems
- C. a writer who creates descriptive names for stars
- D. a scientist who studies stars and other objects in space

22. What is the relationship between gravity and the movement of star clusters?

- A. The force of gravity is stronger in a cluster, so the stars gradually move toward each other.
- B. Gravity keeps the stars from drifting away from each other, so the stars move as a group.
- C. The force of gravity is weaker in a globular cluster, so the stars drift to the edge of space.
- D. Gravity varies in an open cluster, so the stars move themselves into different positions.

23. Based on the information in “Star Clusters,” which of the following inferences is valid?

- A. Stars do occasionally escape from both kinds of star clusters.
- B. Stars exist for a longer period of time if they are in open clusters.
- C. People who are nonscientists tend to think that all stars are field stars.
- D. Globular clusters are about the same size as our own solar system.

GO ON 

24. Look at the photograph on page 12. Which detail about globular clusters does this photograph make clear?
- A. Globular clusters are extremely old.
 - B. Globular clusters are made up of billions of stars.
 - C. Globular clusters are spherical in shape.
 - D. Globular clusters are impossible to see without a good telescope.
25. How are open clusters and globular clusters **alike**?
- A. Both contain stars that are larger than our Sun.
 - B. Both are impossible to see without a telescope.
 - C. Both are formed through the same process.
 - D. Both contain stars connected by invisible rods.

26. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which sentence states two main ideas in “Star Clusters”? Choose **one** answer.

- A. Globular clusters hold millions of stars; open clusters hold hundreds or thousands of stars.
- B. The open cluster Pleiades can be seen with the naked eye; you need a strong telescope to see globular clusters.
- C. Globular clusters contain stars called red giants; open clusters contain stars called blue giants.
- D. There are two types of star clusters; globular clusters are much older than open clusters.

Part Two

Which sentence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. “Many globular clusters are as much as a few hundred light years across.”
- B. “You can’t find a globular cluster with your own eyes; they are too distant and too dim.”
- C. “Compared with globular clusters, open clusters are young—just hundreds of millions of years old, not billions.”
- D. “Globular and open clusters are different in many other ways, including how they form, what their stars are made of, and where they appear in the universe.”

Read the following pair of passages about life in the wilderness. Then answer questions 27 through 34.

from *The Jungle Book*

excerpt from *The Jungle Book* by Rudyard Kipling, published by The Century Co., 1920.

Now, the Law of the Jungle lays down that if there is any dispute as to the right of a cub to be accepted by the Pack, he must be spoken for by at least two members of the Pack who are not his father and mother.

“Who speaks for this cub?” said Akela. “Among the Free People, who speaks?” There was no answer.

Then the only other creature who is allowed at the Pack Council—Baloo, the sleepy brown bear who teaches the wolf cubs the Law of the Jungle; old Baloo, who can come and go where he pleases because he eats only nuts and roots and honey—rose up on his hind quarters and grunted.

“The man’s cub—the man’s cub?” he said. “I speak for the man’s cub. There is no harm in a man’s cub. I have no gift of words, but I speak the truth. Let him run with the Pack, and be entered with the others. I myself will teach him.”

“We need yet another,” said Akela. “Baloo has spoken, and he is our teacher for the young cubs. Who speaks besides Baloo?”

A black shadow dropped down into the circle. It was Bagheera, the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path. He had a voice as soft as wild honey dripping from a tree, and a skin softer than down.

“To kill a naked cub is a shame. Besides, he may make better sport for you when he is grown. Baloo has spoken in his behalf. Now to Baloo’s word I will add one bull, . . . not half a mile from here, if ye will accept the man’s cub according to the Law.”

There was a clamor of scores of voices, saying: “What matter? He will die in the winter rains. He will scorch in the sun. What harm can a naked cub do us? Let him run with the Pack. Where is the bull, Bagheera? Let him be accepted.” . . .

“It was well done,” said Akela. “Men and their cubs are very wise. He may be a help in time.”

“Take him away,” he said to Father Wolf, “and train him as befits one of the Free People.”

And that is how Mowgli was entered into the Seeonee wolf-pack for the price of a bull and on Baloo’s good word.



Now you must be content to skip ten or eleven whole years, and only guess at all the wonderful life that Mowgli led among the wolves. . . . He grew up with the cubs, though they of course were grown wolves almost before he was a child. Father Wolf taught him his business, and the meaning of things in the jungle, till every rustle in the grass, every breath of the warm night air, every note of the owls above his head, every scratch of a bat's claws as it roosted for a while in a tree, and every splash of every little fish jumping in a pool, meant just as much to him as the work of his office means to a business man. When he was not learning he sat out in the sun and slept, and ate, and went to sleep again; when he felt dirty or hot he swam in the forest pools. . . .

. . . He took his place at the Council Rock, too, when the Pack met. He discovered that if he stared hard at any wolf, the wolf would be forced to drop his eyes, and so he used to stare for fun.

At other times he would pick the long thorns out of the pads of his friends, for wolves suffer terribly from thorns and burs in their coats. He would go down the hillside into the cultivated lands by night, and look very curiously at the villagers in their huts. . . .

Mother Wolf told him once or twice that Shere Khan was not a creature to be trusted. . . . A young wolf would have remembered that advice every hour. Mowgli forgot it because he was only a boy—though he would have called himself a wolf if he had been able to speak in any human tongue. . . .

from *Ruth Fielding at Snow Camp*

excerpt from *Ruth Fielding at Snow Camp: or, Lost in the Backwoods*
by Alice B. Emerson, published by Cupples & Leon Company, 1913.

“I don’t think we’d better go home that way, Helen.”

“Why not? Mr. Bassett won’t care—and it’s the nearest way to the road.”

“But he’s got a sign up—and his cattle run in this pasture,” said Ruth Fielding, who, with her chum, Helen Cameron, and Helen’s twin brother, Tom, had been skating. . . .

The ground was hard and the ice was thick on the river; but the early snows that had fallen were gone. . . . It was snapping cold weather, but the sun had been bright this day and for three hours or more the friends had enjoyed themselves on the ice.

“Surely Hiram Bassett hasn’t turned his cows out in this weather,” laughed Helen. . . .

“We are only going to cut across Bassett’s field—it won’t take ten minutes. . . .”

“All right,” agreed Ruth Fielding, doubtfully. . . .

“Come on!” said Tom, again. . . .

They had climbed the steep bank now and started across the pasture in what Tom called “a catter-cornering” direction. . . .

Halfway across the field they passed along the edge of a bush-bordered hollow. Their skating caps—Tom’s white, Ruth’s blue, and Helen’s of a brilliant scarlet—bobbed up and down beside the hedge, and anybody upon the other side, in the hollow, might have been greatly puzzled to identify the bits of color.

“For mercy’s sake! what’s that?” [said] Helen, suddenly.

The others fell silent. A sudden stamping upon the frozen ground arose from beyond the bushes. Then came a reverberating bellow.

Tom leaped through the bushes and looked down the hill. There sounded the thundering of pounding hoofs, and the boy sprang back to the side of his sister and her chum with a cry.

“Run!” he gasped. “The bull is there—I declare it is! He’s coming right up the hill and will head us off. We’ve got to go back. . . .”

“Oh, dear me! dear me!” cried his sister. “What will we do—”

“Run, I tell you!” repeated Tom, seizing her hand.

Ruth had already taken her other hand. With their skates rattling over their shoulders, the trio started back across the field. The bull parted the bushes and came thundering out upon the plain. He swerved to follow them instantly. There could be no doubt that he had seen them, and the bellow he repeated showed that he was very much enraged and considered the three friends his particular enemies.

Ruth glanced back over her shoulder and saw that the angry beast was gaining on them fast. It was indeed surprising how fast the bull could gallop. . . .



“Come this way!” commanded Ruth, suddenly turning to the left, toward the bank of the open creek. . . .

“We can’t cross the creek, Ruthie!” shrieked Helen. “He will get us, sure.”

“But we can get below the bank—out of sight!” panted her chum. “Come, Tom! . . .”

“It’s our caps he sees,” declared Master Tom. “That old red cap . . . is what is exciting him so.”

In a flash Ruth Fielding snatched the red cap from her chum’s head and ran on with it toward the bank of the creek. The others followed her while the big bull, swerving in his course, came bellowing on behind. . . .

The thunder of his hoofs was in their ears. They did not speak again as they came to the steep bank down to the open creek. There, just before them, was an old hollow stump, perhaps ten feet high, with the opening on the creek side. . . .

As Helen went over the bank and disappeared on one side of the stump, Tom darted around the other side. Ruth, with the red cap in her hand, stumbled over a root and fell to her knees. She was right beside the hollow stump, and Helen’s cap caught in a twig and was snatched from her hand.

As Ruth scrambled aside and then fairly rolled over the edge of the bank out of sight, the cap was left dangling right in front of the stump. The bull charged it. That flashing bit of color was what had attracted the brute from the start. . . .

And then the forefront of the bull collided with the rotten old stump. Taurus smashed against it with the force of a pile-driver—three-quarters of a ton of solid flesh and bone, going at the speed of a fast train, carries some weight. . . .

Crash!

The rotten roots gave way. They were torn out of the frozen ground, the stump toppled over, and, carrying a great ball of earth with it, plunged down the bank of the creek.

Tom had clutched the girls by their hands again and the three were running along the narrow shore under shelter of the bank. The bull no longer saw them. Indeed, the shock had thrown him to the ground, and when he scrambled up, he ran off, bellowing and tossing his head, in an entirely different direction.

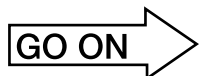
27. What is the author's **most likely** purpose for writing the passage from *The Jungle Book*?
- A. to persuade the reader that humans can get along with animals
 - B. to show the reader the process for being accepted by a wolf pack
 - C. to entertain the reader with a story about a boy raised by jungle animals
 - D. to inform the reader about the differences between various jungle animals
28. What is a main theme of the passage from *The Jungle Book*?
- A. Important decisions should be made by the leader of a group.
 - B. Wild animals are right to see humans as a great threat.
 - C. Animals need humans in order to stay safe in the jungle.
 - D. An outsider can learn the ways of others if they accept him.

29. Read these sentences from *The Jungle Book*.

“There is no harm in a man’s cub. I have no gift of words, but I speak the truth.”

What does Baloo mean when he says, “I have no gift of words”?

- A. He feels his words are worth less than others’.
- B. He does not express his thoughts beautifully.
- C. He does not have a present for the man’s cub.
- D. He fears the others will not understand him.



30. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which sentence **best** describes how Bagheera feels about Mowgli in *The Jungle Book*?

- A. He does not have any real concern for Mowgli.
- B. He loves Mowgli and wants to protect him.
- C. He hopes to be good friends with Mowgli someday.
- D. He thinks Mowgli will be a strong member of the pack.

Part Two

Which sentence from the story **best** supports the answer in Part One? Choose **one** answer.

- A. “Everybody knew Bagheera, and nobody cared to cross his path.”
- B. “To kill a naked cub is a shame.”
- C. “Besides, he may make better sport for you when he is grown.”
- D. “Baloo has spoken in his behalf.”

31. What does the word trio mean as it is used in *Ruth Fielding at Snow Camp*?

- A. group of three
- B. triangle
- C. large animal
- D. singers

32. How is Ruth different from Helen and Tom in the scene from *Ruth Fielding at Snow Camp*?

- A. She knows how dangerous bulls can be.
- B. She thinks quickly to take the lead.
- C. She is afraid of the charging bull.
- D. She shows concern for herself.

33. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which word **best** describes most of the events in the passage from *Ruth Fielding at Snow Camp* as the narrator describes them?

- A. suspenseful
- B. humorous
- C. puzzling
- D. mysterious

Part Two

Which sentences from the passage **best** support the answer in Part One? Choose **two** answers.

- A. “Their skating caps . . . bobbed up and down beside the hedge. . . .”
- B. “. . . anybody upon the other side . . . might have been greatly puzzled to identify the bits of color.”
- C. “Ruth had already taken her other hand.”
- D. “It was indeed surprising how fast the bull could gallop. . . .”
- E. “Ruth glanced back over her shoulder and saw that the angry beast was gaining on them fast.”
- F. “That flashing bit of color was what had attracted the brute from the start.”

34. In *The Jungle Book*, Mowgli helps his wolf friends by pulling thorns from their paws. Which sentence from *Ruth Fielding* shows this same theme of caring for friends?

- A. “There sounded the thundering of pounding hoofs, and the boy sprang back to the side of his sister and her chum with a cry.”
- B. “As Helen went over the bank and disappeared on one side of the stump, Tom darted around the other side.”
- C. “Ruth glanced back over her shoulder and saw that the angry beast was gaining on them fast.”
- D. “Tom had clutched the girls by their hands again and the three were running along the narrow shore under shelter of the bank.”



Read the following passage about humpback whales. Then answer questions 35 through 41.

How Humpbacks Go Fishing

by Linda Brown Anderson, *Highlights*

Humpback whales are known for feeding alone or in pairs. Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill. But humpbacks that live near the west coast of North America have a surprising and spectacular way of catching fish. When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below. A steady flow of bubbles rises to the surface, forming a circle.

Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble-circle. Their huge mouths are open and full of silver, wriggling fish.

Scientists wanted to know more about how the whales fed on schools of fish. Using underwater microphones, they listened to humpbacks as they fed. The whales made magnificent trumpetlike sounds as they swept up and ate the fish.

The researchers also used the Crittercam, a video camera that can be attached harmlessly to the back of a whale. It showed that the whales waved their huge flippers back and forth as they fed.

Most researchers thought the humpbacks were fighting over the fish. Whales are known to use bubbles and loud calls when they try to chase away other whales. Maybe they also waved their flippers to shoo one another away.

A Deep Mystery

Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research. Maybe the whales were working together!

7 Dr. Sharpe led a team of researchers. They used sonar to “see” deeper into the water. A sonar device sends out sound waves, then catches the echoes of those waves after they bounce off objects, such as whales, fish, and bubbles. Using the echoes, the sonar creates pictures of the objects.

The sonar showed that, to a humpback, bubbles are tools. A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.

9 Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall. The herring were reluctant to try to escape through the bubbles. The bubble-blowing whale began to swim in a circle, making the wall of bubbles go all the way around the fish. The fish were trapped in a bubble net!

Using an underwater microphone, the research team recorded the sounds of the whales. The whales swam under the herring and began their trumpetlike calls. Then the whales swam upward all at once, waving their flippers, and gulped a large number of fish.

The whales were working together!

How did the whales use their calls and flippers to help catch their food?

To find out, Dr. Sharpe and his team placed a school of herring into an aquarium. Then the researchers pumped in air to make a wall of bubbles. The fish would not swim through the bubbles.

When the researchers played a recording of feeding calls by humpbacks, the herring dashed away from the sounds. The sounds make it easier to trap the fish in the bubble net.

The scientists also placed a model of a humpback flipper into the aquarium. Like a real humpback flipper, the model was dark on one side and white on the other. As the researchers turned the flipper and flashed the white underside at the school, the fish quickly swam away.

Working as a Team

Now Dr. Sharpe understood how humpbacks feed together. One whale forms a wall of bubbles around the fish. Other whales approach from the sides and from below. One of the whales, the leader, makes calls from below that send the fish toward the surface and into the ring of bubbles. As the fish are squeezed into a tighter group, the bubble-blowing whale continues to swim in a circle, closing the net and trapping the fish in a bubble corral.

Finally, all of the whales swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them.

Over the years, the research group has seen that humpback whales often live and hunt together for years. Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.

Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence. We also know that these famous “loners” actually can form lifelong relationships with others of their species.



35. What is the **best** summary of the passage?
- A. Many humpback whales feed alone or with a partner to scoop up tiny shrimplike creatures called krill. Another feeding method involves groups of humpbacks that herd schools of fish into a huge net of bubbles. Researchers studied this method with the Crittercam, an underwater video camera that can be attached to a whale, and underwater microphones that recorded the calls of the humpbacks.
 - B. Scientists used to think that humpback whales competed with each other for fish to eat. In the late 1980s, however, a scientist wondered whether the whales were actually cooperating, not competing, to get their food. Using equipment to gather data, the scientist and his research team showed that the whales were working together and using bubbles, trumpet calls, and flipper waves to herd and trap the fish for eating.
 - C. Many scientists studied why some groups of humpback whales use bubbles to catch schools of fish. This seemed unusual because humpbacks usually fed alone, or with a partner. This method was simple—the whales opened their jaws to scoop up huge mouthfuls of krill. In contrast, the bubble method involved blowing bubbles from below to catch schools of fish in a huge net.
 - D. Humpback whales use two different methods to feed. To catch tiny sea creatures called krill, humpbacks swim through the ocean with their jaws open, scooping up big mouthfuls of food. To catch schools of fish, groups of humpbacks blow bubbles to make a net, then make loud trumpet calls and wave their flippers to herd the fish into the trap before rising up to eat the fish.
36. Which sentence from the article shows why scientists at first thought the whales were fighting each other for food?
- A. “Most of the time, they plow through the ocean with their huge mouths open, scooping up thousands of tiny shrimplike creatures called krill.”
 - B. “Suddenly, all of the whales explode out of the water at once, right in the middle of the bubble-circle.”
 - C. “Whales are known to use bubbles and loud calls when they try to chase away other whales.”
 - D. “A single whale swims below the fish, carefully releasing air from its blowhole to create a wall of bubbles.”

37. What does the word reluctant mean in paragraph 9 of the passage?
- A. late
 - B. slow
 - C. afraid
 - D. unwilling
38. According to paragraph 7, what do sonar devices use to “see” underwater?
- A. sound
 - B. science
 - C. cameras
 - D. temperature
39. Which sentence from the passage **best** supports the inference that scientists identify individual whales and track them over time? Choose **one** answer.
- A. “Using underwater microphones, they listened to humpbacks as they fed.”
 - B. “A sonar device sends out sound waves, then catches the echoes of those waves after they bounce off objects, such as whales, fish, and bubbles.”
 - C. “Each time they go fishing, the same whales play the same roles: bubble blower, first caller, and so on.”
 - D. “Thanks to Dr. Sharpe and his co-workers, we now know something about humpback intelligence.”

40. This question has two parts. Answer Part One and then answer Part Two.

Part One

What is the **main** way in which the author supports the claim that “the whales were working together”?

- A. by providing information Dr. Sharpe gained by using underwater microphones
- B. by giving details of aquarium experiments that used schools of herring
- C. by describing scientific evidence of the whales cooperating in a hunt
- D. by telling about when Dr. Sharpe first developed his theory about whales

Part Two

Which sentence from the article **best** supports the answer in Part One? Choose **one** answer.

- A. “Dr. Fred Sharpe had a radical idea for the late 1980s, when he began his research.”
- B. “Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall.”
- C. “Using an underwater microphone, the research team recorded the sounds of whales.”
- D. “To find out, Dr. Sharpe and his team placed a school of herring into an aquarium.”

41. This question has two parts. Answer Part One and then answer Part Two.

Part One

How do herring react to the bubbles the whales blow?

- A. They swim toward them.
- B. They swim around them.
- C. They usually swim between them.
- D. They refuse to swim through them.

Part Two

Which **two** details from the passage **best** support the answer in Part One? Choose **two** answers.

- A. “When they spot a school of herring, the humpbacks dive into the depths and close in on the fish from below.”
- B. “Also using sonar, the scientists saw other whales moving toward the herring, chasing the fish toward the bubble wall.”
- C. “The herring were reluctant to try to escape through the bubbles.”
- D. “The whales swam under the herring and began their trumpetlike calls.”
- E. “The fish would not swim through the bubbles.”
- F. “Other whales approach from the sides and from below.”



Section 3

Read the following play about a boy named Tom Sawyer. Then answer questions 42 through 49.

Tom Sawyer, Pirate

by Adele Thane, *Play Magazine*
based on an episode from the novel by Mark Twain

Characters

TOM SAWYER, a 12-year-old boy

SID SAWYER, Tom's brother

AUNT POLLY, Tom's elderly guardian

SCENE 1

TIME: An afternoon in spring, 1847.

SETTING: Aunt Polly's backyard. Rear of house is at left; it is enclosed by white fence with gate down left. Barrel and wooden stool are center. At right is Thatcher garden, enclosed by fence with gate down right. Below Thatcher gate is vine-covered arbor.

AT RISE: AUNT POLLY is on stool, paring potatoes. SID SAWYER enters up left, carrying schoolbooks in strap.

SID: Hello, Aunty.

AUNT POLLY (Looking up): Why, Sid! Is school out already?

SID: It's after four o'clock.

AUNT POLLY (Rising and shaking out her apron): Land sakes! I'd better get these potatoes on to boil right away.

SID (With pride): I got one hundred in arithmetic today, Aunty.

AUNT POLLY (Impressed): My! You don't say! (Changing tone) What did Tom get?

SID: He wasn't there.

AUNT POLLY: He wasn't? (SID shakes his head.) Where was he?

SID: I don't know, Aunty. He wasn't in school all afternoon.

AUNT POLLY: Humph! Playin' hooky, like as not. Oh, that child! Wait till I lay my hands on him! (TOM is heard whistling offstage.)

SID (Gleefully): Here he comes now! (TOM enters jauntily. He is barefoot and wears buttoned jacket.)

TOM: Hello, Aunt Polly. (She looks at him severely, and he stops whistling, casting a suspicious glance at SID. Suddenly he reaches for pan of potato peelings.) I'll throw away the peelings for you, Aunty.

AUNT POLLY (Checking him): Just a minute, Tom Sawyer. It was powerful warm in school, wasn't it?

TOM (Warily): Yes'm.

AUNT POLLY: Didn't you want to go swimmin'?

TOM (Uneasily): No'm...well, not very much.

AUNT POLLY (Feeling front of TOM's coat): But you're not too warm now.

TOM: Some of us pumped water on our heads. Mine's damp yet. (Leaning toward AUNT POLLY) See?

AUNT POLLY: Tom, you didn't have to undo your shirt collar where I sewed it, to pump water on your head, did you? Unbutton your jacket. (TOM calmly opens his jacket. His shirt collar is securely sewn.) Bother! I was sure you'd played hooky and been a-swimmin'.

SID (With feigned innocence): Well, now, Aunt, I thought you sewed his collar with white thread this mornin'. That thread is black.

AUNT POLLY: Why, I did sew it with white! (TOM runs off. AUNT POLLY calls after him.) Tom Sawyer! I never did see the like of that boy! Well, I'll just have to put him to work sawin' wood to punish him. He hates work more'n anythin' else. (She gathers up pans of potatoes and peelings.) Come on, Siddy. You can get the fire started for me. (They exit through gate, into house. TOM comes back and crouches by barrel, looking after them.)

TOM (Muttering): She'd never have noticed if it hadn't been for Sid. (He examines two large needles thrust into his jacket lining. One needle has white thread; the other, black.) Confound it! Sometimes she sews it with white and sometimes with black. I wish she'd stick to one or the other. I can't keep track of 'em. . . .

42. Which line from the passage shows that Tom thinks Sid has told Aunt Polly about Tom playing hooky?
- A. "I don't know, Aunty. He wasn't in school all afternoon."
 - B. ". . . he stops whistling, casting a suspicious glance at SID."
 - C. "I thought you sewed his collar with white thread this mornin'."
 - D. "She'd never have noticed if it hadn't been for Sid."



43. How are Tom and Sid **different**?
- A. Sid helps his Aunt Polly, but Tom does not.
 - B. Sid likes going to school, but Tom does not.
 - C. Sid does not like swimming, but Tom does.
 - D. Sid loves his Aunt Polly, but Tom does not.
44. Which word **best** describes Tom and Sid's relationship?
- A. rude
 - B. respectful
 - C. difficult
 - D. loyal
45. What do the conversations Aunt Polly has with each boy show about her feelings toward Sid and Tom?
- A. They show that she trusts Sid more than she does Tom.
 - B. They show that she expects Sid to work less than she does Tom.
 - C. They show that she worries more about Sid than she does Tom.
 - D. They show that she cares about both boys but does not understand them.
46. Think about what Tom does and what happens to him. Given these events, which sentence **best** states a theme of the scene?
- A. Lying is good if it stops feelings from being hurt.
 - B. No lie is good, but some lies are worse than others.
 - C. More often than not, telling the truth is its own reward.
 - D. Lying to get out of trouble can lead to more trouble.

47. Read the line from the passage.

“AUNT POLLY: . . . Tom Sawyer! I never did see the like of that boy!”

What does Aunt Polly mean in this line?

- A. Tom is difficult to like.
- B. Tom is unlike anyone else.
- C. Tom likes to make trouble.
- D. Tom dislikes going to school.

48. This question has two parts. Answer Part One and then answer Part Two.

Part One

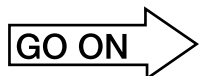
What do details in the drama suggest about Sid?

- A. He dislikes doing chores.
- B. He is shy around most adults.
- C. He always tells Aunt Polly the truth.
- D. He enjoys seeing Tom get in trouble.

Part Two

Which **two** lines from the drama **best** support the answer in Part One? Choose **two** answers.

- A. **“SID (With pride):** I got one hundred in arithmetic today, Aunty.”
- B. **“AUNT POLLY:** Humph! Playin’ hooky, like as not.”
- C. **“SID (Gleefully):** Here he comes now!”
- D. **“AUNT POLLY:** Tom, you didn’t have to undo your shirt collar where I sewed it, to pump water on your head, did you?”
- E. **“SID (With feigned innocence):** Well, now, Aunt, I thought you sewed his collar with white thread this mornin’. That thread is black.”



49. In the passage, the action centers on two very different brothers, Tom and Sid Sawyer. Write an essay that analyzes how Aunt Polly’s words, actions, and responses help the reader understand the ways in which Tom and Sid are different. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

49. You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

In the passage, the action centers on two very different brothers, Tom and Sid Sawyer. Write an essay that analyzes how Aunt Polly's words, actions, and responses help the reader understand the ways in which Tom and Sid are different. Use evidence from the passage to support your response.

Turn the page to begin writing your response.



Name _____

Teacher _____ Grade _____

Assessment 1

Section 1

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)
10. (A) (B) (C) (D)
11. (A) (B) (C) (D)
12. (A) (B) (C) (D)
13. (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)
16. (A) (B) (C) (D)
17. (A) (B) (C) (D)
18. (A) (B) (C) (D)
19. See page 7.

Section 2

20. (A) (B) (C) (D)
21. (A) (B) (C) (D)
22. (A) (B) (C) (D)
23. (A) (B) (C) (D)
24. (A) (B) (C) (D)
25. (A) (B) (C) (D)
- 26.1 (A) (B) (C) (D)
- 26.2 (A) (B) (C) (D)
27. (A) (B) (C) (D)
28. (A) (B) (C) (D)
29. (A) (B) (C) (D)
- 30.1 (A) (B) (C) (D)
- 30.2 (A) (B) (C) (D)
31. (A) (B) (C) (D)
32. (A) (B) (C) (D)
- 33.1 (A) (B) (C) (D)
- 33.2 (A) (B) (C) (D) (E) (F)
34. (A) (B) (C) (D)
35. (A) (B) (C) (D)
36. (A) (B) (C) (D)
37. (A) (B) (C) (D)
38. (A) (B) (C) (D)
39. (A) (B) (C) (D)
- 40.1 (A) (B) (C) (D)
- 40.2 (A) (B) (C) (D)
- 41.1 (A) (B) (C) (D)
- 41.2 (A) (B) (C) (D) (E) (F)

Section 3

42. (A) (B) (C) (D)
43. (A) (B) (C) (D)
44. (A) (B) (C) (D)
45. (A) (B) (C) (D)
46. (A) (B) (C) (D)
47. (A) (B) (C) (D)
- 48.1 (A) (B) (C) (D)
- 48.2 (A) (B) (C) (D) (E)
49. See page 32.

Cut along the dotted line.