



End-of-Year Assessment
Grade 8 Reading

Congratulations! You worked hard to learn many new things this school year. Taking this Grade 8 Reading test is a great way to show your family and school what you learned. It is okay if you do not know all the answers. Just try your best. You are amazing! You are taking this test so adults can learn more about how to help you.

You can ask an adult for help if you do not understand the directions. You can use a dictionary and scratch paper for this test.

If you do not know the answer to a question, choose the answer you think might be correct. You must answer the questions on your own.

You are now ready to start. Take your time and remember that trying your best is what is important. You're awesome, and you'll do great!

EOY Grade 8 Reading

Student _____

Class _____

Date _____

Read the following and answer the questions below:

A Rite of Passage (and the Importance of Penguin Etiquette)

Read the selection and choose the best answer to each question.

A Rite of Passage (and the Importance of Penguin Etiquette)

by Chris Epting

- 1 There's a common expression, "No pain, no gain," which means that achievement requires some sort of sacrifice—mental sacrifice, physical sacrifice—something. Little did I know how important that phrase would soon become in my life, all because of an invitation to witness, up close and personal, some of the most fascinating (and loveable) animals on this planet.
- 2 When my fourteen-year-old daughter, Claire, and I found out that we were going to Antarctica to visit with and study the emperor penguins, we were thrilled. We had entered and won an essay contest. The grand prize promised an almost unfathomable adventure: three weeks living aboard a Russian icebreaker ship near an icy, remote outpost called Snow Hill Island.
- 3 Getting to Antarctica is no small feat. It is extremely difficult to fly there, as the official population is zero. The few who are lucky enough to visit this most mysterious continent do so by ships.



4 This is where the “pain” comes in. You see, to reach Antarctica, ships must pass through a notoriously violent area of ocean called the Drake Passage, considered to be the roughest stretch of sea on the planet.

5 Walls of water thirty, sometimes forty feet high—tremendous towers of dark green, icy waves—continually crashed about our ship for two solid days. We would hold on to a railing inside the ship while being violently tilted to one extreme side, then to the other, and then back again. Over and over and over, nonstop. If not for the belt straps on our cabin bed, we would have flown up in the air as we tried to sleep.

6 My daughter and I knew about the Drake Passage and were as mentally prepared as we could be. We knew what waited at the end of the journey—the penguins—and so together we convinced ourselves it was all worth the pain. But as mentally prepared as we were, we also had to be physically aware, as well. It was important to always watch our footing as we crept to the dining room each day to carefully grab a quick meal before returning to our cabin to ride out the sickening, never-ending storm.

7 I started to wonder, “Is this worth it? Will the gain be worth all of this struggle?”

8 Then, about two and a half days after entering the Drake Passage, the waters calmed. For the first time on our journey, we walked out on deck and felt the sweet bite of the cold, clean air on our faces.

9 Soon, we noticed small black specks on nearby pieces of floating ice. Emperor penguins! The closer our ship got, the more it seemed as if the animals were welcoming us—some of them actually beating their wings together, as if they were applauding our arrival.

10 Before long, we reached our final destination, and we were allowed to take our first ice walk. Across the crunchy surface, we could see hundreds of penguins in the distance, watching us as we watched them.

11 As we learned on board, their interest was to be expected. Penguins are extremely curious and not fearful of humans.

12 The next day, two helicopters that would take us from our ship to the base camp were assembled on the deck of the ship.

13 After landing, we were given instructions on “penguin etiquette.” These were the basic rules: You can’t touch a penguin, but they can touch you if they’d like. You can’t crowd them, but they can crowd you if they so desire. And you always give them the right of way. Beyond those rules, we were free to explore, photograph, and observe to our heart’s content.

14 We began the two-mile hike over the ice to the penguin colony.

15 Within several hundred yards, little clusters of emperors, perhaps ten or so at a time, greeted us, sliding on their bellies and making their wonderful noises, sort of a nasally squeal. But the real treat still awaited: the colony.

16 As far as we could see, there were emperor penguins—tens of thousands of them, stretched out to the horizon line. It was breathtaking. Thousands of newly hatched chicks waddled among the adults, vying for attention.



A Colony of Emperor Penguins
at Snow Hill Island

Jonathan & Angela Scott/Getty Images

17 We found a quiet piece of ice, sat down, and within minutes were surrounded by dozens of curious emperors. In some cases, their beaks were just inches from our noses.

18 One day, two adult emperors with their three chicks in tow approached Claire, who was resting on the ice. They left the chicks with her, as if she were the babysitter. Twenty minutes later they returned to collect the chicks. And I will never forget the penguin that, when I jokingly asked which way back to the helicopters, pointed a wing in the correct direction.



Emperor Penguin Chicks

Frank Kraemer

19 Every night aboard our safe and warm ship, we thought about what it takes to survive in Antarctica, an incredibly harsh place.

20 But each day on the ice, we also thought about the Drake passage, that monstrous body of water we had to endure to get where we were. Over the course of our visit, we came to respect and even revere the power of that sea.

21 We still talk about the penguins, as I'm sure we always will. But we talk about the Drake too. Both experiences were unforgettable, and one would not have been possible without the other.

22 No pain, no gain.

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1. When describing the penguins, the author mostly focuses on their —
 - A. concern for their baby chicks
 - B. friendly and entertaining behavior
 - C. ability to survive in their environment
 - D. dependence on one another

2. In paragraph 4, what does the word notoriously mean?
 - A. Frequently traveled
 - B. Hard to locate
 - C. Recognized in a negative way
 - D. Viewed from a distance

3. Which sentence from the selection best conveys the author's main message?
 - A. *But as mentally prepared as we were, we also had to be physically aware, as well.* (paragraph 6)
 - B. *Every night aboard our safe and warm ship, we thought about what it takes to survive in Antarctica, an incredibly harsh place.* (paragraph 19)
 - C. *Over the course of our visit, we came to respect and even revere the power of that sea.* (paragraph 20)
 - D. *Both experiences were unforgettable, and one would not have been possible without the other.* (paragraph 21)

4. The organizers of the expedition created “penguin etiquette” most likely to —
- A. limit the interaction between the penguins and the visitors
 - B. minimize possible negative effects of visitors on the penguin habitat
 - C. create awareness among the visitors about the challenges penguins face
 - D. boost visitors’ chances of observing tens of thousands of penguins each day
5. What is the best summary of this selection?
- A. When the author and his daughter win a trip to Antarctica, they board an icebreaker ship and travel through an area called the Drake Passage. During their time in Antarctica, they observe a penguin colony made up of tens of thousands of penguins. They must adhere to certain rules while they are there.
 - B. Getting to Antarctica requires people to travel by ship through a rough area of the sea. After winning a trip to Antarctica to observe penguins, the author and his daughter make this difficult voyage. Once they arrive, they see thousands of penguins up close and know the trip was worth the suffering.
 - C. The author and his daughter take a trip to Antarctica, where they have an opportunity to observe penguin behavior up close. They take photographs of the large penguin colony. Long after the trip, they still talk about the experience.
 - D. After winning a contest, the author and his daughter travel to Antarctica and see penguins. Since there are no airports in Antarctica, they have to sail there through rough water. Once they arrive, they must take a helicopter from their ship over to the penguin colony.

6. Which sentence from the selection best expresses the author’s enthusiasm during his observation of the penguins?
- A. *Across the crunchy surface, we could see hundreds of penguins in the distance, watching us as we watched them.* (paragraph 10)
 - B. *Penguins are extremely curious and not fearful of humans.* (paragraph 11)
 - C. *We began the two-mile hike over the ice to the penguin colony.* (paragraph 14)
 - D. *And I will never forget the penguin that, when I jokingly asked which way back to the helicopters, pointed a wing in the correct direction.* (paragraph 18)
7. Read this sentence from paragraph 8.

For the first time on our journey, we walked out on deck and felt the sweet bite of the cold, clean air on our faces.

The sensory language in this sentence best reveals the author’s —

- A. sense of relief and accomplishment at having arrived in Antarctica
- B. understanding of the extreme weather conditions in Antarctica
- C. frustration at having been kept in his cabin for most of the voyage
- D. feeling of anticipation to soon be interacting with the penguins

Read the following and answer the questions below:

Harmony Reclaimed

Read the selection and choose the best answer to each question.

Harmony Reclaimed

- 1 In 2006 ecologist and musician Favio Chávez was working on a recycling project in Cateura, Paraguay. This small village, outside the capital city of Asunción, is built on a landfill. Residents work as *gancheros*, or recyclers, searching the trash for items to recycle. Chávez worked with an organization that taught these workers how to be safe while digging through the landfill. While he was there, he noticed how few creative resources teens living in the area had, so he decided to do something about it. He created the Recycled Orchestra.
- 2 Chávez began by teaching music lessons. But he had only five instruments, so students had to share. As more children wanted to participate, Chávez knew that more instruments were needed. He had a very unusual idea. He found a carpenter, Nicolás Gómez, and asked him to create instruments using recycled materials. Gómez started first by repairing a drum and creating a simple guitar. "If the community wasn't next to a dumpster, it would've never occurred to us to create instruments out of trash," Chávez remembered. "This was just a natural solution based on our surroundings."
- 3 Over time Gómez's work became more intricate. Cellos are made from oil cans and wood. A guitar is made from two large jelly cans. The skins of a drum set are created from used x-ray film. The keys of a saxophone are bottle caps. Gómez was a natural for the job. "If you give me the precise instructions, tomorrow I'll make you a helicopter!" Gómez says about his work.
- 4 Chávez and Gómez experimented with materials and discovered which ones were the strongest and made the best sound. Gómez travels to the landfill several times a week to find materials. Orchestra member Ada Ríos said, "I don't care that my violin is made out of recycled parts. To me, it's a treasure." The project achieved success only because the instruments were created from recycled materials found in the community. The cost of a traditional violin is far out of the reach of many residents of Cateura.
- 5 Transforming trash into musical instruments is one thing; transforming lives is quite another. Yet that is Chávez's ultimate goal in establishing the

orchestra. For some students, Chávez's plan is working. Brandon Cabone, a 16-year-old bass player, said, "Before the orchestra, there was nothing to do. It's been a big change in my life. Favio has taught me many things about life and education."

- 6 Chávez acknowledges that mastering an instrument can be quite an enterprise. "Learning music means you have to plan," he says. Since many of the orchestra members have to work, they have to make time to practice their instruments. Both persistence and a structured routine have led to players' success.
- 7 When the students became proficient in playing their instruments, they began performing locally, and in time the orchestra's fame grew. The group has performed in Brazil, Panama, and Colombia. In 2013 it performed overseas for the first time, in the Netherlands. Soon after, the Recycled Orchestra had invitations to play in the United States, Canada, Great Britain, Israel, Norway, and Japan.
- 8 The U.S. performance took place at the Musical Instrument Museum in Phoenix, Arizona. The museum honored the orchestra with an exhibit showcasing its instruments. The orchestra's unique instruments were displayed alongside the musical treasures of prominent musicians, such as Eric Clapton's guitars and John Lennon's piano.
- 9 Inspired by the orchestra, Paraguayan filmmaker Alejandra Amarilla Nash made a documentary about the group. In 2012 a preview for *Landfill Harmonic* was posted on YouTube and Vimeo. Within weeks it had more than one million views.
- 10 The orchestra's fame continues to increase. Daniel Piper, curator of the Musical Instrument Museum, said, "It's a beautiful story and also fits very well with this theme of ingenuity of humans around the world using what they have at their disposal to create music." The Recycled Orchestra has shown the world that with a love of music and a sense of belonging, people can change their lives for the better.



The Recycled Orchestra plays in Madrid, Spain.

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8. Which sentence supports the idea that the instruments are part of what makes the Recycled Orchestra special?
- A. *The group has performed in Brazil, Panama, and Colombia.*
 - B. *As more children wanted to participate, Chávez knew that more instruments were needed.*
 - C. *The cost of a traditional violin is far out of the reach of many residents of Cateura.*
 - D. *The museum honored the orchestra with an exhibit showcasing its instruments.*

9. Which idea about the Recycled Orchestra does the author highlight throughout the selection?
- A. The goal of the orchestra is to support the children of Cateura.
 - B. The orchestra is successful because of Chávez’s skill as a leader.
 - C. The orchestra members plan to become professional musicians.
 - D. The people of Cateura support the orchestra by working as recyclers.
10. In order to be successful in the orchestra, members most likely had to —
- A. show that they had natural talent for playing music
 - B. work together to locate materials for their instruments
 - C. make a commitment to devote time to practicing their skills
 - D. develop an interest for the style of music they would be playing
11. Gómez travels to the landfill several times a week to search for materials most likely because he —
- A. knows which items would be best suited for crafting the instruments
 - B. wants to create a new style of instrument
 - C. hopes to find an instrument that is intact
 - D. believes that items from the landfill create unique sounds

12. What is the best summary of the selection?

- A. The small village of Cateura, Paraguay, is built on a landfill. Most of the residents search the trash for items to recycle. Favio Chávez had an idea to use trash to make musical instruments. He asked a carpenter, Nicolás Gómez, to make guitars, drums, and other instruments.
- B. Ecologist and musician Favio Chávez wanted to help the children living in Cateura, Paraguay. He started an orchestra with instruments created from materials found in the local landfills. The Recycled Orchestra has performed around the world and has had a positive impact on the lives of its members.
- C. Children in Cateura, Paraguay, had few resources when Favio Chávez went there to work on a recycling project. Chávez asked Nicolás Gómez to help him make instruments from items in the landfill. The members of the orchestra appreciate the uniqueness of their instruments.
- D. Favio Chávez provided the children of Cateura, Paraguay, with instruments made from recycled materials. When the children's musical skills improved, he created an orchestra and the group began performing locally. Soon they had invitations to perform in Europe and the United States. A documentary film was made about the orchestra's success.

Read the following and answer the questions below:

The Power of Young People to Change the World

Read the selection and choose the best answer to each question.

The Power of Young People to Change the World

by T. A. Barron

- 1 If I could give today's young people three wishes, they would be:
- 2 More hugs.
- 3 More time outside in nature.
- 4 More belief in their own power to change the world.
- 5 While most people understand the importance of the first two wishes, the third one leaves some folks scratching their heads, wondering why young people's belief in their own power is so essential.
- 6 Let's start with the notion that all of us—especially young people—need heroes. We need them to be our guides on the twisting, sometimes difficult trail we call life. To show us just how far we can go, to help us know just how high we can climb.
- 7 And we need heroes today more than ever. Our modern society is terribly confused about the *difference between a hero and a celebrity*. And the difference is crucial.
- 8 A celebrity is all about fame—temporary, superficial fame, usually for qualities that are easy to see: a pretty face, a good hook shot, a great dance move. A hero, by contrast, is about character—qualities beneath the surface that aren't visible until they prompt action. Qualities like courage, hope, compassion, and perseverance.
- 9 Heroes, real heroes, are all around us. They truly hold our world together, through their unselfish devotion to helping others, supporting families, teaching children, protecting the environment. They don't want fame, or glory, or even credit; they just want to help. In so many ways, these unsung heroes steer the boat in which all of us sail.
- 10 Yet...young people hear a lot more about celebrities than about heroes, in every form of media. Worse yet, young people are treated too often as just another target market by advertisers. The underlying message they get from all this is that their self-worth comes from what they buy—which drink, which shoes, which cell phone—not *who they are down inside*.
- 11 What gets lost in this? Young people's sense of their own potential for heroic qualities—their own power to make a positive difference in the world.

- 12 Truth is, there is a potential hero, a future difference maker, in every young person. Each of them, from whatever background, is a bundle of untapped energy—a positive force who can do something to steer that communal boat that carries us all.
- 13 All it takes for that to be true...is belief. For if young people believe in their own power, they will use it. And they will discover that any person—regardless of gender, age, race, cultural background, or economic circumstance—can make a genuine, lasting impact.
- 14 How do we help skeptical young people believe in their own power? The best way by far is simply to share examples of other young people who have made a difference.
- 15 To turn the spotlight on such amazing young people—to share their stories—I founded a national award, the Gloria Barron Prize for Young Heroes. Named after my mom, who was a quiet hero in my own life, this award, now in its tenth year, honors 25 young people each year. They come from every background, and they are as diverse as the youth of America. The one thing they all have in common is a belief in their own power to make a difference—and the dedication to make it happen.
- 16 This prize is really just a small thing, but its winners are shining examples of what young people can achieve.
- 17 Here are a few of the winners from recent years:
- 18 Katie, age 10, has rallied hundreds of people in her town in South Carolina to help her create vegetable gardens to feed the hungry. How did she begin? As a third grader, she raised a tiny seedling into a huge 40-pound cabbage. When she saw how many people that cabbage fed at a local soup kitchen, she decided that she could do more. So far, she has donated more than 1,000 pounds of fresh produce to people in need.
- 19 Ryan, age 11, has worked tirelessly to raise money to provide clean drinking water to African villages. When he first heard about the plight of African children who died from impure water, Ryan was only six years old. He decided to do something about it. In the next five years, he raised over \$500,000—enough to build over 70 water wells.
- 20 Barbara, age 17, grew up on a farm in Texas. When she realized that local farmers were pouring their used motor oil into rivers and on the ground, causing pollution, she organized the creation of a recycling center for crude oil. Her project, called “Don’t Be Crude,” has grown to include 18 recycling centers in Texas.
- 21 The list could go on and on. These are but a few examples of young people who have discovered that they can build on their own energy and ideals to do something truly great.

T. A. BARRON author of [The Lost Years of Merlin](#) and other books.

13. The author wrote this selection most likely to —

- A. explain to the reader why more heroes are needed in the world
- B. demonstrate why celebrity has become confused with heroism
- C. urge young people to believe in their ability to make a difference
- D. suggest that adults need to be better role models for young people

14. Read the origin of the word superficial.

from the Latin *super-* ("on top of") and *-facies* ("face")

Based on this information, what is the meaning of the word superficial in paragraph 8?

- A. Not known
- B. Unexpected
- C. Undervalued
- D. Without depth

15. The author organizes paragraph 8 by —
- A. providing definitions of the words *celebrity* and *hero*
 - B. giving examples of celebrities and heroes
 - C. discussing the differences between celebrities and heroes
 - D. explaining the origins of the words *celebrity* and *hero*
16. How does the author support his claim that every young person has the potential to be a hero?
- A. By defining the qualities that make a young person a hero
 - B. By providing examples of qualities that have made people famous
 - C. By including examples of young people who exhibit the qualities of a hero
 - D. By contrasting society's definition of a hero with the word's real meaning

17. Read this sentence about heroes from paragraph 9.

They truly hold our world together, through their unselfish devotion to helping others, supporting families, teaching children, protecting the environment.

The author includes this sentence most likely to emphasize that —

- A. heroes affect many people
- B. everyone is a hero in some way
- C. heroes must believe in themselves
- D. most heroes focus on working with children

18. The author included the information in paragraphs 8 through 11 probably to —

- A. explain why becoming a hero is important
- B. show that heroes and celebrities are both valued
- C. demonstrate that society does not support the development of heroes
- D. describe how society turns ordinary celebrities into real heroes

Read the following and answer the questions below:

Starting from Scratch

Read the next two selections. Then choose the best answer to each question.

Starting from Scratch

- 1 When we pulled in the gravel driveway, Grandpa Joe was weeding his garden. He stood up, brushed off his knees, and greeted us with wide-open arms. In his muddy work gloves, rumpled jeans, and lime-green garden shoes, he looked nothing like the refined grandfather I remembered. The ultraprofessional bank president who loved numbers had retired and let his hair run wild. I hadn't seen him since he sold his house in the suburbs, and I wasn't expecting him to look so different.
- 2 After the hugs and kisses, Grandpa couldn't wait to show off his garden. Mom reminded him that she was just dropping me off and that she had to get back for Jessica's recital, but Grandpa went on pointing out his almost-ripe tomatoes, complaining about the rabbits eating his lettuce, and lauding homegrown produce. The man who had been preoccupied for decades with interest rates now cared only about organic gardening.
- 3 It worried Mom, the idea of Grandpa alone in that old cottage in the middle of nowhere. That was the real reason I was there. So I could report back.
- 4 Once Mom was gone, Grandpa turned to me and said, "Now, Anthony, if I remember correctly, you like pasta with pesto sauce." I eagerly nodded. It was true. The grocery store by our house had the best pesto sauce. "That's perfect!" Grandpa said. "We'll make some. Just look how my basil is coming up."
- 5 We broke off some basil, pulled up some garlic, and then drove 15 miles to the nearest co-op grocer, where Grandpa bought parmesan cheese, pine nuts, and olive oil. I spotted some ready-made pesto sauce but didn't mention it.
- 6 "Do we need pasta?" I asked.
- 7 "No," Grandpa replied proudly. "I make my own now."
- 8 On the drive home Grandpa asked, "What's the point of having a nonno if he never makes you a big home-cooked meal?"
- 9 Nonno—Italian for "grandpa." I had never called him that. Even though he often talked about how his parents had come to the United States from Italy, I had never really thought of him as particularly Italian.
- 10 "My parents made everything from scratch, like in the old country," he said. "But I never seemed to have the time to cook when I was working

full-time. Fortunately, your mom liked sauce from a jar when she was a kid.” He winked at me.

- 11 Grandpa had printouts of recipes he had pulled from the Internet. First he mixed eggs and flour into dough, and then he cranked the dough through a pasta maker over and over until he thought it was perfect. Then we got started on the pesto. While he cleaned the basil leaves, I grated the parmesan. It wore out my wrist, but when I was finally done, I had a beautiful pile of cheese. Then Grandpa showed me how to dice the garlic cloves. He put all the ingredients in a blender that looked like it hadn’t been touched in decades, poured in some olive oil, and let it grind away. When it was finished, it wasn’t all smooth and creamy like the stuff from the grocery store. But I figured brown and clumpy must be more authentically Italian. Then Grandpa dropped his homemade pasta into boiling water.
- 12 When everything was ready, he proudly served me a heaping helping. I twirled up a forkful while he watched. I stuck it in my mouth and...it was just awful. The garlic overpowered my senses, and I thought I might choke. The pasta was gooey—actually, gluey.
- 13 “So,” Grandpa said, his eyes sparkling, “what do you think?”
- 14 Before answering, I thought about our day. The garden, the shopping trip, the prep work, the embarrassing stories he shared about Mom that I stored away for later use. “I . . . I . . . love it, Nonno!” I said.
- 15 Then his face broke into a smile so warm that I was sure I hadn’t told him a lie.

Homemade Hot Sauce

Read the next two selections. Then choose the best answer to each question.

Homemade Hot Sauce

by Nancy Mercado

- Mother goes out on the hunt
in search of prime specimens
little red peppers
some green
- 5 Her market of choice
a vegetable post by the side of the road
Year after year you can find
the old man there
under a perennial baking sun
- 10 his makeshift market in the wind
Mother slowly stalks the produce

scrutinizes the baby bananas
pores over the *vianda*¹
pauses to ask if I'd like her
15 to cook some for dinner
then analyzes the *aguacates*²
turning them over
squeezing them lightly as they rest
in the palm of her wrinkled hand
20 finally she comes up on them
chubby as plum tomatoes
their skins shiny
smooth as plastic
their fiery nature screaming
25 from inside glad sandwich bags
where they hang on a tree

Back home mother
patiently washes each one
grinds up spices with her
30 wooden mortar and pestle
Pounds with such force
the hanging pictures
over the dinner table
all dance to her cooking drum
35 And when her concert has ended
she packs them into
an old vinegar bottle
adds a fresh splash of vinegar to the mix
then promptly places
40 her concoction outdoors to ferment
under a Puerto Rican sun

"Homemade Hot Sauce" is reprinted with permission of "Looking Out, Looking In," edited by William Luis (© Arte Publico Press—University of Houston).

¹A *vianda* is a starchy root, like a sweet potato or yucca.

²*Aguacates* are avocados.

19. Use the first passage to answer the following question.

Paragraphs 1 through 3 are important to the story because they establish that Anthony —

- A. prefers talking to the serious Grandpa he has always known
- B. is surprised to learn about Grandpa's change in behavior
- C. thinks that Mom should not worry about Grandpa's new activities
- D. wants Grandpa to teach him how to maintain a garden

20. Use the first passage to answer the following question.

In paragraph 5, Anthony chooses not to mention the ready-made pesto most likely because he —

- A. believes that Grandpa's homemade pesto will be more flavorful
- B. realizes that Grandpa is excited about making homemade pesto
- C. thinks it does not look as good as the kind he usually buys at the grocery store
- D. knows that using a ready-made pesto means he would not get to spend time with Grandpa

21. Use the first passage to answer the following question.

By telling the story from the first-person point of view, the author helps the reader understand —

- A.** how Grandpa feels about living by himself in the old cottage
- B.** why Grandpa's life is different from that of his parents
- C.** why Anthony enjoys Grandpa's cooking despite the taste
- D.** how all the characters feel about their Italian heritage

22. Use the first passage to answer the following question.

What can the reader conclude about Grandpa from his actions in the story?

- A.** He regrets his career working as a banker.
- B.** He misses living and working in the suburbs.
- C.** He wants to reconnect with his Italian roots.
- D.** He wishes his daughter would cook Italian food for him.

23. Use the second passage to answer the following question.

Read this information about the origin of the word perennial.

from Latin <i>per-</i> , meaning “throughout,” + <i>annus</i> , meaning “year”
--

This information helps the reader determine that the word perennial in line 9 means —

- A. not measurable
- B. highly desirable
- C. not easily avoided
- D. continually present

24. Use the second passage to answer the following question.

In the first stanza, the poet uses the metaphor of a hunt to emphasize that Mother is —

- A. eager to finish her shopping and begin preparing the hot sauce
- B. competing with other shoppers at the market for the best produce
- C. determined to find just the right peppers to use in her hot sauce
- D. skillful at combining many different ingredients in her recipes

25. Use the second passage to answer the following question.

The words “patiently,” “pounds,” and “promptly” in the second stanza highlight Mother’s —

- A. desire to improve
- B. devotion to her task
- C. need for assistance
- D. eagerness to finish her work

26. Use the second passage to answer the following question.

The poet uses present tense throughout the poem to convey that —

- A. the speaker wants to visit the market again soon
- B. the speaker wishes she were young again
- C. the memory is vivid to the speaker
- D. the memory makes the speaker feel childlike

27. Use the second passage to answer the following question.

Based on the details in the poem, the reader can conclude that Mother —

- A. takes making hot sauce for her family seriously
- B. spends the entire day making hot sauce
- C. makes hot sauce for her family every day
- D. wants her daughter to learn to make hot sauce

28. Use both passages to answer the following question.

In what way are the topics of the story and the poem **similar**?

- A. Both describe how to select a variety of ingredients when planning a meal.
- B. Both highlight that young people know less about preparing food than adults.
- C. Both show that homemade food tastes better than ready-made food.
- D. Both provide details about preparing food in a traditional way.

29. Use both passages to answer the following question.

How does Anthony in the story **differ** from the speaker in the poem?

- A.** Anthony is amused by Grandpa's actions, while the speaker in the poem is concerned about Mother's behavior.
- B.** Anthony is thankful for Grandpa's efforts, while the speaker in the poem seems indifferent to Mother's work.
- C.** Anthony is surprised that Grandpa is cooking, while the speaker in the poem expects Mother to act the way she does.
- D.** Anthony is encouraging of Grandpa's new interests, while the speaker in the poem worries about Mother's traditional ways.

30. Use both passages to answer the following question.

Unlike Grandpa in the story, Mother in the poem —

- A.** prepares the hot sauce to be used for dinner that night
- B.** makes her homemade sauce with freshly picked produce
- C.** uses special equipment to make her homemade sauce
- D.** seems very experienced at preparing her own sauce

31. Use both passages to answer the following question.

The ending of the story and the ending of the poem are **similar** because both Anthony and the speaker —

- A.** wish they could help their family member perform a routine chore
- B.** take comfort in observing a family member doing something with love
- C.** learn how to do something interesting by watching a family member
- D.** understand the significance of a specific cultural tradition

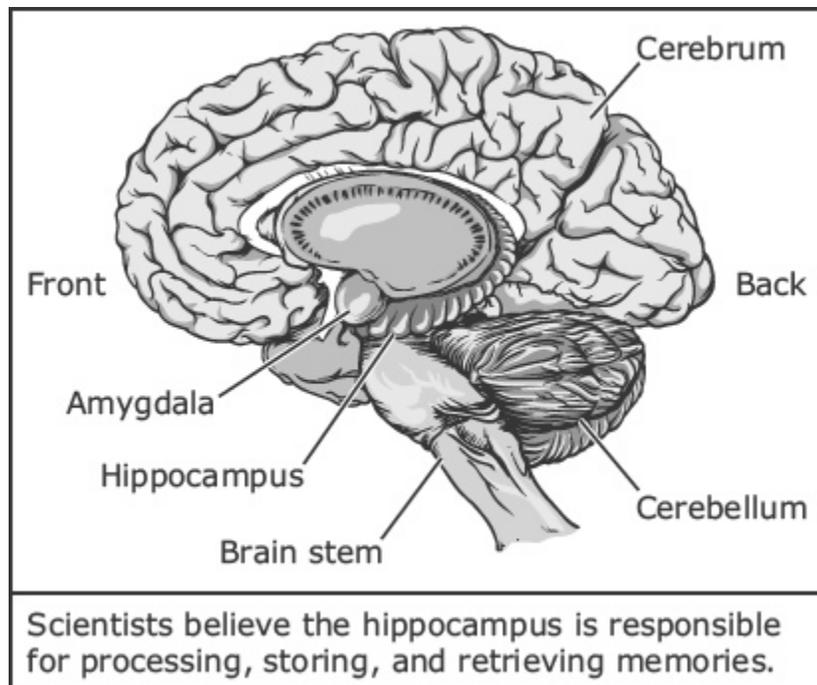
Read the following and answer the questions below:

Have I Been Here Before?

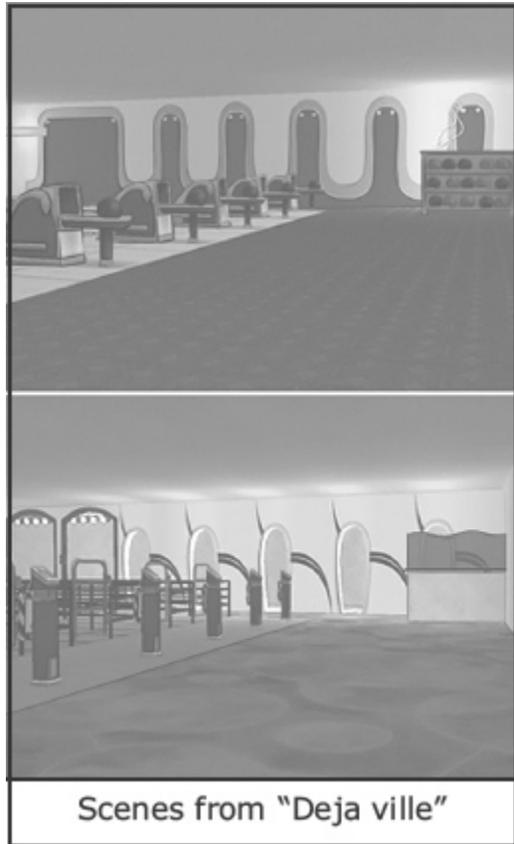
Read the selection and choose the best answer to each question.

Have I Been Here Before?

- 1 Have you ever walked into a place that you know you have never been before but felt an overwhelming sensation that you *have* been there before? This eerie feeling, known as *déjà vu*, has defied explanation for centuries. Meaning “already seen” in French, *déjà vu* is an occurrence that was documented as early as 1888. Research about the phenomenon is difficult to conduct because scientists suspect that the cause is hidden deep in the brain. Recent developments in brain research, though, have enabled scientists to begin to understand what causes this feeling of familiarity.
- 2 Anne Cleary, a cognitive psychologist at Colorado State University, has researched *déjà vu* extensively. “One reason for the jarring sense that accompanies *déjà vu* may be the contrast between the sense of newness and the simultaneous sense of oldness—something unfamiliar should not also feel familiar.” *Déjà vu* experiences typically happen at random, not when people are hooked up to machines that monitor brain activity. This makes collecting authentic data about a *déjà vu* experience challenging.
- 3 One early explanation of *déjà vu* suggested that the eyes were sending messages to the brain at different speeds. Scientists thought that images seen by one eye were delayed, arriving to the brain microseconds after images from the other eye did. Thus it seemed as if someone were seeing something they had seen before. But this was proved untrue when a 2006 experiment at the University of Leeds, a world leader in *déjà vu* research, demonstrated that the blind also experience *déjà vu*. Some scientists then concluded that *déjà vu* is related to miscommunication or disruption in brain activity and memory, not sight.
- 4 In 2007, neuroscientists at the Massachusetts Institute of Technology (MIT) researched the hippocampus, the part of the brain thought to be responsible for learning and memory. MIT researchers conducted an experiment that showed that certain brain cells create a blueprint for any new place a person encounters. When a person enters the new place, the neurons processing it may misfire and retrieve details that overlap a previous experience. When there is enough overlap, people may feel an erroneous familiarity with a situation but cannot recall a specific memory. The person is experiencing *déjà vu*.

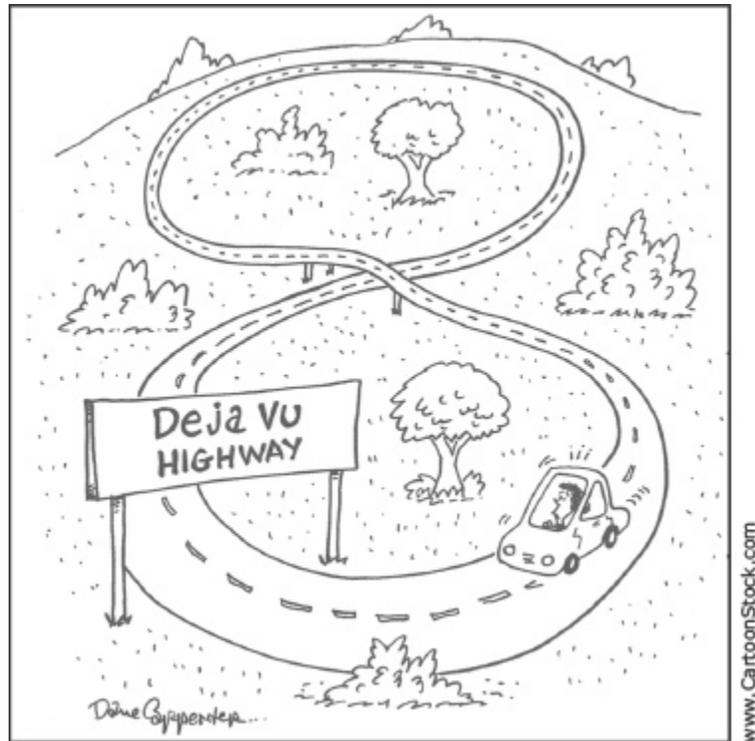


- 5 Cleary and her colleagues triggered déjà vu in a controlled environment by having participants navigate a virtual world they call “Deja ville.” Cleary’s experiments support the MIT researchers’ findings that déjà vu may be connected to humans’ ability to remember the layout of surroundings. In Cleary’s experiment the program showed participants two rooms that were either filled with different items or were different types of locations but had the same general layout. She found there to be a brain overlap. She concluded that “people do have an increased sense of déjà vu when a scene has a similar layout, but they’re failing to recall the source of that familiarity.”



Courtesy of Anne Cleary

- 6 Many questions and theories about déjà vu remain. However, because researchers now have a better understanding of how the brain captures and stores memories, the why and how of déjà vu are more clearly understood. Still, researchers aspire to study a true déjà vu experience in progress. Until then researchers will continue to use other ways to try to understand the brain.



32. Which idea about déjà vu does the title of the selection support?

- A. Déjà vu usually happens spontaneously.
- B. Researchers are eager to learn more about déjà vu.
- C. A person experiencing déjà vu may feel momentarily confused.
- D. People who experience déjà vu ask many questions.

- 33.** The organization of the information in paragraphs 3 through 5 allows the author to —
- A.** explain how scientists have tried to understand déjà vu but have yet to come to a definite conclusion
 - B.** describe in detail how researchers conduct experiments on participants by overlapping experiences
 - C.** identify the part of the brain that is responsible for learning and memory and how it affects déjà vu
 - D.** emphasize that determining the cause of déjà vu is critical to the scientific community
- 34.** The author’s primary purpose for writing this selection is to —
- A.** explain how research related to the brain depends on understanding more about déjà vu
 - B.** provide a firsthand account of what it feels like to experience déjà vu
 - C.** describe the circumstances under which a feeling of déjà vu may occur
 - D.** share theories and unanswered questions concerning how déjà vu happens

35. The result of Cleary's experiment supports which idea about déjà vu?
- A. *But this was proved untrue when a 2006 experiment at the University of Leeds, a world leader in déjà vu research, demonstrated that the blind also experience déjà vu.*
 - B. *One early explanation of déjà vu suggested that the eyes were sending messages to the brain at different speeds.*
 - C. *When a person enters the new place, the neurons processing it may misfire and retrieve details that overlap a previous experience.*
 - D. *In 2007, neuroscientists at the Massachusetts Institute of Technology (MIT) researched the hippocampus, the part of the brain thought to be responsible for learning and memory.*
36. What does the word erroneous mean in paragraph 4?
- A. Expected
 - B. Incorrect
 - C. Frequent
 - D. Unacceptable
37. Based on the information in the selection, the reader can conclude that a main problem researchers studying déjà vu encounter is that —
- A. past research studies about déjà vu are unreliable
 - B. most people do not remember when they have experienced déjà vu
 - C. data collected in déjà vu experiments can be interpreted in different ways
 - D. it is nearly impossible to gather data about a true déjà vu experience

38. What is paragraph 3 mainly about?

- A.** The process of how the eyes send messages to the brain
- B.** What happens when images from the eyes reach the brain at different times
- C.** A hypothesis about déjà vu that was later proved wrong
- D.** How researchers determined that blind people can experience déjà vu

39. Why does the author include the quotation in paragraph 2?

- A.** To tell the reader how to avoid experiencing déjà vu
- B.** To convince the reader that déjà vu can be unhealthy
- C.** To establish that déjà vu can be caused by many factors
- D.** To explain why a person experiencing déjà vu feels a certain way

Read the following and answer the questions below:

False Start

Read the selection and choose the best answer to each question.

False Start

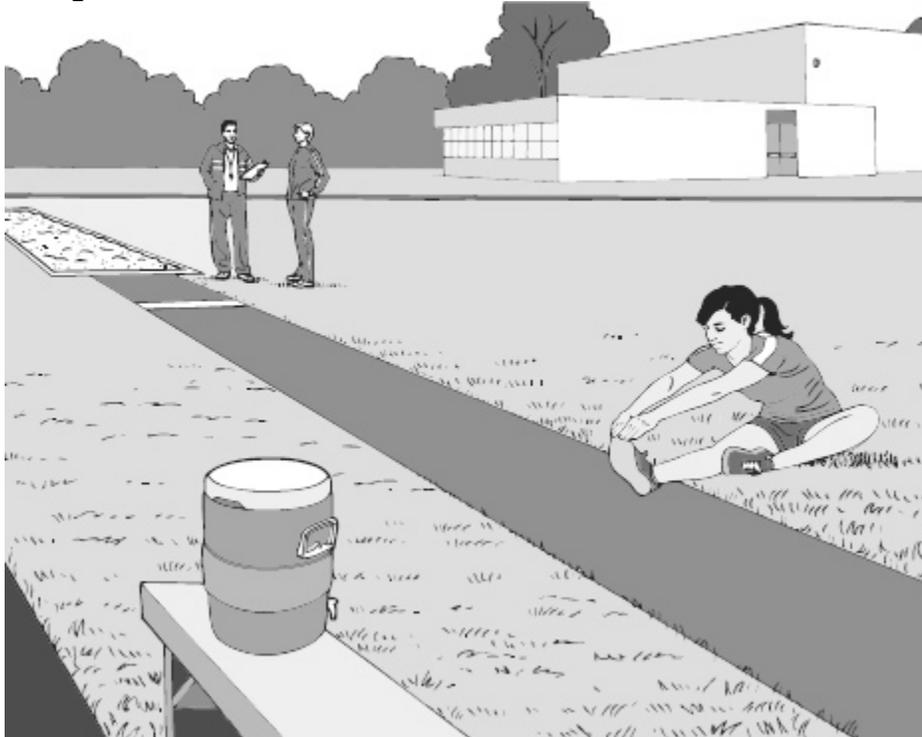
- 1 “Am I done yet?” Teresa pleaded as she crossed the finish line.
- 2 “That set of sprints was O.K.,” Coach Wilson said. “Sprints will help strengthen the muscles in your legs so that you can jump farther.”
- 3 “But I was born to do the long jump. My instinct is to jump,” Teresa said as she sat on a bench. “When I’m on the Olympic team, you’ll see what I mean.”
- 4 “Until then, I need you to do another set,” Coach Wilson responded.
- 5 Teresa changed the subject. “When am I going to meet the Olympic coach you know at the training facility in Grand Prairie? I’ve been breaking my own record since sixth grade. The kids in this area are no competition for me.”
- 6 Coach Wilson paused for a moment. “I’m not sure you’re ready, Teresa. Athletes from all over Texas train at that facility.”
- 7 “I know I’m ready. Please arrange a tryout,” Teresa begged. “I’m sure my mom can take me this weekend.”
- 8 “I’ll call this week,” Coach Wilson conceded. “But just know that a tryout doesn’t guarantee anything.”
- 9 When Teresa arrived home, she told her mother about the tryout.
- 10 “Are you sure you’re ready?” Teresa’s mother asked. “It might be a good idea to practice with Coach Wilson more before we make a trip to Grand Prairie.”
- 11 “But this is my big chance!” Teresa exclaimed.
- * * *
- 12 As soon as Teresa arrived at the facility in Grand Prairie, the trainer Coach Jennings escorted Teresa to an outdoor track. As they approached the long-jump area, Teresa saw two girls taking turns jumping into the sandpit. “Finally, some real competition,” she thought. An assistant coach measured the girls’ results and recorded them on a clipboard. Teresa began stretching.
- 13 “Teresa, you’re up!” Coach Jennings announced. Teresa noticed the other girls staring at her. She stood on the runway and thought, “This is your time to shine.” She sprinted toward the sandpit, sprang into the air, and landed in the sand.

14 The assistant coach glanced over his clipboard to where Teresa had landed and then turned away without measuring her jump. The two girls mumbled to each other and began walking toward a water station.

15 “Why don’t you stretch more and then do your second jump,” Coach Jennings said flatly.

16 “Sure, Coach,” Teresa said, but she could tell that Coach Jennings was not impressed. “I just need to stretch,” she thought.

17 While Teresa stretched, Coach Jennings spoke quietly with the assistant coach. Teresa tried not to listen but couldn’t help overhearing a few phrases: “. . . she’s never competed at state . . . a favor for my college friend, Brenda Wilson.”



18 “A favor?” Teresa thought.

19 Another girl approached the long-jump runway. Coach Jennings waved her on. With a burst of speed, the girl sprinted down the runway like a bolt of lightning and leaped into the sandpit.

20 “6.27 meters!” the assistant coach yelled.

21 “6.27 meters?” Teresa thought in disbelief. She held her school’s record, but that was barely more than 5 meters. Teresa suddenly realized why no one had measured her jump.

22 “That’s decent for a practice jump,” Coach Jennings told the girl, “but next time I want to see more control in your final stride.”

23 The girl nodded and took off running around the track.

24 Coach Jennings turned to Teresa. “Are you ready for your second jump?”

25 Teresa thought for a minute. Instead of walking to the end of the runway, she walked to the sandpit. “Thank you for meeting with me, Coach Jennings, but I don’t want to waste any more of your time.”

* * *

- 26 In the car Teresa sat with her arms folded. “I can’t believe Coach Wilson didn’t warn me.”
- 27 “She tried, but you refused to listen,” Teresa’s mother said calmly.
- 28 “What makes you say that?” Teresa asked.
- 29 “Because Coach Wilson called me before she called Coach Jennings. She wanted to make sure I could drive you.” Teresa’s mother sighed. “And she wanted to prepare me for what to expect.”
- 30 Teresa rolled her eyes.
- 31 “We both want you to be a successful long jumper,” Teresa’s mother continued, “but we also want you to be realistic.”
- 32 “I guess,” Teresa said, staring at the floor of the car.
- 33 “She’s expecting you at practice on Monday.”
- 34 Teresa nodded. She gazed out the window as she left Grand Prairie and thought, “I’ll be back here soon.”

40. Coach Wilson calls Teresa’s mother before the tryout most likely to —
- A. inform her that Teresa’s tryout is probably going to be unsuccessful
 - B. tell her that Teresa will have to adjust to working with a new coach
 - C. persuade Teresa’s mother to talk Teresa out of attending the tryout
 - D. give Teresa’s mother directions to the training facility in Grand Prairie

41. Read paragraph 3.

“But I was born to do the long jump. My instinct is to jump,” Teresa said as she sat on a bench. “When I’m on the Olympic team, you’ll see what I mean.”

Teresa’s comments influence the theme of the story because they show that she —

- A. does not know a lot about long jumping
- B. thinks that her coach does not give her useful advice
- C. believes that she is a better long jumper than she actually is
- D. feels as though she has to prove her abilities to others

42. Which event in the story causes Teresa to reevaluate her talent as a long jumper?

- A. Teresa watches another girl jump a long distance.
- B. Teresa’s mother suggests that she practice more.
- C. Teresa’s first jump does not impress Coach Jennings.
- D. Teresa declines to take her second jump.

- 43.** The dialogue between Teresa and her mother after the tryout indicates that her mother —
- A.** believes that Teresa can make the Olympic team if she practices enough
 - B.** knows that taking Teresa to the tryouts was a waste of time
 - C.** thinks it was necessary to trick Teresa into taking long-jump practice seriously
 - D.** wants Teresa to be honest with herself about her skill as a long jumper
- 44.** The story's third-person limited point of view gives the reader insight into —
- A.** the doubts Teresa's mother has about Teresa attending the tryout
 - B.** Coach Jennings's thoughts about Teresa's jump at the tryout
 - C.** the feelings Teresa has about her performance at the tryout
 - D.** Coach Wilson's hesitation about sending Teresa to the tryout

