

VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS

Spring 2004 Released Test

GRADE 8
READING
CORE 1

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DIRECTIONS

Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.

SAMPLE

Crow

Shadow on the shiny snow.
Feathers sleek,
Darting eye searching.
Call echoing across
5 Desolate corn fields.
A ghost figure
In leafless trees,
He shifts his head,
Deciphering the breeze.
10 He shifts his eyes
To look my way.
I sympathize.
He flies away.

A The figure in line 6 refers to —

- A** the crow
- B** the poet
- C** a field
- D** a tree

B The imagery in this poem creates a mood of —

- F** playfulness
- G** loneliness
- H** danger
- J** dreaminess

Directions: Read the advertisement and answer the questions that follow.

Come to Camp Chippenstock!

If you're looking for happy summer memories that will last a lifetime, *Camp Chippenstock* is for you! We provide fun and meaningful activities for young people ages 12 through 17. Our campers choose from a wide variety of interesting activities, led by an enthusiastic staff, some of whom were once Chippenstock campers themselves. Because we are a day camp, *Camp Chippenstock* is more affordable than many other camps. Read on to find out how you can participate.

Camp Chippenstock is surrounded by pine trees, hills, streams, and a large lake. Counselors and aides are friendly, caring, and experienced. Each year we get letters from satisfied campers like this one from Tommy Molina:

"*Camp Chippenstock* is a great place to be in the summer. It's everything you'd expect a camp to be and then some. I had a great summer, met a lot of cool people, and learned to paddle a canoe. I am definitely coming back next summer."

ACTIVITIES OFFERED



- **Swimming:** Visualize yourself swimming or diving into a crystal clear pool. Whether you are a beginner or already swim like a fish, we'll find a class for you.



- **Team Sports:** Choose from softball, soccer, basketball, and volleyball. Fridays are game days—hot dogs and all!

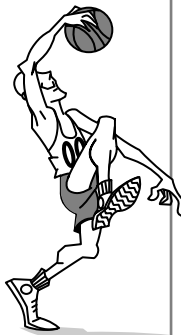
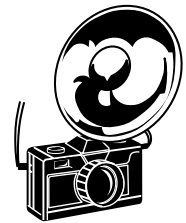
- **Hiking:** See the most beautiful hiking trails in the area and learn about animal tracks, bird calls, and native plants.



- **Canoeing:** Glide across the lake or paddle up a stream. You can also take part in all-day canoe trips or weekly races.

- **Crafts:** Express your creative side by learning to work with wood, leather, and clay.

- **Photography:** Learn how to get the pictures you want and how to develop them. Taking good pictures isn't as simple as it seems, even in this magnificent setting. Bring your own camera or use one of ours.



- **The *Chippenstock Times*:** Everyone is encouraged to get involved by becoming a reporter or photographer for our weekly newspaper.

Imagine the fun you can have! We start each day at 9:00 A.M. and end at 5:30 P.M., Monday through Friday. Camp begins on June 22 and runs through July 24. Transportation can be arranged for those who live in the Allentown area. To receive an application, call 1-888-293-3151 or write to:

Camp Chippenstock
P.O. Box 292
Allentown, NY 10020

1 Which question is answered in paragraph 2 of the flyer?

- A What is the setting like at Camp Chippenstock?
- B Do campers play sports at Camp Chippenstock?
- C Does Camp Chippenstock offer creative arts activities?
- D Is Camp Chippenstock open during the month of August?

2 This is a thesaurus entry for the word paddle.

paddle *n.* 1. oar, scull, sweep, flipper, pole. *v.* 2. canoe, row. 3. feather, steer, backwater. 4. thrash, spank. 5. toddle, pad, waddle.

According to the thesaurus entry, which synonym could Tommy Molina have used to replace paddle in his letter?

- F oar
- G row
- H thrash
- J toddle

3 Tommy Molina’s letter is an example of which persuasive technique?

- A Testimonial
- B Emotional appeal
- C Bandwagon
- D Glittering generality

4 The main purpose of the last paragraph of the flyer is to —

- F review the activities that Camp Chippenstock offers to its campers
- G tell the reader one more time how much fun campers have each summer
- H give the reader information necessary to apply for Camp Chippenstock
- J persuade the reader that Camp Chippenstock is the right camp for them

5 Which statement is a *fact* expressed in the flyer?

- A “Taking good pictures isn’t as simple as it seems . . .”
- B “It’s everything you’d expect a camp to be and then some.”
- C “Camp begins on June 22 and runs through July 24.”
- D “. . . Camp Chippenstock is more affordable than many other camps.”

6 Which activity from the flyer *best* supports the idea that Camp Chippenstock encourages learning about the environment?

- F Swimming
- G Canoeing
- H Hiking
- J Photography

7 Which information in the flyer *best* supports the idea that campers come back year after year?

- A Camp Chippenstock provides “fun and meaningful activities.”
- B Some of the counselors were once campers themselves.
- C Advanced swimmers have their own pool for diving.
- D Camp Chippenstock is more affordable than many other camps.

Directions: Read the passage and answer the questions that follow.

The Gum Caper

Robert Cormier

- 1 So there I was in that small variety store in the upper common, standing in line with the junior high school kids from B.F. Brown, waiting to pay for, of all things, bubble gum.
- 2 I'll say one thing about the kids—they didn't regard me with either suspicion or hostility or amusement. They simply assumed that this bewildered-looking adult liked bubble gum and was being very careful about picking out the right kind. But it so happens that I have not chewed gum in years and the reason I was buying some was . . .
- 3 But let's go back a bit.
- 4 A minor accident a couple of days before had left the car crippled by a radiator with two leaks. The problem was getting the car to that garage out of town where it could receive the attention of Wally, the foreman.
- 5 Wally is a terrific mechanic. More than that: he is a true craftsman, almost an artist at his work. He takes pride in the jobs he performs. He treats cars and motors with reverence.
- 6 Anyway, I called Wally about the accident and about the radiator and asked him if he could send a tow truck up this way to haul the car in. Wally said he would have to hire an outside tow truck. Then he added: "But you can drive it down here yourself."
- 7 "But the radiator has two leaks and won't hold the water," I said.
- 8 "What you do is this—get some chewing gum and seal up the leaks," Wally said.
- 9 Now, if I didn't know that Wally was an expert, I'd have ignored the suggestion and said, "Just send the tow truck."
- 10 I mean: chewing gum, for crying out loud.
- 11 But I trust Wally implicitly in matters mechanical, and although I was still doubtful, I went up to the store and bought the gum. It took me a while to buy it because I was looking for volume—and I finally figured that bubble gum would do the trick.
- 12 Back home, I asked a certain child, who has just turned seven, if she felt like chewing some gum. "Bubble gum," I said.
- 13 She greeted the question with surprise because ordinarily we don't encourage her to chew gum. In fact, we discourage her.
- 14 I said: "I've got a couple of packages here that have to be chewed right away."
- 15 Her eyes danced with delight, all disbelief suspended. "How come, Dad?" she asked.
- 16 "Well, the radiator in the car leaks and I'm going to use the gum to plug up the holes."
- 17 "Oh," she said, accepting the answer without question. She has complete faith in her father, despite the cut fingers and scratched hands my projects usually inflict upon me. She goes right on believing.
- 18 So we sat there chewing awhile and it was fun, in a way. We blew a couple of bubbles because, after all, that's what bubble gum is all about. And then we went out to challenge the car.

- 19 I lifted the hood, unscrewed the radiator cap (which took a few minutes: I finally had to pry it off) and inserted the hose in the mouth of the radiator.
- 20 The faucet was turned on and the water gushed into the radiator—and, sure enough, the water spurting from the leaks.
- 21 I had hoped, really, that the radiator might have sealed itself or something, because, frankly, I didn't think the gum would work. And I could envision myself on a back road somewhere with a radiator suddenly turning into a fountain as the gum gave way.
- 22 Despite the doubts, I took the chewing gum and jammed it against the leaks and the spurting stopped. I refilled the radiator and looked again. No leaks.
- 23 Later, we went off to the garage and the trip passed without incident. In fact, it was beautiful. Near Fort Devens, a plane flew low overhead and nine or ten parachutists tumbled out and they floated in the air like blossoms falling from a tree. That was worth the trip alone.
- 24 At the garage, I handed Wally the keys and said, in triumph, "I made it."

From I HAVE WORDS TO SPEND by Robert Cormier, copyright © 1991 by Constance Cormier. Used by permission of Dell Publishing, a division of Random House, Inc.

8 **“The Gum Caper” can best be described as a —**

- F narrative
- G folktale
- H biography
- J fantasy

9 **What is meant by the narrator’s statement “he is a true craftsman, almost an artist at his work”?**

- A Wally is able to accurately repair any car which needs fixing.
- B Wally does a spectacular job painting and customizing cars.
- C The narrator feels Wally is a great painter and sculptor.
- D The narrator believes Wally will make an artistic creation out of his radiator.

10

figure — *n.* number, configuration, appearance, frame, *v.* calculate, summate, decide, determine, resolve, compute

If the author wanted to replace the word figured in paragraph 11, what would be the *most* precise word to use from the thesaurus entry?

- F Numbered
- G Appeared
- H Computed
- J Determined

11 Which is the *best* summary for this passage?

- A A man’s car has broken down and he wants some bubble gum.
- B A man uses bubble gum to temporarily repair his car.
- C A man convinces his daughter to chew gum to fix his car.
- D A man’s car has a leaking radiator and he consults a mechanic named Wally.

12 The author uses what phrase to relate a feeling of joy?

- F Paragraph 13 – “She greeted the question with surprise . . .”
- G Paragraph 15 – “Her eyes danced with delight, . . .”
- H Paragraph 17 – “She has complete faith in her father, . . .”
- J Paragraph 18 – “So we sat there chewing awhile . . .”

13 Which phrase would cause the reader to conclude that the narrator felt silly using chewing gum?

- A Paragraph 10 – “I mean: chewing gum, for crying out loud.”
- B Paragraph 16 – “. . . I’m going to use the gum to plug up the holes.”
- C Paragraph 18 – “. . . we sat there chewing awhile and it was fun, . . .”
- D Paragraph 21 – “. . . frankly, I didn’t think the gum would work.”

14 Which statement is an *opinion* expressed in the story?

- F “A minor accident a couple of days before had left the car crippled . . .”
- G “. . . get some chewing gum and seal up the leaks . . .”
- H “He takes pride in the jobs he performs.”
- J “. . . we don’t encourage her to chew gum. In fact, we discourage her.”

15 In this story, which tone is created through the author’s word choices?

- A Serious
- B Lighthearted
- C Mysterious
- D Excited

16 What is the overall theme of this story?

- F Always try new experiences and expand your horizons.
- G Sometimes even the strangest of ideas work.
- H Never be afraid to go against popularly accepted ideas.
- J Often our experiences will help teach us life lessons.

Directions: Read the article and answer the questions that follow.

The Eagle People

Stephen Bodio

- 1 For hundreds, maybe thousands, of years the Kazakh people of central Asia have hunted with golden eagles. Forty years ago, I saw a photograph in an old book of a Kazakh horseman with his eagle. Since then, I've collected everything I could find about these people and their birds. For a long time, people from Europe and the U.S. were not allowed to travel to western Mongolia, the Kazakh homeland. But in 1997, I was able to fulfill a lifelong dream, traveling there to ride with the Kazakh people and learn about their way of life.
- 2 I've been hunting with birds—a practice known as falconry—for 37 years. I was drawn to it by the beauty of the birds' flight and the challenge of training them. I caught and trained my first bird of prey, a little kestrel, when I was 13. I then graduated to a red-tailed hawk, a common bird you often see on the tops of roadside poles. Since then I've had one small eagle, many falcons, and a couple of goshawks.
- 3 A redtail is a pretty big bird, with a wingspan of more than four feet. But the eagles the Kazakhs hunt with are huge—they can have a 10-foot wingspan and weigh as much as 14 pounds, four times the weight of a redtail or goshawk. You always wear a glove when you are working with a bird, for her comfort and yours. An eagle's grip, if it were feeling unfriendly, could crack the bones in the back of your hand, so you must use gloves twice as thick as the usual ones.
- 4 A bird of prey already knows how to fly and hunt, but the falconer must teach it to come back. Training it is like training a dog, though harder. You teach a hawk or eagle to return for food rewards, and to allow you to approach her if she's caught something. Gradually, she'll learn to trust you and know that you will help her. You don't command a bird of prey; you act as her servant and must always be polite to her.
- 5 The Kazakhs live in a harsh, unforgiving land, and so any Kazakh custom must have a practical value. Eagles, the largest birds that falconers train, can catch rabbits, which are good to eat, and foxes. Until recently, a Kazakh could trade a fox skin for a sheep. Since an eagle could catch between 20 and 40 foxes in a season, one well-trained eagle could feed a Kazakh family for a year.
- 6 I wanted to visit the most traditional Kazakhs, the ones who have always tamed eagles, who live in the province of Bayaan-Olgii in Mongolia. And since they only work with eagles between November, when the animals they hunt grow winter fur, and March, when their sheep, goats, and cattle give birth, I had to go in winter.
- 7 Reaching Mongolia wasn't easy—it's about as far from the U.S. as you can go. Once I reached Bayaan-Olgii, capital of the Kazakh state, I met my guide, translator, and driver, Canat. We had to drive for a half a day in a jeep to get to the villages where the eagle hunters lived. The first one we met was a man named Suleiman. When we arrived at his house his eagle was waiting, perched on the tire of his tractor, wearing a hood of black leather. Hunting eagles wear hoods that cover their eyes to keep them calm before they fly.
- 8 We rode out in a mixed flock of horses, camels, and one red Russian jeep to watch Suleiman and his young apprentice Bakyt fly their eagles. They rode their horses to the top of a red sandstone cliff overlooking a plain where rabbits lived. For two hours we poked around in the bushes, but saw no rabbits. Finally Suleiman came down off the rocks, leaving his eagle behind with Bakyt. He took out a lure made of fox skin stuffed with rabbit meat and swung it around, calling the bird: "Kukai! Kukai!" After a moment the huge bird took flight and dived down to grab the lure at Suleiman's feet.

- 9 The last eagle hunters we visited were Manai and his 14-year-old son Kadan, whose family lived in a high, rocky desert valley. There were no trees for miles, and they used dried cow and yak dung for fuel. Unlike the other Kazakhs we visited, they preferred eagles caught in nets, between one and three years old. (Eagles are full grown at four months, although they do not breed until they are four or five years old.) Manai explained that although eagles taken as chicks may become tamer, the ones taken as adults fly better.
- 10 Manai said that most Kazakhs keep birds for 10 years, then let them go, with little white streamers attached to their wings so they can recognize them if they see them again. He told us that one of his best eagles, which he had kept for 11 years, was now breeding nearby. Some eagles can live as many as 40 years.
- 11 I saw a wolf skin on the wall and asked Manai whether he had caught it with an eagle. He looked sad and said that he had, but that the wolf had killed the eagle. He now only hunted foxes, he told me. "If you want to let your eagle go in 10 years, don't hunt wolves."
- 12 This visit to Mongolia was a dream fulfilled, worth all the yearning, waiting, and learning it took to accomplish. But it was just a glimpse of the Kazakh culture and the practices of the eagle people. Canat wants me to come again with my wife, Libby, in the fall, to go on a six-week horseback trip. My friend Larry Millman, a travel writer, says that "no trip is complete unless it remains a little incomplete, with at least one stone left unturned to lure the traveler back." That's exactly how I feel. I'm ready to go.

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17 What is the main idea of paragraph 3?

- A Eagles are larger than red-tailed hawks.
- B Birds of prey are large and require special handling.
- C Redtails are somewhat large with four-foot wingspans.
- D Sometimes eagles feel unfriendly.

18 In this passage, the author uses the word unforgiving in paragraph 5 to —

- F emphasize that there is no room for error or weakness in the land
- G explain that the people in this land often hold grudges against each other
- H describe the Kazakh peoples' custom of offering peace to visitors
- J establish that eagles must be careful where they land to catch rabbits

19 Which of these would *best* help the reader evaluate the accuracy of the information in paragraph 7?

- A A dictionary
- B A world atlas
- C A thesaurus
- D An almanac

20 In paragraph 11, the author uses a quotation to —

- F emphasize why Manai no longer hunts wolves
- G describe the language of the Kazakhs
- H show how friendly the family was
- J explain the eagles' preferences for hunting

- 21 Which is the *best* summary of this passage?**
- A The most traditional Kazakhs have always trained eagles to help them in their hunts.
 - B The author has been hunting with birds for 37 years and was drawn to it by their beauty and the challenge of training them.
 - C Until 1997, the author could not realize his dream of visiting western Mongolia because people from Europe and the United States were not allowed to travel there.
 - D The author visited the Kazakh people of western Mongolia, who are experts in falconry and depend on birds for their livelihood.

- 22 In this passage, the author appeals to the reader's sense of —**

- F humor
- G pride
- H horror
- J adventure

- 23 Which point of view does the author use in this passage?**

- A First person, limited to the narrator
- B First person, limited to the Kazakhs
- C Third person, limited to the narrator
- D Third person, limited to the Kazakhs

- 24 Which sentence expresses a theme of the selection?**

- F "He now only hunted foxes, he told me."
- G "For two hours we poked around in the bushes . . ."
- H ". . . I've collected everything I could find about these people . . ."
- J "This visit to Mongolia was a dream fulfilled . . ."

- 25 From the tone of this passage, the reader can tell that the author is —**

- A tired from a long, hard trip
- B confused about how the eagles are trained
- C fascinated with the work of the Kazakh people
- D sympathetic to the birds of prey

Directions: Read the poems and answer the questions that follow.

Praying Mantis

My sister caught him in a jar
she filled with leaves
and one brown stick
on which he sat
5 thin, long, and green,
hands folded in
as if he wished

for something. And when
I found the jar alone
10 I folded my own hand
around the metal lid.
It stuck, then twisted till
the air rushed in.
And still he sat
15 with tiny claws curled
round the stick, hands folded in
as if he wished for something,

something I wished for him.
So I reached in, and lifted with one motion
20 stick and creature, carried both
behind cupped palms
out to a bed of leaves
where he sat, long, and green,
still wishing.

Dragonflies

Shimmering, they flit
over soggy fields under
oak and willow; hovering in
a blur of wings,
5 frozen in a flick
that ends with an upward
zoom and buzz.
Blue-bodied,
shiny as metal, they swarm
10 when heat has stilled most living things,
translucent wings glorious and fragile
as summer.

26 Which of the following is the *best* summary for “Praying Mantis”?

- F A girl leaves her insect jar where anyone can steal it.
- G A girl captures an insect and keeps it in a glass jar.
- H The speaker steals a girl’s insect from a glass jar.
- J The speaker feels sorry for an insect and frees it.

27 In “Dragonflies,” “buzz” and “zoom” are both examples of —

- A simile
- B onomatopoeia
- C alliteration
- D personification

28 In “Dragonflies,” line 10 provides an image of —

- F a hot day when nothing seems to move
- G a warm day when dragonflies rest
- H a quiet day when no wind blows
- J a sunny day when only insects fly

29 Which phrase from “Dragonflies” offers the *best* visual description of the insects’ movements?

- A “shiny as metal”
- B “heat has stilled”
- C “blur of wings”
- D “glorious and fragile”

30 How are the insects treated differently in the poems?

- F The praying mantis is respected; the dragonflies are not.
- G The praying mantis is captured; the dragonflies are not.
- H The dragonflies are watched; the praying mantis is not.
- J The dragonflies are studied; the praying mantis is not.

31 Both poems portray insects as —

- A dangerous
- B interesting
- C quick
- D shimmering

32 How do the writers’ styles differ in the two poems?

- F “Praying Mantis” is detailed; “Dragonflies” is to the point.
- G “Praying Mantis” includes imagery; “Dragonflies” contains prose.
- H “Praying Mantis” tells a story; “Dragonflies” gives a description.
- J “Praying Mantis” uses rhyme; “Dragonflies” uses rhythm.

Directions: Read the story and answer the questions that follow.

A Slam Dunk for Science

- 1 On the first afternoon of summer vacation, Nina walked down Maple Avenue heading for her cousin Larry’s house. As she approached, she saw Larry shooting hoops in his driveway.
- 2 Without saying a word, Larry quickly passed the basketball over to Nina. She caught it, took a step to the left, and threw the ball to the right and up into the basket.
- 3 “That was a perfect lay-up,” Larry remarked. “I can tell you’ve been practicing.”
- 4 “Better than that,” Nina replied. “I started basketball camp today at the Neighborhood Center. We worked out all morning. Coach López even showed us the slam dunk. I’m going to keep trying until I can fly up and just slip the ball into the basket like he did.”
- 5 Larry was all ears as Nina described the basketball camp. He loved the sport as much as she did and being able to slam-dunk was their ultimate goal.
- 6 “They need more students,” Nina finally said. “Why didn’t you sign up?”
- 7 “I have to baby-sit,” Larry replied, nodding toward the garden where Sarah and Sammy were digging in the dirt. “I have to take care of the twins every afternoon while Mom works in her office.”
- 8 “That’s not a problem,” Nina said. “The camp is from nine to eleven-thirty.”
- 9 Larry said he would think about signing up and then promptly changed the subject. He told Nina that he was trying to find projects to keep the eight-year-olds busy.
- 10 “I have this idea, but I’ll need help,” he explained.
- 11 “Doing what?” Nina asked.
- 12 “The other day I saw tons of tadpoles in the shallow part of the creek,” he began. “I have this old net-covered cage we can use so the twins can watch some of them grow into frogs. It would be a perfect project for the pair.”
- 13 Nina thought it would be boring, but she agreed to help Larry if he would sign up for camp. That way, they could work together on both their slam dunk technique and the tadpole project.
- 14 The next afternoon, the cousins cleaned up the cage and took it and the twins to the creek. Larry and Nina waded into the water and placed the cage behind a stand of cattails. The water came about three-quarters of the way up the sides, making an enclosed pool about a foot deep. The twins caught ten tadpoles and plopped them into the pool.
- 15 Larry and Nina took the twins to visit the cage every day. They talked about basketball camp while Sarah and Sammy became very familiar with the small creatures that would eventually turn into frogs. They named them all and could identify each one by their differences in size, coloring, and stage of development. Two of them already had little hind legs. Then one day the twins made a startling discovery.
- 16 “Nina! Larry! Come here quick,” Sarah called. “There’s something wrong with Wiggler. He only has one leg!”
- 17 “You’re right,” said Larry as he and Nina bent down to get a better look. “What happened to the other leg?”
- 18 Then the group discovered that the tadpole named Prince was also missing a leg.
- 19 “Let’s go to the library,” Larry announced, suddenly mystified. “I want to learn more about frog development.”

- 20 After hearing their story, the librarian directed the group to a rack of science magazines and showed them how to find articles about frogs. It didn't take them long to find something very interesting.
- 21 "Look at this!" Nina exclaimed. "It's a story about abnormal frogs. It says these frogs are turning up all over the world and scientists are trying to find out why. There's even a special group studying the problem."
- 22 The four crowded together to see the pictures and read the story.
- 23 "Look! Here's a toll-free telephone number to call to report sightings of frogs with abnormalities," Larry said. "This says we could help the scientists by letting them know what we've found."
- 24 The next afternoon, while Larry and the twins stood by anxiously, Nina called the number and reported the news about Wiggler and Prince. The woman she spoke with seemed very grateful. She told Nina that their information was particularly interesting since it was the first report of frog mutations in their area. She said that some scientists would want to follow-up with further study. After she hung up, Nina excitedly told her cousins what the woman had said.
- 25 "We've made a slam dunk!" Larry exclaimed.
- 26 "A slam dunk for science!" Nina corrected.
- 27 To Larry and Nina, the twins' boring tadpole project had suddenly become even more intriguing than basketball.

33 Which point of view does the author use in this story?

- A First person, limited to Nina
- B First person, limited to the twins
- C Third person, as an observer
- D Third person, limited to Larry

34 Nina wants Larry to go to the basketball camp because —

- F he needs something else to do
- G he needs to practice his free throw
- H she wants to help him with his project
- J more students are needed

35 In paragraph 12, the phrase "perfect project for the pair" is an example of —

- A consonance
- B alliteration
- C metaphor
- D assonance

36 Which source did the librarian *most* likely show to the group?

- F An encyclopedia volume labeled "Fi to Fr"
- G An index of magazine articles
- H The atlas with maps of rivers and creeks
- J A book titled *Amphibians of the United States*

37 The word mutations in paragraph 24 means —

- A alterations
- B populations
- C explorations
- D indications

38 Paragraphs 25 and 26 reflect a feeling of —

- F love
- G boredom
- H sympathy
- J pride

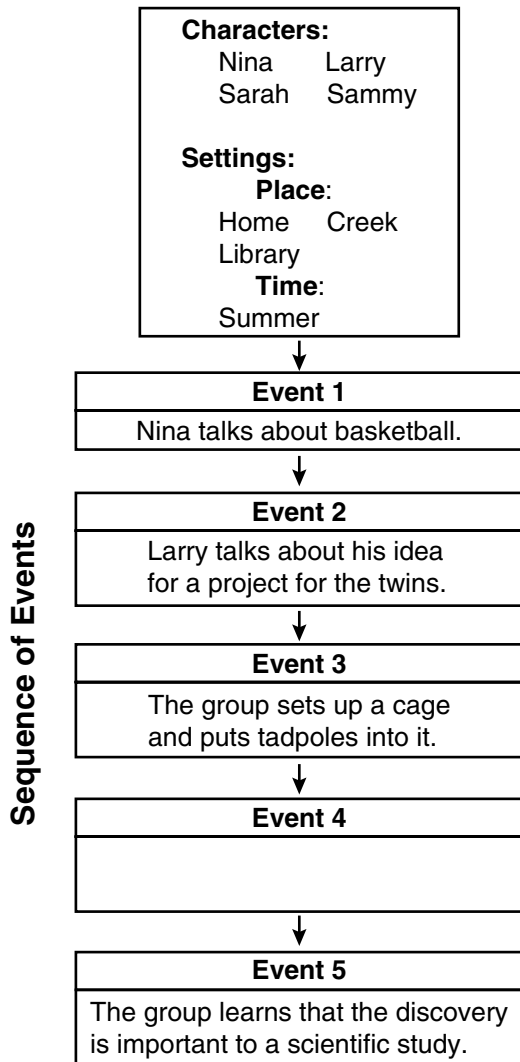
39 According to information in the story, which is *most* likely to happen next?

- A Nina will quit going to basketball camp.
- B The group will release the tadpoles into the creek.
- C Scientists will study the area where the tadpoles were found.
- D The twins will no longer be interested in the project.

40 Which of these is the overall theme in this story?

- F People should be more concerned with the environment.
- G Taking care of eight-year-old twins can be a chore.
- H Sometimes things turn out to be different from what is expected.
- J The library is a great source of information about frog mutations.

41 Look at the organizational chart for this story.



Which statement belongs in the box marked Event 4?

- A Nina makes a telephone call to a toll-free number to make a report.
- B The group discovers something different about some of the tadpoles.
- C Sarah and Sammy go to the creek with Larry and Nina.
- D The tadpole project becomes more intriguing than basketball.

42 Which word in this story has a root word that means “usual or average”?

- F particularly
- G eventually
- H abnormalities
- J development

Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	A	001	Understand a variety of printed materials/resource materials.
2	G	001	Understand a variety of printed materials/resource materials.
3	A	001	Understand a variety of printed materials/resource materials.
4	H	001	Understand a variety of printed materials/resource materials.
5	C	001	Understand a variety of printed materials/resource materials.
6	H	001	Understand a variety of printed materials/resource materials.
7	B	001	Understand a variety of printed materials/resource materials.
8	F	002	Understand elements of literature.
9	A	001	Understand a variety of printed materials/resource materials.
10	J	001	Understand a variety of printed materials/resource materials.
11	B	001	Understand a variety of printed materials/resource materials.
12	G	002	Understand elements of literature.
13	A	001	Understand a variety of printed materials/resource materials.
14	H	001	Understand a variety of printed materials/resource materials.
15	B	002	Understand elements of literature.
16	G	002	Understand elements of literature.
17	B	002	Understand elements of literature.
18	F	001	Understand a variety of printed materials/resource materials.
19	B	001	Understand a variety of printed materials/resource materials.
20	F	002	Understand elements of literature.
21	D	001	Understand a variety of printed materials/resource materials.
22	J	002	Understand elements of literature.
23	A	002	Understand elements of literature.
24	J	002	Understand elements of literature.
25	C	002	Understand elements of literature.
26	J	001	Understand a variety of printed materials/resource materials.
27	B	002	Understand elements of literature.
28	F	002	Understand elements of literature.
29	C	002	Understand elements of literature.
30	G	002	Understand elements of literature.
31	B	001	Understand a variety of printed materials/resource materials.
32	H	002	Understand elements of literature.
33	C	002	Understand elements of literature.
34	J	002	Understand elements of literature.
35	B	002	Understand elements of literature.
36	G	001	Understand a variety of printed materials/resource materials.
37	A	001	Understand a variety of printed materials/resource materials.
38	J	002	Understand elements of literature.
39	C	001	Understand a variety of printed materials/resource materials.
40	H	002	Understand elements of literature.
41	B	002	Understand elements of literature.
42	H	001	Understand a variety of printed materials/resource materials.