

VIRGINIA STANDARDS OF LEARNING

Spring 2008 Released Test

# END OF COURSE READING

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Form R0118, CORE 1

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**Directions**

Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.

**SAMPLE A**

**Lost in Grand Central Station**

- 1 Rachel stared at her watch in disbelief. It had been almost three hours since she had separated from her tour guide and the rest of the group. "Let's all meet at Grand Central Station — the main train station here in New York — at 3:00 P.M.," the guide had said. Now it was 3:30 P.M., and Rachel still hadn't been able to find her group. Was she in the right place? She wanted to ask for help but wasn't sure if anyone would be able to give her the information she needed. She carefully watched the passersby and hoped that her tour guide was looking for her too.

**This paragraph is mostly about a —**

- A** train leaving the station
- B** group of tourists
- C** girl looking for her group
- D** tour guide

## Directions

You do not need to read a passage to answer the following question. Read and answer the question.

### SAMPLE B

Read these sentences.

**Mr. Roberts stresses the value of a good education and reminds his students that an education is crucial to future success. He often says that students need to learn basic knowledge and skills in order to achieve their goals.**

In these sentences, the word crucial means —

- F** optional
- G** extremely rare
- H** restricted
- J** very important

**Go to the next  
page and continue  
working.**

**Directions: Read the application and answer the questions that follow.**



# City of Cambridge

## VOLUNTEER PROGRAM APPLICATION



The city of Cambridge and surrounding communities have a wide range of opportunities for people to donate their time. Volunteers assist in almost all city departments, including offices, recreation centers, parks, libraries, and more. Local residents are a diverse group. Some are senior citizens. Others are students or professionals. Family, church, and community groups can offer their services to work as teams. Volunteers become more cognizant of the needs of the community and the way in which they can play a meaningful role in satisfying those needs. Performing community services pays big dividends in the form of satisfaction and pride. To help us find the best place for your time and skills, we invite you to complete the following application.

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City, State & Zip Code \_\_\_\_\_

Telephone \_\_\_\_\_

(Home) \_\_\_\_\_ (Office) \_\_\_\_\_

E-mail Address \_\_\_\_\_ Age or DOB \_\_\_\_\_

- May be called at work
- Have own transportation
- Have valid driver's license

Education \_\_\_\_\_

Relevant experience \_\_\_\_\_

### Skills Checklist

- Carpentry
- Computer
- CPR/First aid
- Database
- Desktop publishing
- Engineering
- Event planning
- Fundraising
- Gardening
- Graphic arts
- Photography
- Planning
- Researching
- Teaching
- Typing
- Web design
- Writing/Editing
- Other: \_\_\_\_\_

### Interests Checklist

- Art projects
- Cleanup
- Clerical
- Construction
- Engineering
- Fundraising
- History
- Managing projects
- Planting
- Police work
- Proofreading
- Receptionist
- Research
- Seniors
- Special events
- Tutoring
- Word processing
- Other: \_\_\_\_\_

Previous volunteer experience: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Languages: \_\_\_\_\_  Read  Write  Speak

\_\_\_\_\_  Read  Write  Speak

\_\_\_\_\_  Read  Write  Speak

### When are you available to volunteer?

Monday a.m.  p.m.  hours \_\_\_\_\_

Tuesday a.m.  p.m.  hours \_\_\_\_\_

Wednesday a.m.  p.m.  hours \_\_\_\_\_

Thursday a.m.  p.m.  hours \_\_\_\_\_

Friday a.m.  p.m.  hours \_\_\_\_\_

Saturday a.m.  p.m.  hours \_\_\_\_\_

Sunday a.m.  p.m.  hours \_\_\_\_\_

### DEPARTMENTS WITH IMMEDIATE NEEDS

#### Community Education Volunteer

Assist staff in educating the public about water and fire safety by arranging fire station tours and helping with water safety programs, events, and displays.

**Qualifications:** Good telephone skills  
Ability to type 30 wpm

**Time:** 4 hours a week

#### Library Craft Instructor

Assist library staff to plan and conduct children's crafts programs.

**Qualifications:** Creative  
Enjoy children

**Time:** 2-hour sessions

#### Criminal Investigation Aide

Assist with research, telephone interviews of witnesses, computer searches, and verifying reports.

**Qualifications:** Trustworthy  
Reasoning ability  
Basic computer skills

**Time:** 1 day a week

#### Park Trails Crew

Work with park ranger on building and maintenance of trails and installing signs and fences.

**Qualifications:** Good physical condition  
Good team worker

**Time:** 1 day a month



**1 In the description of the program, the word cognizant means —**

- A** showing fear
- B** behaving proudly
- C** being aware
- D** acting carelessly

**2 Which question is answered in the program description at the top of this application?**

- F** Which groups of people volunteer?
- G** How many volunteers are needed?
- H** When did the volunteer program start?
- J** Where are the volunteers needed most?

**3 According to the section “Departments With Immediate Needs,” which position requires Internet experience?**

- A** Community Education Volunteer
- B** Library Craft Instructor
- C** Criminal Investigation Aide
- D** Park Trails Crew

**4 A person who works as a Criminal Investigation Aide will need to —**

- F** have experience conducting interviews
- G** know how to create an Internet webpage
- H** be in excellent physical condition
- J** have a background compiling statistics

**5 Read this sentence from the application.**

**Performing community services pays big dividends in the form of satisfaction and pride.**

**The author uses this sentence to emphasize that volunteer work —**

- A** allows the community to save money
- B** helps make life easier for other people
- C** prepares the volunteer for a managerial job
- D** gives the volunteer a good feeling

**6 The information in this application supports the idea that —**

- F** volunteers can help the city fill a variety of jobs
- G** the city prefers people to volunteer in groups
- H** volunteers move into paying jobs with the city
- J** the city needs more volunteers than surrounding communities



**7 Which question is answered in this application?**

- A** Who supervises the Criminal Investigation Aide?
- B** How often does a Park Trails Crew member work?
- C** Do all positions require a driver's license?
- D** Is there a minimum age for volunteers?

**8 Information in this application suggests that volunteers' schedules —**

- F** must include at least one day a week
- G** are based on the age of the volunteer
- H** vary from department to department
- J** will be sent to volunteers by e-mail

**9 The information requested on this application suggests that some volunteer positions —**

- A** require a person to drive
- B** are available only to seniors
- C** are located in other states
- D** will lead to full-time jobs

**10 Which position from the section titled “Departments With Immediate Needs” would *best* fit a volunteer whose skills include woodworking and gardening?**

- F** Community Education Volunteer
- G** Library Craft Instructor
- H** Criminal Investigation Aide
- J** Park Trails Crew

**11 The information requested in this application suggests that some volunteers are required to —**

- A** leave school early
- B** use a computer
- C** learn a language
- D** work every day

**12 The applicant is asked to provide all of the following EXCEPT —**

- F** interests
- G** preferred locations
- H** education
- J** available hours

**Go to the next  
page and continue  
working.**

**Directions: Read the selection and answer the questions that follow.**

**from Brighton Beach Memoirs**

*Neil Simon*

The following selection is an excerpt from a play set in New York City in the 1940s.

- 1 *It's around six-thirty and the late-September sun is sinking fast. KATE JEROME, about forty years old, is setting the table. Her sister, BLANCHE MORTON, thirty-eight, is working at a sewing machine. LAURIE MORTON, aged thirteen, is lying on the sofa reading a book.*
- 2 *Outside on the grass stands EUGENE JEROME, almost but not quite fifteen. He is wearing knickers,<sup>1</sup> a shirt and tie, a faded and torn sweater, Keds® sneakers, and a blue baseball cap. He has a beaten and worn baseball glove on his left hand, and in his right hand he holds a softball that is so old and battered that it is ready to fall apart.*
- 3 *On an imaginary pitcher's mound, facing left, he looks back over his shoulder to an imaginary runner on second, then back over to the "batter." Then he winds up and pitches, hitting an offstage wall.*
- 4 EUGENE One out, a man on second, bottom of the seventh, two balls, no strikes . . . Ruffing checks the runner on second, gets the sign from Dickey, Ruffing stretches, Ruffing pitches—*(He throws the ball)* Caught the inside corner, steerike one! Atta baby! No hitter up there. *(He retrieves the ball)* One out, a man on second, bottom of the seventh, two balls, one strike . . . Ruffing checks the runner on second, gets the sign from Dickey, Ruffing stretches, Ruffing pitches—*(He throws the ball)* Low and outside, ball three. Come on, Red! Make him a hitter! No batter up there. In there all the time, Red.
- 5 BLANCHE *(Stops sewing)* Kate, please. My head is splitting.
- 6 KATE I told that boy a hundred and nine times. *(She yells out)* Eugene! Stop banging the wall!
- 7 EUGENE *(Calls out)* In a minute, Ma! This is for the World Series! *(Back to his game)* One out, a man on second, bottom of the seventh, three balls, one strike . . . Ruffing stretches, Ruffing pitches—*(He throws the ball)* Oh, no! High and outside, JoJo Moore walks! First and second and Mel Ott lopes up to the plate . . .
- 8 BLANCHE *(Stops again)* Can't he do that someplace else?
- 9 KATE I'll break his arm, that's where he'll do it. *(She calls out)* Eugene, I'm not going to tell you again. Do you hear me?

<sup>1</sup>knickers – full pants that are gathered and banded just below the knee

- 10 EUGENE It's the last batter, Mom. Mel Ott is up. It's a crucial moment in World Series history.
- 11 KATE Your Aunt Blanche has a splitting headache.
- 12 BLANCHE I don't want him to stop playing. It's just the banging.
- 13 LAURIE (*Looks up from her book*) He always does it when I'm studying. I have a big test in history tomorrow.
- 14 EUGENE One pitch, Mom? I think I can get him to pop up. I have my stuff today.
- 15 KATE Your father will give you plenty of stuff when he comes home! You hear?
- 16 EUGENE All right! All right!
- 17 KATE I want you inside *now*! Put out the water glasses.
- 18 BLANCHE I can do that.
- 19 KATE Why? Is his arm broken? (*She yells out again*) And I don't want any back talk, you hear? (*She goes back to the kitchen*)
- 20 EUGENE (*Slams the ball into his glove angrily. Then he cups his hand, making a megaphone out of it, and announces to the grandstands*) "Attention, ladeees and gentlemen! Today's game will be delayed because of my Aunt Blanche's headache . . ."
- 21 KATE Blanche, that's enough sewing today. That's all I need is for you to go blind.
- 22 BLANCHE I just have this one edge to finish . . . Laurie, darling, help your Aunt Kate with the dishes.
- 23 LAURIE Two more pages, all right, Ma? I have to finish the Macedonian Wars.
- 24 KATE Always studying, that one. She's gonna have some head on her shoulders. (*She calls out from the kitchen*) Eugene!!
- 25 EUGENE I'm coming.
- 26 KATE And wash your hands.
- 27 EUGENE They're clean. I'm wearing a glove. (*He throws the ball into his glove again . . . then he looks out front and addresses the audience*) I hate my name! Eugene Morris Jerome . . . It is the second worst name ever given to a male child. The first worst is Haskell Fleischmann . . . How am I ever going to play for the Yankees with a name like Eugene Morris Jerome? You have to be a Joe . . . or a Tony . . . or Frankie . . . If only I was born Italian . . . All the best Yankees are Italian . . . My mother makes spaghetti with ketchup, what chance do I have? (*He slams the ball into his glove again*)
- 28 LAURIE I'm almost through, Ma.
- 29 BLANCHE All right, darling. Don't get up too quickly.

- 30 KATE (*To LAURIE*) You have better color today, sweetheart. Did you get a little sun this morning?
- 31 LAURIE I walked down to the beach.
- 32 BLANCHE Very slowly, I hope?
- 33 LAURIE Yes, Ma.
- 34 BLANCHE That's good.
- 35 EUGENE (*Turns to the audience again*) She gets all this special treatment because the doctor says she has kind of a flutter in her heart . . . I got hit with a baseball right in the back of the skull, I saw two of everything for a week and I still had to carry a block of ice home every afternoon . . . Girls are treated like queens.

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**13 What do the stage directions in lines 2 and 3 tell the reader about Eugene?**

- A He is an exceptional athlete in only one sport.
- B He likes to pretend playing in games.
- C He takes care of his athletic equipment.
- D He enjoys watching professional baseball games.

**14 The descriptions of the baseball game in lines 4 and 7 are significant because they —**

- F identify Eugene's favorite team
- G establish the setting of the selection
- H reflect the nature of professional sports
- J reveal Eugene's character and interests

**15 In line 5, when Blanche says, “My head is splitting,” she is speaking —**

- A** analytically
- B** symbolically
- C** figuratively
- D** informally

**16 The stage directions at the end of line 27 suggest that Eugene’s character is —**

- F** frustrated
- G** disrespectful
- H** anxious
- J** mischievous

**17 The main conflict in this selection is between —**

- A** Eugene and Kate
- B** Kate and Blanche
- C** Blanche and Laurie
- D** Laurie and Eugene

**18 The author creates humor in this selection by making —**

- F** Eugene a sarcastic character
- G** Kate an authoritative character
- H** Laurie a sympathetic character
- J** Blanche a complaining character

**19 What does the author use to create a feeling of excitement in Eugene’s fictitious baseball game?**

- A** A comparison to a real game
- B** Exaggerated characterization
- C** A play-by-play description
- D** Explicit stage directions

**20 In this selection, Eugene’s character is *best* described as a —**

- F** villain
- G** dreamer
- H** rebel
- J** trickster



**21 Which of these sources should a student use to find more information about the author of this selection?**

- A *Memorable One-Act Plays*
- B *An Anthology of Contemporary Drama*
- C *Broadway's Best Comedies*
- D *Great Playwrights of the Twentieth Century*

**22 A student is asked to write a critical analysis of Simon's play. Which resource would be *most* helpful in analyzing the structure of the play?**

- F *How to Write Dialogue for Fiction*
- G *Broadway's Twenty Greatest Plays*
- H *Plot Development Through Stage Directions*
- J *Creating Memorable Supporting Characters*

**23 Which literary technique does the writer use in line 35?**

- A Dialogue
- B Aside
- C Foreshadowing
- D Flashback

**Directions: Read the selection and answer the questions that follow.**

## **Ancient Canals: The Old Is New Again**

- 1 Many specialized plants and animals call the Sonoran Desert home. Rains are intermittent in this arid climate, which has forced desert dwellers to adapt in a variety of ways. Many plants have needles and thorns instead of leaves, which help conserve water. Animals sleep in shady dens or holes during the day and emerge at night when the temperature drops. Humans, like the Hohokam people, have also adapted to this environment by constructing canals to channel water from areas where it is plentiful to areas where it is scarce.
- 2 Both Phoenix and Tucson, Arizona, were built near and, in some cases, on ancient cities of the Hohokam people. These cities, in recent years, have refurbished some of their oldest canals, transforming ancient American Indian (First American) wonders into modern marvels.

### **The Phoenix Basin**

- 3 The Hohokam's canal system along the Phoenix Basin was the most complex and well-designed in early North America. For many years archaeologists believed that the ancient canals around Phoenix were the oldest in North America. Over many years, the Hohokam built this system of canals to channel water from the Salt River and the Gila River. Using wooden tools and baskets to remove the soil and level the canal bed, the Hohokam built miles of canals to irrigate their fields of corn, squash, and beans. These crops would have been impossible to cultivate without the diverted water.
- 4 Researchers are amazed by the technological complexity of the ancient Hohokam canal system. The turbulent rivers of the Phoenix Basin posed a particular challenge. The powerful water could easily wash away stone and dirt walls at the junction between river and canal. The Hohokam solved this problem by building canals on terraces, allowing the rivers to flood the area leading up to the canals. The canals would simply drain the terraces as they filled with water. The canals sloped gradually away from the rivers, which allowed water to flow to farming plots in the desert many miles away.

### **The Tucson Basin**

- 5 Tucson's canals date back nearly three thousand years and are still in use. In fact, the Tucson Basin's canal system is the oldest in North America. The Hohokam, it now seems, built the canals in Tucson far earlier than the network that was discovered in the Phoenix Basin. The Tucson canals differ from those in Phoenix because of the character of the Santa Cruz River. Compared to the Salt and Gila Rivers, the Santa Cruz River is rather calm. Because the Santa Cruz flows more slowly than the Salt and Gila Rivers, researchers believe the Hohokam developed and honed their canal-building skills along its shores. Later they expanded into the Phoenix Basin and continued to develop their canal-building expertise.

- 6 In the Tucson Basin, small farming communities bloomed along the river, each with a small network of stone-lined canals to irrigate the Hohokam's crops. Tucson Basin canals carried water from about half a mile to two or three miles away from the banks of the river. The canals did not always link with one another, although some did if enough water was available. Later canals tended to be larger and longer before they spilled into stone-lined tanks at the fields where the water was needed. In some areas the Hohokam actually built large reservoirs. On one side of each reservoir, a large rock could be moved to allow the water to flow into the fields as needed.
- 7 While this system is impressive, scientists have examined the sediment in the Tucson Basin canals and have learned that the canals did not carry water year round. Plants like cattails that are usually found growing around consistent sources of water are absent from the canal sediments. Pools and reservoirs would therefore have been important for storing water during the dry season. Researchers believe that the canals in the Tucson Basin carried water only during the more temperate months, coinciding with the seasons when the farmers would grow their crops. All along the Santa Cruz, tenacious farmers planted, tended, and harvested crops, providing agricultural products in a part of the country that, even today, is far more famous for desert wildlife than for agriculture. Archaeologists have uncovered evidence of corn, beans, tobacco, and cotton in the farming plots fed by Tucson Basin canals.

### **Still Flowing**

- 8 Amazingly, the Hohokam canal systems in both Phoenix and Tucson are, to some degree, still in use. When city planners needed to route water for irrigation and drinking from the Salt, Gila, and Santa Cruz Rivers, they discovered that the lines dug by the Hohokam thousands of years ago were located along the most efficient routes. Consequently, engineers built new city water canals directly over some of the lines built by the Hohokam thousands of years ago.

**24** Based on the context, the word intermittent in paragraph 1 means —

- F** not beneficial
- G** in certain seasons
- H** not frequent
- J** above average

**25** In paragraph 2, the word refurbished means —

- A** overlooked
- B** approved
- C** covered
- D** updated

**26** Which of these is a synonym for the word junction in paragraph 4?

- F** connection
- G** space
- H** flow
- J** bottom

**27 What conclusion may the reader *best* draw from paragraph 1?**

- A** People and animals living in the desert are more active at night.
- B** Plants that have needles and thorns can survive in any environment.
- C** Plants and animals have difficulty adapting to desert environments.
- D** People in the desert changed the landscape to improve their lives.

**28 Which is the *most* accurate summary of the information in paragraph 7?**

- F** Because the canals could not fill with water, pools and reservoirs had to keep water flowing continuously.
- G** The canals were designed to provide a year-round supply of drinking water for humans and animals.
- H** Because the canals were dry during the summer, pools and reservoirs to store water were important elements of the canal system.
- J** The canal system worked well when water levels were high, but in the summer months it failed, leaving people without water for agriculture.

**29 Which subject heading from an online library catalog would *best* help a reader find more information about canals used for irrigation?**

- A** Canals: Keep Them Clean
- B** Canals and City Planning
- C** Farming and the Use of Canals
- D** Water Shortages: Canals Running Dry

**30 Which *best* expresses the main idea of this selection?**

- F** Canals are used in western states to provide water for drinking and irrigation.
- G** Most people mistakenly associate Arizona with desert instead of agriculture.
- H** The Hohokam built remarkable canals, some of which are still in use.
- J** Desert plants and animals have special features that help them conserve water.

**31 Which question about the canals is *not* answered in this selection?**

- A** How long did it take to build the canals?
- B** What was the original purpose of the canals?
- C** How was soil removed to form the canals?
- D** What types of crops were supplied with water from the canals?

**32 What evidence suggests that the canals were dry at times during the year?**

- F** Scientists have not found remains of water plants around the canals.
- G** The canals were also used for purposes other than irrigation.
- H** The harvesting of crops would not be possible if the canals made the ground too wet.
- J** Researchers have discovered that it was possible to drain most of the canals.

**33 Why do researchers believe the Hohokam developed their canal-building skills along the Santa Cruz River?**

- A** The scientists have recently found written accounts of the construction process.
- B** The Salt and Gila Rivers flow out from the Santa Cruz River.
- C** The Santa Cruz River flows more slowly than the Salt and Gila Rivers.
- D** The scientists have found more modern tools around other canal sites.

**34 Based on this selection, the reader may *best* conclude that the Hohokam —**

- F** would sell goods to neighboring tribes
- G** would travel great distances during the year
- H** were mainly an agricultural society
- J** were constantly changing their building methods

**35 Which question about the construction of the canals is *not* addressed in this selection?**

- A** Did the Hohokam use the canals for watering cattle as well?
- B** Why were the canal systems built on terraces?
- C** How do the modern canals use the Hohokam canals?
- D** Where are the canal systems located?

**Directions: Read the report and answer the questions that follow.**

**The following is a draft of a report written by an eleventh-grade student for her English class.**

Martinez 1

Anabel Martinez  
Mr. Teal  
English III  
29 April 2006

## **The Secret to Staying Healthy**

- 1 A high school championship basketball game, a study session for the chemistry test, play practice, washing the dinner dishes—the list of daily activities and chores that demand a person’s time is infinite. How can anyone manage to fit them into an increasingly overloaded schedule? Frequently, people just stay up later or start their mornings earlier, and sleep is forfeited without much concern. However, research studies show that this may be a damaging choice. If people do not sleep enough each night, they are harming their health in significant ways.
- 2 First, a lack of sleep weakens the human immune system. The body secretes certain chemicals and hormones only during sleep, and the immune system needs these chemicals to function properly. For example, Michael Irwin, a psychiatrist at the San Diego Veterans Affairs Medical Center, studied the immune systems of twenty-three men who received half their usual sleep. The activity of their “natural killer cells,” which fight off infection, dropped 30 percent (“Fail to Snooze, Immune Cells Lose” 11). Sleep is the fuel that keeps the immune system working at a 100 percent capacity, and people who ignore that need are more likely to be susceptible to viruses, which they are exposed to daily.
- 3 A chronic lack of sleep can be responsible for triggering certain diseases as well. Seventy-two thousand nurses participated in a study to test this concept. Those who slept six hours a night had an 18 percent higher risk for heart disease than those who slept eight hours. Participants who slept five or fewer hours a night had an amazing 37 percent higher risk of heart disease (White 49). Researchers concluded that low amounts of sleep can lead to high blood pressure, or hypertension, which, in turn, damages blood vessels and causes relevant problems such as stroke and heart disease (Almasi 171).
- 4 A shortage of sleep also affects the brain’s ability to function. The brain needs new “energy molecules” to replace those being used daily (Kotulak 15). These energy molecules are manufactured during sleep, and when the supply is low, the body automatically begins to feel drowsy. “Your judgment goes way down when this happens. Your alertness suffers and your reaction time decreases” (15). As a result, a tired brain increases a person’s risk for serious accidents, especially on a job where being physically prepared is important, such as construction work. Driving when tired is also extremely risky.



- 5 The brain's memory power is further hampered by a sleep shortage. Researchers at the University of Chicago tested a group's ability to recall some difficult words, and the group's ability to remember soared when retested after a night's sleep (Fischman). In the same way, a good night's sleep is important for students. Being well-rested helps their brains process new course material and retain the knowledge. In fact, studies show that students who sleep longer have better academic records (Wadeley 21).
- 6 Finally, a lack of sleep leads to dangerous levels of the stress hormone cortisol. Normally, this hormone prepares a body for action, and, in the evening, when it is no longer needed, the body stops producing it. However, when people do not sleep enough, the levels of cortisol in their blood remain elevated. This hormone then prevents the repair and growth of muscle tissue (Garrick 134). High levels of cortisol also "damage brain cells, causing shrinkage in the hippocampus, a critical region of the brain that regulates learning" (Kotulak 16). A person is biologically programmed: everyone needs sleep for his or her hormones to function properly.
- 7 Too often, sleep is sacrificed when schedules explode with activities and obligations. Research shows that limiting one's sleep is not a wise choice at any age. A good night's sleep has far-reaching benefits that include a healthy immune system, a healthy body, and an alert and functioning brain.

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### Works Cited

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Because of testing constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this report.

**36 Which question is answered in paragraph 1?**

- F** Is sleep essential to physical well-being?
- G** How can people improve their sleeping habits?
- H** What is the most demanding daily activity?
- J** How can sleep enhance a person's health?

**37 Which of these would be the *best* heading for paragraph 1 of this report?**

- A** Lowering Stress
- B** Too Busy to Sleep
- C** Sleep Time
- D** The Growing Danger

**38 Which of the following would *best* help a student evaluate the accuracy of the information in this report?**

- F** Asking teachers if they agree with the information
- G** Observing how someone feels after a night with little sleep
- H** Checking the sources listed in the Works Cited
- J** Rereading the report to identify support for its major points

**39** Based on the information in this report, the reader may *best* conclude that people who are well-rested are more likely to —

- A make better decisions at work
- B have careful driving habits
- C have better relationships with their families
- D study more at home

**40** Which of the following works cited should *most* likely be checked for accuracy?

- F "Get All-Day Energy Even if You're Low on Sleep"
- G "Fail to Snooze, Immune Cells Lose"
- H "Researchers: Lack of Sleep May Cause Aging, Stress, Flab"
- J "Sleep and Academic Performance: How You Should Approach Your Coursework"

**41** People who lack sleep are susceptible to viruses because —

- A they have high cortisol levels
- B their natural defenses are weakened
- C they have low levels of energy molecules
- D their brain cells are damaged

**42 Inadequate sleep impairs a person’s judgment by —**

- F** raising blood pressure
- G** reducing natural “killer cells”
- H** allowing stress hormones to rise
- J** interfering with energy molecule production

**43 In which of these sources should the reader look to evaluate the impact of tiredness on driving performance?**

- A** An article about automobile safety features
- B** An annual report on the causes of automobile accidents
- C** An automobile safety report for consumers
- D** An article about interior comforts of today’s automobiles

**44 Based on the information in this report, the reader may *best* conclude that sleep —**

- F** has little effect on the body’s immune system
- G** causes swelling in certain regions of the brain
- H** reduces the level of cortisol in a person’s blood
- J** slows down the deterioration of muscle tissue

**45 Based on this report, people who sleep eight hours a night can expect to —**

- A** become immune to all diseases
- B** create a surplus of “energy molecules”
- C** have more active “killer cells”
- D** become better athletes

**46 According to White’s study, people with the greatest risk for heart disease are those —**

- F** with irregular work schedules
- G** who are most susceptible to viruses
- H** who sleep fewer than five hours a night
- J** with moderate cortisol levels in their blood

**47 Read this sentence.**

**When Makeah heard the joyful news, he felt lighter than he had in days. He smiled, and it was as if a heavy black cloak was lifted from his shoulders.**

**In this sentence, the cloak represents Makeah’s —**

- A** relief
- B** sadness
- C** clothing
- D** weight

**48 Read this sentence.**

**A person without purpose is a sailor at sea without a compass.**

**The sentence contains an example of —**

- F** an oxymoron
- G** an allusion
- H** a metaphor
- J** a pun

**49 Read this sentence.**

**The overworked engine coughed, sputtered, whined, and then died.**

**The sentence contains an example of —**

- A** personification
- B** paradox
- C** alliteration
- D** apostrophe

**50 Read this excerpt.**

**The valley was gently covered in a blanket of snow. The fat, wet snowflakes piled on the branches of the spruce trees and on the telephone lines, weighing them down. As the snow accumulated, the rabbits, foxes, and people nestled down in their dens. Silent smoke rose from snow-covered roofs against a gray sky.**

**In the excerpt, the tone is set by the author's use of —**

- F** imagery
- G** allusion
- H** understatement
- J** metaphor



### Answer Key-EOC030-R0118

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	C	001	Use word analysis strategies and information resources
2	F	002	Demonstrate comprehension of printed materials
3	C	001	Use word analysis strategies and information resources
4	F	002	Demonstrate comprehension of printed materials
5	D	002	Demonstrate comprehension of printed materials
6	F	002	Demonstrate comprehension of printed materials
7	B	002	Demonstrate comprehension of printed materials
8	H	002	Demonstrate comprehension of printed materials
9	A	002	Demonstrate comprehension of printed materials
10	J	002	Demonstrate comprehension of printed materials
11	B	002	Demonstrate comprehension of printed materials
12	G	001	Use word analysis strategies and information resources
13	B	002	Demonstrate comprehension of printed materials
14	J	002	Demonstrate comprehension of printed materials
15	C	002	Demonstrate comprehension of printed materials
16	F	002	Demonstrate comprehension of printed materials
17	A	002	Demonstrate comprehension of printed materials
18	F	002	Demonstrate comprehension of printed materials
19	C	002	Demonstrate comprehension of printed materials
20	G	002	Demonstrate comprehension of printed materials
21	D	001	Use word analysis strategies and information resources
22	H	001	Use word analysis strategies and information resources
23	B	002	Demonstrate comprehension of printed materials
24	H	001	Use word analysis strategies and information resources
25	D	001	Use word analysis strategies and information resources
26	F	001	Use word analysis strategies and information resources
27	D	002	Demonstrate comprehension of printed materials
28	H	002	Demonstrate comprehension of printed materials
29	C	001	Use word analysis strategies and information resources
30	H	002	Demonstrate comprehension of printed materials
31	A	002	Demonstrate comprehension of printed materials
32	F	002	Demonstrate comprehension of printed materials
33	C	002	Demonstrate comprehension of printed materials
34	H	002	Demonstrate comprehension of printed materials
35	A	002	Demonstrate comprehension of printed materials
36	F	002	Demonstrate comprehension of printed materials
37	B	002	Demonstrate comprehension of printed materials
38	H	002	Demonstrate comprehension of printed materials
39	A	002	Demonstrate comprehension of printed materials
40	F	001	Use word analysis strategies and information resources
41	B	002	Demonstrate comprehension of printed materials
42	J	002	Demonstrate comprehension of printed materials
43	B	002	Demonstrate comprehension of printed materials
44	H	002	Demonstrate comprehension of printed materials
45	C	001	Use word analysis strategies and information resources
46	H	001	Use word analysis strategies and information resources
47	B	002	Demonstrate comprehension of printed materials
48	H	002	Demonstrate comprehension of printed materials
49	A	002	Demonstrate comprehension of printed materials
50	F	002	Demonstrate comprehension of printed materials



### EOC Reading (2002), Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	091
2	139
3	168
4	189
5	206
6	221
7	234
8	245
9	255
10	265
11	274
12	283
13	291
14	299
15	306
16	313
17	320
18	327
19	334
20	341
21	347
22	354
23	360
24	367
25	373
26	380
27	386
28	392
29	399
<b>30</b>	<b>406</b>
31	412
32	419
33	426
34	433
35	440
36	448
37	456
38	464
39	473
40	482
41	492
<b>42</b>	<b>502</b>
43	514
44	527
45	541
46	559
47	580
48	600
49	600
50	600





