

**VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

Spring 2001 Released Test

**GRADE 8
ENGLISH:
Reading/Literature and Research**

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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 shadow
- D** a tree

B The imagery in this poem creates a mood of —

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

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

The Case of the Last-Minute Clue

- 1 As soon as Danny Samuel arrived home from school, he pulled the crumpled piece of paper from his pocket and looked at it again. “Who could have written this?” he wondered for the thousandth time since finding the note taped to his locker door.
- 2 Danny reread the note in hopes of finding a clue to the writer’s identity. “The bolts were loose so I tightened them. I accidentally got grease on the bridge and couldn’t get it off. You’ll need to repaint the greasy spot before tonight, but the bridge is sturdy now!”
- 3 When Danny had first read this message, he thought someone was trying to pull a prank on him. “Bolts? Bridges?” he puzzled. Then he remembered his project for the Science Exhibition that would be held in the school gym tonight. The mysterious “helper” had to be someone who was also competing.
- 4 Danny was sure that his project, a model suspension bridge, was among the top contenders for an award. To prove the bridge’s strength, Danny would fill two toy trucks to overflowing with rocks and place them on the bridge. That night, he would perform this demonstration before an audience of students and parents. Later, the judges would present ribbons to the winners, and Danny was hoping to receive one.
- 5 After finding the note, Danny had gone to the gym to check his project. Sure enough, there was a greasy smudge where someone had held the bridge to steady it while tightening the bolts that attached the cables to the supports for the bridge. Danny felt certain that the bolts had loosened when he carried the bridge from the science room to the gym. He had been in such a hurry to get to his next class that he hadn’t taken the time to check the bolts or anything else. “Thank goodness!” thought Danny. “If someone hadn’t noticed and tightened the loose bolts, the bridge would have collapsed the minute I put the trucks on it. My project would have failed!”
- 6 Danny explained the fortuitous event to his mother. She encouraged him to eat quickly and return to the gym to paint over the greasy smudge. “Maybe I’ll even find some clues to tell me who my ‘helper’ is,” Danny said, as he packed a paintbrush, some paper towels, and the jar of bright orange paint that he had used on the bridge.
- 7 At school, Danny went straight to the gym. Some students were already looking at the exhibits which had been arranged on a platform. Danny carefully painted the smudged area and then examined his project one last time. Finding nothing amiss, he stashed his painting materials under the platform.
- 8 Danny decided to look at the other projects, still hoping to find some clue to the identity of his “helper.” The competition this year had been especially tough, and he was anxious to know which classmate had been so thoughtful.
- 9 Bob Wyatt’s project was a good one. Bob wanted to be an astronaut someday, and his model of a future space station, complete with solar panels and communication satellites, was sure to receive an award. “No clues here,” thought Danny.
- 10 On the other side of Bob’s project was Joe Don Mason’s operational wind tunnel. It, too, was exemplary. The tunnel wall was made of clear plastic, and a tiny handmade glider was visible inside the tunnel. Everyone had expected Joe Don to do something with wheels or motors because he was always working on his bicycle or talking about the car he was restoring in his garage at home. “No clues here either,” muttered Danny.

- 11 Seeking inspiration elsewhere, Danny wandered around several other projects. He saw Sun Mai Lee's colorful display on the formation of desert mirages, J.J. Brandon's layout of the cables that make up automobile circuits, and Elena East's exceptional environmental exhibit. "No clues anywhere," Danny decided, as he drifted back toward his own project.
- 12 Danny glanced toward the gym door and saw Joe Don hurrying toward the platform. Draped over Joe Don's shoulder was the olive-drab canvas bag that contained his collection of hand tools. Joe Don never went anywhere without that bag. He was proud of the fact that he could keep his old bike on the road, even if he did have to stop every mile or two to tighten something.
- 13 Joe Don and Danny reached the platform at the same time. Danny noticed that Joe Don's hands were greasy. Suddenly, a big smile appeared on Danny's face. "Working on that bike again, huh?" he asked. Joe Don nodded and held up his greasy hands. Danny reached under the platform and pulled out his roll of paper towels. "Thanks for taking the time to tighten the bolts on my bridge," Danny said gratefully.
- 14 "Oh, that was really hard work," replied Joe Don with a grin.
- 15 "You saved my demonstration," Danny insisted, as he handed a paper towel to his smudge-laden friend.

1 The main idea of the first three paragraphs is that Danny —

- A didn't know the identity of his helper
- B entered his project in the science exhibition
- C painted some greasy spots on his project
- D read a message someone left for him

2 Danny was in a hurry to eat so he could —

- F call a friend to ask about the note
- G get back to school to paint his project
- H watch his favorite television program
- J go to the store to buy brushes and paper towels

3 From paragraph 5, the reader learns all of these *except* —

- A where Danny's project was
- B why the bolts were loose on the bridge
- C when Danny would have discovered the loose bolts
- D what kind of material Danny used in his project

4 Which word *best* describes how Danny felt toward his "helper?"

- F Envious
- G Concerned
- H Suspicious
- J Grateful

5 With which words does the author foreshadow the identity of Danny’s “helper?”

- A “He was always working on his bicycle.”
- B “No clues here yet.”
- C “Tonight he would perform his demonstration.”
- D “Danny decided to look at other projects.”

6 In paragraph 6, the word fortuitous means —

- F chance happening
- G special project
- H hopeful wish
- J difficult contest

7 The author provides enough information for the reader to conclude that —

- A Bob Wyatt’s project should have included a motor
- B Sun Mai Lee once lived in a desert
- C J.J. Brandon’s project had a good chance of winning
- D Joe Don had looked closely at Danny’s project

8 Even though Joe Don said “Oh, that was really hard work,” the reader is aware that in reality —

- F the job was an easy one for him
- G Joe Don was resentful of having to help Danny
- H only a good mechanic could have done the job
- J Joe Don’s project was not as good as Danny’s

9 The title of this selection suggests that it would *most* likely be found in which of these books?

- A *Science Exhibition Projects*
- B *Writing Good Notes*
- C *Bridges That Made History*
- D *Real Life Mysteries*

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

The Legend of Slewfoot-Sue

Deep in the heart of Texas
Where Pecos Bill did ride,
Folks tell the story of the gal
He chose to be his bride.

- 5 Her hair was blonde and curly,
Her eyes were deep-sea blue,
And she could ride and rope and shoot,
The gal called Slewfoot-Sue.

- “If you’ll buy me a wedding gown,
10 If I can ride your horse,
I’ll marry you,” said Slewfoot-Sue,
And Bill replied, “Of course.”

- The gown he bought was lacy white,
Its bustle soft and wide.
15 “Before we say I do,” she said,
“I think I’ll take a ride.”

- The horse’s name was “Lightning”
And if you wonder why,
When Slewfoot sat upon his back
20 He pitched her to the sky.

They say she flew around the moon
Before she came back down.
Bill said, “I’ll catch you, Slewfoot-Sue,
Before you touch the ground.”

- 25 But she landed on her bustle
And sprang back up real far.
She kept a-bouncin’ up and down
Just like a shooting star.

- But Pecos Bill would not give up
30 “Here’s what I’m gonna do!
I’ll lasso a tornado
and rescue Slewfoot-Sue!”

- So he roped the storm and caught her
and they rode upon the wind
35 Until the storm subsided.
I swear it’s true, my friend.

- Now some folks say they married,
Some say that’s not true,
But she never rode a horse again,
40 The gal called Slewfoot-Sue!

10 From whose point of view is the story told in this poem?

- F** Pecos Bill
- G** Unknown narrator
- H** Slewfoot-Sue
- J** Lightning

11 Which question does stanza 3 answer?

- A** What did Sue look like?
- B** What did Sue want?
- C** Was Bill able to lasso a tornado?
- D** Did Bill get Sue her own horse?

12 What is the rhyme pattern for each stanza?

- F** aabc
- G** abca
- H** abac
- J** abcb

13 How did Slewfoot-Sue change in the last stanza from stanza 3?

- A** She never saw Pecos Bill again.
- B** She didn't ride horses anymore.
- C** She learned to rope and shoot.
- D** She married Bill.

14 Bill's horse was named "Lightning" for its —

- F** intelligence
- G** power
- H** color
- J** size

15 The lack of punctuation at the ends of some lines gives the reader a feeling —

- A** of doubt
- B** of continuing thought or action
- C** that something is missing
- D** that there should be a pause at the end of every line

16 Which phrase from the poem tells something that Sue and Bill did together?

- F** ... roped the storm ...
- G** ... kept a-bouncin' up and down ...
- H** ... rode upon the wind ...
- J** ... flew around the moon ...

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

Nature's Perfect Flying Machine

- 1 Birds have many extraordinary characteristics, including keen vision and the ability to imitate sounds such as human voices. It is their ability to fly, however, that is their most conspicuous and remarkable trait. Birds are well equipped for soaring through the sky.

Characteristics Enabling Flight

- 2 One characteristic that makes flight possible for birds is the lightness of their bodies. All of a bird's bones are extremely thin, and most are hollow. Many of the bones are fused, a quality that adds strength to the otherwise delicate frame. Also contributing to the bird's lightness is its unusual type of mouth. The beak is a thin layer of horn-like material that has little mass because it lacks teeth or jawbones.
- 3 Another important factor enabling birds to fly is the feather, a feature no other animal group shares. Birds have several different kinds of feathers. Some feathers keep them warm, some are just for adornment, and some (the contour feathers) enable birds to fly. Each contour feather has its own set of muscles that is connected to the bird's wing bones. Contour feathers consist of a stiff shaft with a flat web of smaller shafts protruding from both sides. [See Diagram 1.] The smaller shafts are called barbs. Barbs have rows of even smaller shafts called "barbules" jutting out on either side of them. The barbules of the contour feathers interlock to create a solid surface that can successfully push against the air during flight.

The Mechanics of Flight

- 4 Once in the air, the feathers at the tip of the bird's wing work like the propeller of an airplane to move it forward. In flight, a bird flaps its wings downward to a point that is even with its beak. [See Diagram 2.] At this point, the feathers at the tip of each wing twist at an angle to the rest of the wing so that they point directly forward. As the wing is pulled back for the upstroke, the feathers push against the air which moves the bird's body forward. The remaining upward and backward movement of the wings' upstroke provides another small push forward.
- 5 When a bird's wings are spread, the wing bones and the feathers form a shape that helps the bird to maintain flight. This shape is fairly flat on the bottom and rounded on the top. As air moves past the wing, some flows over the top of the wing and some flows underneath. The wing's curvature causes the air flowing above the upper edge of the wing to move more quickly than the air flowing below the wing. Along with this difference in speed comes a difference in the pressure the air exerts on each side of the wing. The fast-moving air exerts less pressure on the top of the wing than the slower-moving air below the wing. This difference in pressure creates the "lift" needed to push the bird upward.
- 6 Thanks to their super-lightweight body structure and the special way their wings work, birds are the most beautiful and graceful of nature's flying creatures. Even airplanes, which may greatly exceed the power and speed of any animal, cannot match the grace and style of avian flight.

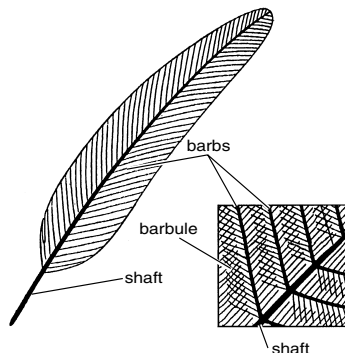


Diagram 1

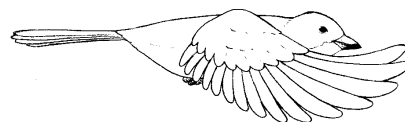
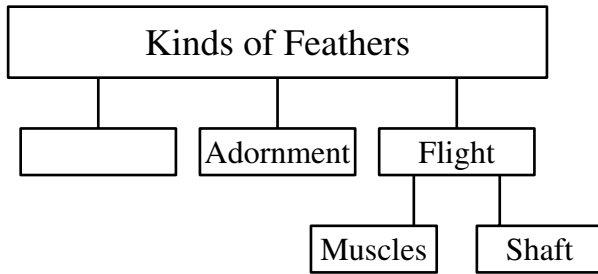


Diagram 2

- 17 The following chart shows how the information is organized in paragraph 3.



Which word belongs in the blank?

- A Upstroke
 - B Warmth
 - C Interlocking
 - D Solid
- 18 If a bird's bones were thicker and more solid, a bird *probably* could —
- F fly longer
 - G fly higher
 - H not fly at all
 - J fly faster
- 19 Which question does paragraph 5 answer?
- A What quality of vision do birds possess?
 - B What types of feathers do birds have?
 - C What is meant by the term "lift"?
 - D How high can birds fly?
- 20 In paragraph 6, the word avian means —
- F relating to birds
 - G tending to be light
 - H the process of flying
 - J in a delicate manner

21 Which sentence expresses the main idea of the article?

- A Birds are uniquely crafted to fly.
- B Birds have beautiful feathers.
- C Airplane propellers remind an observer of a bird's wings.
- D The beaks of birds may break easily.

22 Which is the *best* summary for this selection?

- F A bird's light body and feathers make it well suited for flight, and its wings move in a special way in the air.
- G When a bird's wings are spread, its wings and feathers form a special shape that helps the bird to maintain flight.
- H The upward and backward movement of the wing during upstroke helps to push a bird forward as it flies.
- J The ability of a bird to fly makes it more interesting to read about than any other kind of animal.

23 The reader can tell from the style and form of this selection that the author's main purpose is to —

- A create powerful images
- B give detailed instructions
- C tell an entertaining story
- D present scientific facts

24 Look at this thesaurus entry.

mass *n.* 1. bulk, heap, mound.
2. company, crowd, gathering.
3. magnitude, size, weight.
4. accumulation, collection, assembly.

Which set of meanings from the thesaurus entry is closest to the meaning of the word mass in paragraph 2 of the selection?

- F accumulation, collection
- G heap, mound
- H company, crowd
- J size, weight

25 Which of the author's opinions is *best* supported by the facts in this selection?

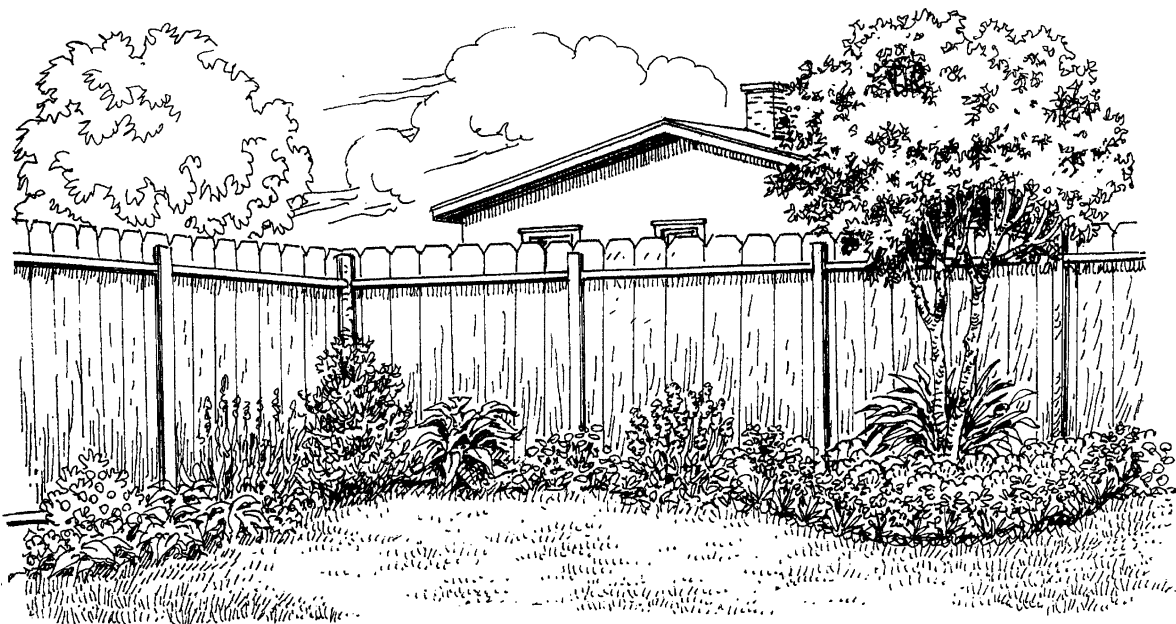
- A Even airplanes can't match the grace of birds in flight.
- B Birds are the most beautiful of nature's flying creatures.
- C Birds are well equipped for soaring through the sky.
- D Flight is the most noteworthy trait of birds.

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

The Garden

- 1 Luisa was pleased when her mother, Carolina, married Samuel Flores. He had a good sense of humor, and he always took the time to listen if someone wanted to talk. All in all, it was good to have him in the family.
- 2 There was, however, one problem. Samuel had a daughter, Isabel, and Isabel was perfect. She was much older than Luisa, had already graduated from college, was married to a restaurant manager named Alfonse, and had a good job at the telephone company. She and Alfonse had just bought a perfect little yellow house across town from the apartment building where Luisa lived.
- 3 Samuel was proud of his daughter and had a tendency to express his admiration too often. When Luisa earned a *B* on an essay she had written, he said, “Isabel was always such a good writer; she got *A*’s on everything.” When Luisa played a familiar melody on her flute, he said, “Isabel played that so well on the piano when she was your age.” Sometimes Luisa felt almost invisible, barely noticeable in the shadow of the great Isabel.
- 4 One day, Luisa told Samuel and her mother that she had decided to join the soccer league. “Soccer! That’s great!” said Samuel. “Isabel—”
- 5 Luisa couldn’t take it anymore! She ran to her room, shut the door, and started picking wilted leaves off her plants.
- 6 Samuel soon knocked on her door.
- 7 “Come in,” she said.
- 8 “What’s wrong?” he asked.
- 9 “I’m sorry for acting that way,” said Luisa, “but you’re always comparing me to Isabel, and it really bothers me.”
- 10 Samuel wrinkled his eyebrows, thinking, then laughed in a kindly way. “You’re right!” he said. “I should apologize. I don’t blame you for getting mad at me. I promise to try not to do that anymore. Okay?”
- 11 “Okay,” said Luisa.
- 12 Samuel, true to his word, hardly ever mentioned Isabel when his attention was supposed to be on an accomplishment of Luisa’s. When he did, he caught himself and quickly stopped.
- 13 Luisa felt better at first, but her relief was only temporary. She was horrified to find herself making the same kinds of comparisons in her own mind! No matter what she did, she assumed that Isabel could do it better.
- 14 One Saturday, a family gathering was held at Isabel’s house. The delicious food was catered by the Italian restaurant where Alfonse worked, so the kitchen wasn’t even messy. In fact, there wasn’t a messy spot in the house, which was, of course, simply but beautifully decorated.
- 15 “Can we see the garden?” asked Luisa, who loved gardens and wished she had one. Isabel blushed, a rare sight indeed. “Well,” she said, “the garden was nice when we bought the place, but it looks terrible now. We just don’t seem to have green thumbs.”

- 16 Luisa smiled. "Can I help you? I love plants!"
- 17 "You should see Luisa's room," said Samuel. "She has a real gift for growing things."
- 18 Luisa began spending more time at Isabel's, working in the garden as often as she could. Because she was doing what she loved most, gardening didn't seem like work to her.
- 19 As the garden became more and more lovely, the friendship between Luisa and Isabel grew. Soon they were as close as real sisters. Luisa was truly happy in her new family.



26 Which form of literature is this selection?

- F Science fiction story
- G Biography
- H Poem
- J Short story

27 Which point of view does the author use in this selection?

- A First person, Carolina
- B First person, Isabel
- C Third person, Samuel
- D Third person, outside observer

28 What is the initiating event in this selection?

- F The introduction of Luisa and Isabel
- G The marriage of Isabel and Alfonse
- H The argument between Luisa and Samuel
- J The marriage of Carolina and Samuel

29 Why is it important to the plot of the selection that Luisa lives in an apartment building?

- A She does not have a garden of her own.
- B It is very far away from Isabel's house.
- C She is unable to grow plants in her room.
- D Her family must live in a very small space.

30 What does the author mean by the sentence in paragraph 15, “We just don’t seem to have green thumbs”?

- F** We prefer to use dried flower arrangements.
- G** We don’t have a very large garden.
- H** We have worked very hard to grow vegetables.
- J** We are not very good at growing things.

31 What is Luisa’s internal conflict?

- A** She can never live up to Isabel’s reputation.
- B** She has wished for a sister for many years.
- C** She is sad because she does not have a garden.
- D** She must work hard to control her temper.

32 The author’s repeated use of the word “perfect” to describe Isabel helps to communicate Luisa’s feeling of —

- F** resentment
- G** admiration
- H** appreciation
- J** sadness

33 The dialogue in this selection helps to —

- A** move the story from scene to scene
- B** explain why Carolina does not speak
- C** make the characters seem more real
- D** describe the setting of the story

34 How did Luisa change over the course of the selection?

- F** She became more confident in her own strengths and abilities.
- G** She realized that she would never become friends with Isabel.
- H** She decided to participate in more sports activities.
- J** She helped convince her mother to marry Samuel.

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

Letter to the Editor

Dear Editor,

- 1 Brockingham is run by people who are more interested in tourists than its residents. The problem is that the people running the government, and nearly everything else in Brockingham, refuse to accept new ideas. By banning all fast-food restaurants and discount stores, they take away all the places kids can afford to shop.
- 2 These people forget that when they were young, they could go to the South Street Soda Fountain and get an ice-cream soda for 25 cents. Today you can't find an ice-cream soda anywhere in Brockingham for less than \$2! Why? Because the only places selling ice cream in Brockingham are Danker & Phillips, de Chambord, and The Emporium Restaurant. Have you tried buying a hamburger in one of those places? You can get an Emporium Deluxe with lettuce, tomato, cheese, and a pickle for a mere \$6.98! Where can kids go for a snack?
- 3 There is not a single restaurant in Brockingham where a family of four can eat dinner for less than \$100. Add a 15% tip and sales tax and you have spent nearly \$125 to eat a meal you could prepare at home for about \$12. Have you noticed that Brockingham families never dine in Brockingham? But take a look at Parkersburg on a Friday night. It seems as if you're walking down a Brockingham High corridor when you walk down South Main Street in Parkersburg.
- 4 Fast-food restaurants are also a good place for school kids to get an after-school job. Fast-food restaurants are busiest during the early supper hours when students are able to work, whereas the fancy food restaurants cater to late-night diners. Working in one of these establishments requires working shifts that are too late for most students.
- 5 The City Council claims that local merchants, rather than national chains, should benefit from the tourist business. I agree that it is important to support local businesses, but I think the fast-food restaurants would encourage more people to shop in Brockingham. As it is now, most tourists who come to Brockingham stop to eat at low-cost, convenient places in Southport or Regis Landing. How does that help Brockingham food establishments? Many people who stay overnight in Brockingham drive 25 miles to Parkersburg for breakfast at Jiffy Burger. That place is packed every weekend morning. Those profits could be kept in Brockingham.
- 6 Another thing that disturbs me is that we must travel 25 miles to the nearest discount store. If I need a tire for my bike, I have a choice of buying one at Surf and Peddle Sport Shop for \$15 or driving to Parkersburg Discount Center where I can buy the same kind of tire for \$9. When I am in Parkersburg, Dad always fills up the tank of the car, since the same brand of gas is at least 8 cents cheaper there than in Brockingham. Again, I think the ban on all food chains and discount houses is counterproductive for our city.

Wes Woodrow

Wes Woodrow

9th-Grade Student at Brockingham High School

35 In paragraph 4 of the letter, the word cater means —

- A give orders
- B show preference
- C offer work
- D make excuses

36 In paragraph 6 of the letter, the word counterproductive means —

- F cheap, not expensive
- G surprising, not expected
- H harmful, not helpful
- J doubtful, not sure

37 Information in which paragraph of the letter supports the idea that Wes Woodrow is practical with his own money?

- A 3
- B 4
- C 5
- D 6

38 One way the writer of this letter tries to convince the reader is by —

- F explaining that someone has to drive him to Parkersburg
- G telling the names of towns near Brockingham
- H suggesting that many businessmen have the same opinion
- J giving specific examples of the high costs in Brockingham

39 Which statement from the letter *best* supports the idea that Wes Woodrow's family has probably lived in Brockingham for a long time?

- A Another thing that disturbs me is that we must travel 25 miles to the nearest discount store.
- B These people forget that when they were young, they could go to the South Street Soda Fountain and get an ice-cream soda for 25 cents.
- C The problem is that the people running the government, and nearly everything else in Brockingham, refuse to accept new ideas.
- D You can get an Emporium Deluxe with lettuce, tomato, cheese, and a pickle for a mere \$6.98!

40 Information in this letter suggests that the residents of Brockingham spend a lot of time —

- F** working at local restaurants
- G** dining with friends at the Emporium
- H** writing letters to the City Council
- J** shopping in Parkersburg

41 Which is an *opinion* expressed in the letter?

- A** It seems as if you're walking down a Brockingham High corridor when you walk down South Main Street in Parkersburg.
- B** Most of these places have shifts that accommodate a student's schedule.
- C** Today you can't find an ice-cream soda anywhere in Brockingham for less than \$2.
- D** When we are in Parkersburg, my dad always fills up the tank of the car.

42 As a result of reading this letter in the newspaper, other people are *most* likely to —

- F** demand that the newspaper investigate the concern
- G** write letters of support or opposition
- H** hire high school students to do work after school
- J** purchase goods from local businesses



Answer Key

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