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Reading and
Analyzing Text

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Read the article “Who Turned on the Faucet?” before answering Numbers 1 through 6.

Who Turned on the Faucet?

by Sarah E. Romanov
illustrated by Brian Biggs

You walk into the kitchen while someone is chopping onions. A cold wind hits you in the face when you turn a corner on the street. You fall off your bike and scrape your knee. You watch a sad movie with your friends. What do all of these things have in common? They can all turn on the faucets in your eyes, sending rivers of warm tears flowing down your cheeks! Your tears might embarrass you at times, but they’re very important to your eyes.

Tear glands under your upper eyelids are responsible for making tears, which are made of water, proteins, hormones¹, and a special oil that helps protect your eyes. If you’ve ever tasted your tears, you know they’re also salty.

As tears wash down over your eyeballs, they drain out through tear ducts—tiny tubes that run between your eyes and nose. Look in a mirror and pull down your lower eyelid a bit. Do you see a little hole in the corner near your nose? That’s the opening of a tear duct. If your eyes are watering, those tear ducts keep the flow under control. But if you start to cry, the ducts can’t drain the tears quickly enough so they overflow, running down your face. Because tear ducts connect your eyes and nose, when your eyes water and your nose gets runny, you grab a tissue and blow out . . . tears! That’s right, those are tears that have drained from your eyes into your nose.



Shedding tears is your body’s way of giving your eyes the protection and moisture they need. In fact, you constantly make just enough tears to make sure your eyes aren’t too dry. Blinking coats the eyes with this special moisturizer, called continuous tears, all day long.

Other tears called reflex tears flow to protect your eyes from things that aren’t supposed to be in them. That is why you get teary-eyed when it’s windy. Your eyes

¹**hormones:** chemical substances produced in the body that control and regulate the activity of certain cells or organs

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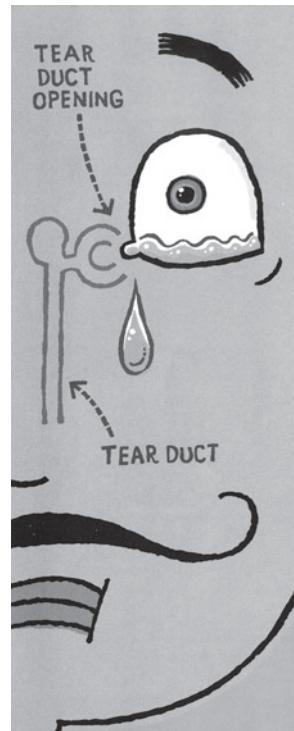
know that wind can dry them out fast, so they do their best to keep things wet! And when a piece of sand or an eyelash gets into your eye, those faucets turn on full-force to wash the invader out. So why does just the smell of onions make your eyes water? It's not really the smell—when an onion is cut, it releases chemicals that irritate your eyes.



Emotional tears are the least understood kind of tears. They flow when you watch a sad movie, get angry with someone, are very afraid, or even receive exciting news that makes you happy. Sometimes just seeing someone crying can make you cry, even if you don't feel sad yourself. Some people cry easily, while others have a hard time shedding tears.

Among others, Dr. William Frey, a scientist from Minnesota, has spent many years studying tears. When Dr. Frey needed samples of tears to study, volunteers watched sad movies and collected their tears in little bottles for him. He discovered that emotional

tears contain larger amounts of certain chemicals and hormones than the other types of tears do. Your body produces these substances in response to stress.



When people are very stressed and have too many of these hormones and chemicals in their bodies, they can become sick, both physically and emotionally. Dr. Frey believes that shedding emotional tears releases these bad substances and helps maintain your body's proper chemical balance. This might explain why you feel better after a good cry.

There are still many mysteries about tears and crying that future research might explain. Scientists like Dr. Frey are working very hard to solve these mysteries. In the meantime, whenever you blink your eyes, smell freshly cut onions, or watch a sad movie, grab a tissue and be thankful for the wonderful way tears help take care of your body!

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Now answer Numbers 1 through 6 on your Answer Sheet. Base your answers on the article “Who Turned on the Faucet?”

- 1** Why does the author introduce the article by giving examples of times when people cry?

- A. to establish a serious tone for the article
- B. to appeal to readers’ own experiences crying
- C. to give readers background on how tears are produced
- D. to convince readers that they should not be embarrassed about crying

- 2** Read this excerpt from the article.

What do all of these things have in common? They can all turn on the faucets in your eyes, sending rivers of warm tears flowing down your cheeks!

Why does the author use the phrase *they can all turn on the faucets* in the sentence above?

- F. to imply that tear ducts can leak even when we are not crying
- G. to show that it is difficult for people to stop crying once they start
- H. to demonstrate the great speed and volume at which our tears can flow
- I. to express that we don’t always have control over when we produce tears

- 3** The three kinds of tears described in this article are

- A. protein, hormone, and oil.
- B. balance, invasion, and stress.
- C. continuous, reflex, and emotional.
- D. protective, moisturizing, and reactive.

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- 4** As used in the article, which pair of words is most similar in meaning?

- F.** explain, solve
- G.** protection, control
- H.** samples, volunteers
- I.** responsible, thankful

- 5** A reader could validly conclude from the article that

- A.** all tears are the same.
- B.** all animals shed tears.
- C.** some people never shed tears.
- D.** tears are a part of good health.

- 6** How did Dr. Frey conduct his scientific research?

- F.** He read about tears.
- G.** He chopped many onions.
- H.** He studied stress in people.
- I.** He asked volunteers to watch sad movies.

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Read the passage “Friends Forever” and the excerpt from *My Ántonia* before answering Numbers 7 through 13.

Friends Forever

June 15

Dear Chris,

Hello at long last from the Big Apple. I can’t quite comprehend that I’ve been in New York this long without writing to you. I’m still not thrilled that we had to relocate here. For the first two whole weeks, nothing was unpacked, so it was like we were camping out in our own apartment. It took such a long time because our new apartment is so much smaller than our old house in San Francisco.

After unpacking, we spent a couple of weeks exploring our new neighborhood, which is really different from the one in San Francisco. Our apartment is in what’s referred to as the East Village of Manhattan. There are no skyscrapers around here, just ancient brick apartment buildings, mostly four or five stories tall, with lots of little stores and interesting restaurants. Three blocks to the north is a park with a skatepark that I can’t wait to try out, and right next to that is my future middle school, so I won’t have to take a bus. It’s strange because it looks similar to our old school—all brick and concrete with teeny tiny windows. I’m looking forward to showing you around.

Your friend,

Arnie

June 25

Dear Chris,

I’ve spent several days at the Metropolitan Museum, which is another reason why I haven’t been able to write to you. The museum was the primary reason we had to move out here—it’s where my mom works now. The building is absolutely enormous. There are so many exhibits to explore that I still haven’t seen a quarter of them, and I’ve been there three times!

Once, while Mom was still working at the museum, Dad and I took an elevator to the observation deck of the Empire State Building. When we looked out, all we saw was a brick wall of fog. Dad and I just stared at each other and laughed! Clearly, it’s not only San Francisco that is famous for fog.

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Another time, Dad and I ventured to see the barge and tanker traffic on the Hudson River. Later that same day, we met Mom in Central Park and went to see a Shakespearean play called *Julius Caesar* in an amphitheater¹ there. So you can see, there's a lot to do around here.

Your friend,

Arnie

July 8

Dear Chris,

I'm now in my bedroom, which is so cramped and tiny that my bed and desk occupy almost all the floor space, leaving hardly any room to stretch out on the carpet the way I like to. My bed is next to a window, which looks out on the air conditioning vent that runs through the building, and when I lie down and concentrate, I can hear all sorts of interesting noises coming through the vents. Right now there's a lady singing the same opera song over and over. Last night, I heard chanting. There are several families from foreign countries that live in my building. I think I have heard at least three languages, not including English.

Did I tell you that our building has its own doorman? Well, it does, and the doorman's son, Harvey, invited me to his house in Brooklyn. He's pretty normal, except that he's been studying karate since he was a toddler and goes to competitions with his dad in Japan! His dad has a twelfth degree black belt, and he teaches at the *dojo*, which is why Harvey's been practicing karate since he was two. The great news is that I'm going to their martial arts school starting next week.



¹ **amphitheater:** a round or oval building with tiers of seats around a central, open area

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We went up on the roof of our building the evening of the Fourth of July and had a perfect view of the fireworks, which they shoot off from a barge in the East River. Everyone in the building was up there with their friends, and people were barbecuing. It was really weird to watch from the top of the building instead of at a park, but I think I could get used to it. The fireworks display was intense and the barbecue was delicious.

I can't wait until you arrive—four weeks seems like forever. There are so many interesting places that I want to introduce you to, and you'll have to meet Harvey and the three brothers who live just down the hall. We'll definitely all have to go to the skatepark.

Your friend,

Arnie

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An excerpt from *My Ántonia*

by Willa Cather

. . . I was ten years old then; I had lost both my father and mother within a year, and my Virginia relatives were sending me out to my grandparents, who lived in Nebraska. I travelled in the care of a mountain boy, Jake Marpole, one of the “hands” on my father’s old farm under the Blue Ridge, who was now going West to work for my grandfather. Jake’s experience of the world was not much wider than mine. He had never been in a railway train until the morning when we set out together to try our fortunes in a new world.

We went all the way in day-coaches, becoming more sticky and grimy with each stage of the journey. Jake bought everything the newsboys offered him: candy, oranges, brass collar buttons, a watch-charm, and for me a *Life of Jesse James*, which I remember as one of the most satisfactory books I have ever read. Beyond Chicago we were under the protection of a friendly passenger conductor, who knew all about the country to which we were going and gave us a great deal of advice in exchange for our confidence. He seemed to us an experienced and worldly man who had been almost everywhere; in his conversation he threw out lightly the names of distant states and cities...

Once when he sat down to chat, he told us that in the immigrant car ahead there was a family from “across the water” whose destination was the same as ours.

“They can’t any of them speak English, except one little girl, and all she can say is ‘We go Black Hawk, Nebraska.’ She’s not much older than you, twelve or thirteen, maybe, and she’s as bright as a new dollar. Don’t you want to go ahead and see her, Jimmy? She’s got the pretty brown eyes, too!”

This last remark made me bashful, and I shook my head and settled down to ‘Jesse James’...

I do not remember crossing the Missouri River, or anything about the long day’s journey through Nebraska. Probably by that time I had crossed so many rivers that I was dull to them. The only thing very noticeable about Nebraska was that it was still, all day long, Nebraska.

I had been sleeping, curled up in a red plush seat, for a long while when we reached Black Hawk. Jake roused me and took me by the hand. We stumbled down from the train to a wooden siding, where men were running about with lanterns. I couldn’t see any town, or even distant lights; we were surrounded by utter darkness. The engine was panting heavily after its long run. In the red glow from the fire-box, a group of people stood huddled together on the platform, encumbered by bundles and boxes. I knew this must be the immigrant family the conductor had told us about. The woman wore a fringed shawl tied over her head, and she carried a little tin trunk in her arms, hugging it as if it were a baby. There

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was an old man, tall and stooped. Two half-grown boys and a girl stood holding oilcloth bundles, and a little girl clung to her mother's skirts. Presently a man with a lantern approached them and began to talk, shouting and exclaiming. I pricked up my ears, for it was positively the first time I had ever heard a foreign tongue¹.

Another lantern came along. A bantering voice called out: "Hello, are you Mr. Burden's folks? If you are, it's me you're looking for. I'm Otto Fuchs. I'm Mr. Burden's hired man, and I'm to drive you out. Hello, Jimmy, ain't you scared to come so far west?"

I looked up with interest at the new face in the lantern-light. He might have stepped out of the pages of *Jesse James*. He wore a sombrero hat, with a wide leather band and a bright buckle, and the ends of his moustache were twisted up stiffly, like little horns. He looked lively and ferocious, I thought, and as if he had a history. A long scar ran across one cheek and drew the corner of his mouth up in a sinister curl. . . . As he walked about the platform in his high-heeled boots, looking for our trunks, I saw that he was a rather slight man, quick and wiry, and light on his feet. He told us we had a long night drive ahead of us, and had better be on the hike. He led us to a hitching-bar where two farm-wagons were tied, and I saw the foreign family crowding into one of them. The other was for us. Jake got on the front seat with Otto Fuchs, and I rode on the straw in the bottom of the wagon-box, covered up with a buffalo hide. The immigrants rumbled off into the empty darkness, and we followed them.

I tried to go to sleep, but the jolting made me bite my tongue, and I soon began to ache all over. When the straw settled down, I had a hard bed. Cautiously I slipped from under the buffalo hide, got up on my knees and peered over the side of the wagon. There seemed to be nothing to see; no fences, no creeks or trees, no hills or fields. If there was a road, I could not make it out in the faint starlight. There was nothing but land: not a country at all, but the material out of which countries are made. No, there was nothing but land—slightly undulating², I knew, because often our wheels ground against the brake as we went down into a hollow and lurched up again on the other side. I had the feeling that the world was left behind, that we had got over the edge of it, and were outside man's jurisdiction. I had never before looked up at the sky when there was not a familiar mountain ridge against it...

¹ **tongue:** language

² **undulating:** moving in a wavelike motion

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Now answer Numbers 7 through 13 on your Answer Sheet. Base your answers on the passage “Friends Forever” and the excerpt from *My Ántonia*.

- 7 Read this sentence from the passage “Friends Forever.”

When we looked out, all we saw was a brick wall of fog.

Why does the author use the phrase *a brick wall of fog* in the sentence above?

- A. to highlight the fog’s dark color.
- B. to emphasize the fog’s thickness.
- C. to show how cold the fog makes the air feel.
- D. to imply that Arnie wasn’t expecting to see fog in New York.

- 8 Based on the last letter, dated July 8, the reader can tell that Arnie

- F. no longer misses Chris and his life in San Francisco.
- G. is beginning to adapt, and even enjoy, life in New York.
- H. is having a difficult time adjusting to living in New York.
- I. is reluctant to have Chris meet his new friends in New York.

- 9 Which words from the excerpt from *My Ántonia* are most OPPOSITE in meaning?

- A. satisfactory, lively
- B. friendly, ferocious
- C. experienced, worldly
- D. exclaiming, bantering

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- 10** Read this excerpt from *My Ántonia*.

Jake roused me and took me by the hand. We stumbled down from the train to a wooden siding, where men were running about with lanterns. I couldn't see any town, or even distant lights; we were surrounded by utter darkness.

Which of the following words best describes the scene above?

- F.** confused
- G.** hopeful
- H.** pleasant
- I.** welcoming

- 11** How does the last paragraph of the excerpt from *My Ántonia* contribute to the development of the setting?

- A.** It shows how desolate and unfamiliar the Nebraska landscape is to the narrator.
- B.** It focuses on the worn, bumpy path, which shows how well-traveled Nebraska is.
- C.** It shows how populated Nebraska is compared to where the narrator is coming from.
- D.** It emphasizes the beauty of the Nebraska landscape and its unique, varied vegetation.

- 12** Both the passage “Friends Forever” and the excerpt from *My Ántonia* deal with themes of

- F.** friendship and love.
- G.** compromise and sacrifice.
- H.** change and new experiences.
- I.** overcoming ambition and pride.

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- 13 How do the experiences of Arnie in “Friends Forever” and the narrator, Jimmy, in the excerpt from *My Ántonia* differ at the end of each passage?

- A. Arnie still feels lonely in New York, while Jimmy is surrounded by loving relatives.
- B. Arnie decides that he prefers his new life, while Jimmy cannot get used to life in Nebraska.
- C. Arnie desperately wants to return to San Francisco, while Jimmy is content to be in Nebraska.
- D. Arnie has begun to settle into his new apartment, while Jimmy has not yet arrived at his new home.

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Read the passage “Watch Out!” before answering Numbers 14 through 19.

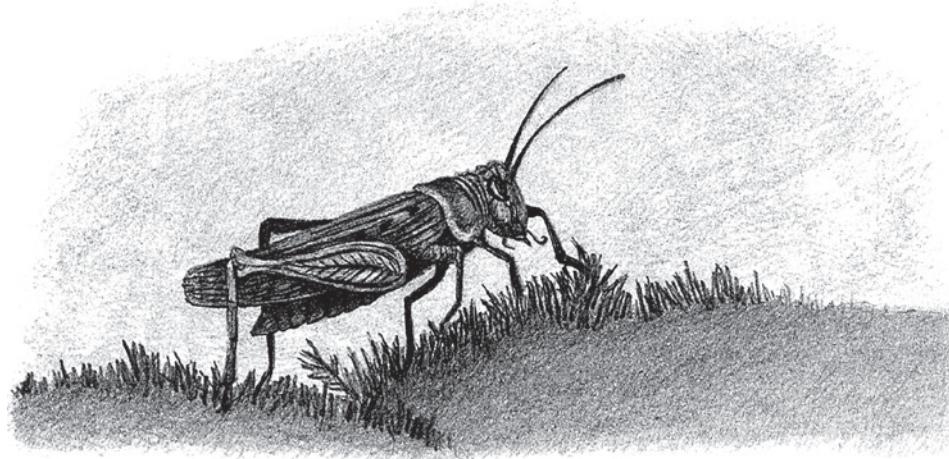
Watch Out!

as told by Joe Hayes
illustrated by Vicki Trego Hill

Once a poor couple struggled together to make a living from a tiny farm. They were hard-working people, but their farm was so small and the soil was so poor that they were never able to get ahead. Each winter they ended up eating the seed for the next year's crop, and each spring they had to go to the money-lender in the village and borrow money to buy seeds so that they could plant again.

And then all year long they had to worry whether they would make enough to pay back the debt. Some years they were forced to be late in their payments, and then the money-lender would torment them with threats to take their small farm away from them.

Finally the year they had dreaded for so long arrived. Between hail in June and grasshoppers in August, hardly enough remained of their crop at harvest time to keep them alive through the winter. There was nothing left over to sell for cash to pay back the money-lender.



The poor couple didn't know what to do. Each time they went to the village, they carefully avoided the money-lender's house for fear that he would rush out and demand payment of them. Each day they watched the road in front of their farm nervously, sure that this was the day the money-lender would arrive to take their land away from them.

And then one Sunday, as they were leaving the village church and starting for home, the couple met up face to face with the money-lender in the center of the village plaza. Just as they had expected, the money-lender immediately demanded payment. “My money is long overdue,” he told them. “If you don't pay me this very day, tomorrow I will take possession of your farm.”

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The poor people pleaded with the money-lender. “Please,” they said, “take pity on us. It has been a very bad year, as you know. Next year we’ll pay you double.”

“Take pity?” the money-lender said scornfully. “Haven’t I overlooked your late payments year after year? But now you’ve gone too far. I must have my money immediately, or your farm is mine.”

Of course, the plaza was crowded with people leaving the church, and they soon began to notice the discussion between the couple and the money-lender. They gathered around to listen.

The money-lender noticed the crowd around them and began to grow uncomfortable. He didn’t want to appear too hard-hearted. If he did, people might be too frightened to borrow money from him in the future.

“Very well,” the money-lender told the farmer, “Let it never be said that I am unwilling to give people every possible opportunity. And besides, I’m in a playful mood this morning. I’ll give you a chance to be free from your debt. Do you see how the ground here in the plaza is covered with pebbles, some white, some black? I will pick up one pebble of each color and hold them in my closed fist. You may reach a finger in and pull out one pebble. If the pebble is black, your debt will be forgiven. You will owe me nothing. If the pebble you choose is white, your farm is mine this day.”

The poor farmer had no choice but to agree, although he didn’t really trust the money-lender to keep his word. The farmer and his wife watched as the money-lender knelt down and picked up two pebbles from the ground. No one else caught it, but the husband and wife saw that the money-lender had actually picked up two white pebbles. But they couldn’t say anything because they knew the money-lender would just pretend to be insulted and throw the pebbles back into the ground and withdraw his offer.

“Are you ready?” asked the money-lender, with a sly smile on his face. He held out his hand with the fingers closed tightly over the two pebbles.

Filled with despair, the farmer reached toward the money-lender’s hands, but his wife stopped him. “Wait!” she told him. “Let me choose. This feels like my lucky day.”

The farmer quickly agreed, and the woman closed her eyes as if she were concentrating deeply. She took several deep breaths, and then reached out slowly toward the money-lender’s closed fist. She seemed to be trembling with



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nervousness. She pried the fingers open and withdrew one pebble. And then she seemed to tremble even more violently. And she dropped the pebble! A gasp went up from the crowd.

“Oh, no!” cried the woman. “How clumsy of me!” But then she said to the money-lender, “Oh, well. It doesn’t matter. There were only two colors of pebbles. Show us which color is left in your hand. The one I dropped had to be the other color.”

“You’re right,” said everyone in the crowd, and they all told the money-lender, “Show us which color is left.”

Grudgingly the money-lender opened his fist. “It’s white!” everyone cried. “The one the woman chose had to be black.” And they all began to congratulate the couple.

The money-lender forced a smile and shook the farmer’s hand. “Congratulations,” he said. And to the woman he added, “So this really was your lucky day. But take my advice, both of you. In the future, watch out that you don’t get yourselves into such a position again.”

“We will,” said the farmer, smiling broadly. “And you, sir, in the future, watch out for clever women!”

The people in the crowd didn’t quite know what the farmer was referring to, but the money-lender knew exactly what he meant, and he walked away grumbling to himself.

Now answer Numbers 14 through 19 on your Answer Sheet. Base your answers on the passage “Watch Out!”

- 14 Read this sentence from the passage.

Some years they were forced to be late in their payments, and then the money-lender would torment them with threats to take their small farm away from them.

What word or words in the sentence above help readers understand the meaning of the word *torment*?

- F. some years
- G. payments
- H. threats
- I. small farm

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- 15** The money-lender offers the poor couple a chance to wipe out their debt to
- A. pay off his own debt.
 - B. protect the future of his business.
 - C. get double his payment from them.
 - D. persuade the woman to work for him.

- 16** Read this sentence from the passage.

He didn't want to appear too hard-hearted.

Why does the phrase *hard-hearted* mean in the sentence above?

- F. irritable
- G. passive
- H. picky
- I. unfeeling

- 17** Read this sentence from the passage.

The farmer quickly agreed, and the woman closed her eyes as if she were concentrating deeply.

What does the word *concentrating* mean in the sentence above?

- A. approving
- B. forgetting
- C. sleeping
- D. thinking

- 18** What causes the woman to drop the pebble?

- F. She is scared that she has selected the wrong pebble.
- G. She is concentrating so deeply that she accidentally lets go of the pebble.
- H. She is so confident that it is her lucky day that her actions become careless.
- I. She knows the money-lender cheated and tries to trick him at his own game.

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- 19** How does the point of view of the narrator contribute to the reader’s understanding of the passage?
- A. It forces readers to infer all of the characters’ thoughts and feelings.
 - B. It enables readers to access only the poor woman’s inner thoughts and feelings.
 - C. It allows readers to experience the action in the passage as if they are people in the village.
 - D. It gives readers access to the inner thoughts and feelings of the poor couple and the money-lender.

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Read the article “Public Libraries” before answering Numbers 20 through 24.

Public Libraries

Many towns across the United States have public libraries, places where people can borrow books, movies, or CDs. Children can listen to stories or participate in summer reading programs, and adults can take computer classes or take part in book discussions. These libraries are called public for several reasons. First, these services are provided for the public. Second, the services provided by the libraries cost money, which comes from the public. Third, libraries grew out of the actions of ordinary people who saw that there was a need to educate people and came together to find a way to meet that need.



One of the earlier libraries in the United States was started by Benjamin Franklin. In the early days of the nation, books were expensive and hard to find, so Franklin decided to form a group of people who would pool their money to purchase books. He created a subscription library. These subscription libraries started appearing throughout the country but were available only to members who paid a yearly fee, or subscription, for the right to borrow books.

In the mid-1800s, women formed literary societies, or reading groups. At that time, women did not get the same education as men; in order to educate themselves, and each other, they formed groups. The literary societies they formed would share and discuss books to increase their knowledge about the world.

As these societies grew, women realized the education gained from books should be accessible to everyone, not just those who could afford the yearly subscription fee. They started to create their own libraries. These libraries started as library associations, whose missions were to make books accessible. Library associations accomplished that by taking over existing subscription libraries, raising money to buy books, and collecting donations of book collections from citizens. Though these libraries started small, their collections grew and they became popular. It wasn’t necessary to purchase a subscription for these libraries, so more and more people were able to access the books in the collections.

As these libraries grew, two new problems arose and the societies turned to the public to help solve them. First, the collections grew too big to fit in existing buildings. As a result, some associations raised money from the community to purchase new buildings. In other communities, buildings that could serve as

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libraries were donated by wealthy citizens. Second, the societies could not raise enough money to cover the cost of running the libraries. They realized that the government could help with those costs. By 1900, most libraries were supported by the public with tax money.

Libraries grew out of the idea that people should have a chance to better themselves through education. Giving the public access to books through libraries was one way to address this goal. When the public took over running libraries, through their tax dollars, libraries truly became public in all senses of the word. Many libraries still in existence today in the United States owe their start to a small group of local people who planted the seed of the wonderful library that the public continues to enjoy.

1638—The oldest library in the United States was founded, becoming the Harvard University Library.

1731—A subscription library association, The Library Company of Philadelphia, was founded by Benjamin Franklin.

1849—The New York Public Library started.

1854—Boston Public Library opened to the public on March 20. It was the first to be supported by direct public taxation.

Now answer Numbers 20 through 24 on your Answer Sheet. Base your answers on the article “Public Libraries.”

- 20** Which of the following best tells how the author introduces the concept of public libraries in the article?
- F. by posing questions to readers about public libraries in their towns
 - G. by explaining several reasons why public libraries are called “public”
 - H. by describing the idea Benjamin Franklin first had for public libraries
 - I. by relaying an anecdote of someone’s experience using a public library

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- 21 Read this sentence from the article.

Library associations accomplished that by taking over existing subscription libraries, raising money to buy books, and collecting donations of book collections from citizens.

The word *donations* comes from the Latin root meaning

- A. call.
- B. give.
- C. grow.
- D. move.

- 22 Which of the following best describes how the text structure of the second-to-last paragraph, which begins, “As these libraries grew, . . .” contributes to the development of the author’s central idea?
- F. The author uses cause-and-effect to show why women began to create their own library associations.
 - G. The author uses problem-solution to show how the public helped solve problems facing library associations.
 - H. The author uses a sequence of events to help readers understand how the country’s earliest libraries developed.
 - I. The author uses comparison-contrast to help readers distinguish between library associations and subscription libraries.
- 23 What can readers tell from both the information in the article and in the timeline?
- A. why Benjamin Franklin invented a library
 - B. why public libraries were started in New England
 - C. the history of public libraries over two hundred years
 - D. how public libraries were started by women in small communities

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- 24** Based on the article, what judgment can the reader make about public libraries?
- F.** They serve children more than adults.
 - G.** They are an example of community action.
 - H.** They are quiet places where one can study.
 - I.** They hold more books than school libraries.

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Read the article “Limber Wood and Shallow Roots” before answering Numbers 25 through 30.

Limber Wood and Shallow Roots



It was April, and the wind howled like a hungry coyote as a storm approached. Jasper’s Uncle Ken, his mother’s brother, was visiting to install new brakes on the family car. “Wind’s coming up,” Ken mumbled as he came into the house, chewing a toothpick and wiping his hands on an oil-stained bandana.

The door slammed violently behind him, and Ken and his sister exchanged knowing glances. Rain pelted the windows and the roof, sounding like horses running wild, while the wind howled as though it would like to tear the house apart. Jasper’s mother threw sand into the stove, extinguishing the fire, and the three of them walked outside to take shelter in the root cellar. Clinging to each other to avoid being blown away by the persistent wind, they fought to walk the handful of steps from the door to the cellar. Ken entered into a wrestling match with the door, but he finally managed to wrench it open. Jasper and his mother scrambled quickly inside.

Once inside, Jasper and Ken crouched in a corner, while Jasper’s mother found the blankets that they kept in the cellar along with water and food in case of emergencies like this. She also found the small battery-powered radio. Turning it on, she learned that the winds had reached over seventy-five miles per hour. After that, the radio kept replaying the high-pitched tone indicating that there was an emergency. The announcer said where tornadoes had been sighted and where they had touched down.

Suddenly, over the radio signal, they heard a new sound: a rhythmic creaking followed by a long, low moan, like a bellowing cow. Seconds later, the first tree

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hit the roof, toppling the chimney. They could smell the soot from the inside of the chimney, and Jasper’s mother reached for him.

As they sat huddled in the cellar waiting out the storm, they heard at least a dozen more trees give in to the wind. They heard the roots let go with that same eerie groan, and then the pines hit the roof—almost gently—since their bendable trunks didn’t break and their shallow roots let them easily pull away from the earth. Finally, an hour after it began, the storm lessened, the trees stopped creaking, and the radio started playing music again and relaying optimistic news.

They emerged from the cellar to blue skies with fluffy white clouds and clean-washed air. Branches were everywhere and half a dozen trees leaned on the roof, but miraculously no windows had been broken. Jasper and his mother just stood there, gaping at the way the trees almost seemed to caress the outside walls of the house. “Wow,” Jasper finally whispered as they stepped over trunks and branches. “We were lucky, weren’t we?”

“We *are* lucky,” his mother replied. “All that’s broken is the chimney, and that can be repaired easily. We’re lucky those trees are pines—limber wood and shallow roots probably saved our windows and our roof.”

Now answer Numbers 25 through 30 on your Answer Sheet. Base your answers on the passage “Limber Wood and Shallow Roots.”

- 25** What is the main conflict that the family in the passage faces?
- A. A violent storm forces them to leave their house and seek shelter in the cellar.
 - B. They resist going to the cellar because they don’t believe the storm will get worse.
 - C. The storm damages dozens of trees in their yard, as well as the walls of their house.
 - D. When they finally decide to seek shelter from the storm, they cannot open the cellar door.
- 26** The writer compares the rain to
- F. horses running wild.
 - G. a tornado touching down.
 - H. a hungry howling animal.
 - I. limber wood and shallow roots.

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- 27 Read this sentence from the passage.

Ken entered into a wrestling match with the door, but he finally managed to wrench it open.

Why does the writer compare the door to a person engaged in a wrestling match with Ken?

- A. to show how Ken struggled to open the door
- B. to show how worried Ken is about the storm
- C. to suggest that the door is very old and nearly rotten
- D. to imply that the cellar hasn't been used in a long time

- 28 By listening to the radio, the characters learn

- F. that their house survived the storm.
- G. that tornadoes have been sighted nearby.
- H. that they need to seek shelter in the cellar.
- I. why pine trees cause less damage than other trees.

- 29 Read this sentence from the passage.

They heard the roots let go with that same eerie groan, and then the pines hit the roof—almost gently—since their bendable trunks didn't break and their shallow roots let them easily pull away from the earth.

What does the word *bendable* mean in the sentence above?

- A. dense
- B. durable
- C. flexible
- D. narrow

- 30 Which word from the passage has a positive connotation?

- F. approached
- G. caress
- H. huddled
- I. smell

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Read the article “EMU” before answering Numbers 31 through 35.

EMU

An EMU is an Extravehicular Mobility Unit, a special kind of spacesuit used by astronauts while they are in space. *Extravehicular* means that they are used outside a space shuttle, a space station, or the vehicle. *Mobility* means that the suits let astronauts move around easily. They can even use their hands and fingers to perform fine motor tasks, such as repairing the space station. *Unit* means that although there are thousands of pieces and parts to these suits, they all function together to protect astronauts from space.

Space is a hostile place for human beings. In the dark, temperatures can reach 150 degrees below zero; in direct sunlight, the thermometer can hit 250 degrees. Both of these temperatures are more extreme than anything found on Earth. Space lacks air pressure and contains high levels of radiation¹. Tiny meteoroids, old satellites, and even trash constantly zoom through the airless void.

An EMU does not depend on support from a space station or shuttle. Astronauts carry PLSS, or Portable Life Support Systems, on their backs. Because the systems provide oxygen, water, and temperature and air pressure control, astronauts who wear them can work outside for up to nine hours at a time.

EMUs are reusable. The pieces, which come from many standardized parts, can be fitted together in different ways to fit different astronauts. Somewhere, there is a huge closet of EMU parts: torsos and

boots, gloves and helmets. The parts fit ninety percent of the population, and both men and women can wear them.

Astronauts do not wear the EMU inside the space station or shuttle. In order to go on a spacewalk, the astronauts must put the sections on in order.

1. Put on the underlayer. This is similar to long underwear but with tubes that help cool the suit.
2. Enter the airlock area, where the rest of the EMU will be put on.
3. Attach the communication equipment, life support system, and arms to the EMU.
4. Rub antifog goo onto the visor, so it remains clear.
5. Attach a mirror and checklist to the sleeves of the EMU. Place a food bar and drink bag inside for easy access.
6. Check the lights and cameras to make sure they work. Place the visor on the helmet. Connect the communications equipment. Check to make sure that the communications equipment works.
7. Step into the lower part of the EMU, which extends above the waist.

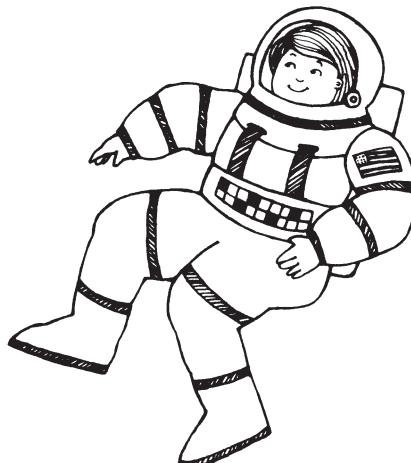
¹ **radiation:** streams of particles or electromagnetic waves given off by the atoms and molecules of a radioactive substance

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8. Wiggle into the upper torso part. Attach the cooling tubes of the EMU into the life-support system. Attach the electricity to the life-support system.
9. Lock the lower part into the upper part of the EMU. Lock on the helmet.
10. Slip on the inner comfort gloves. Lock on the outer gloves.

After the EMU is on, the astronaut must check for leaks. If there are no leaks, the astronaut can leave the airlock² and enter space where, for the next nine hours, the EMU will be like the astronaut's own personal spacecraft. When the spacewalk is finished, all the steps are done, but in reverse. When completed, the astronaut can once again enter the shuttle or space station.



²**airlock:** an airtight chamber in which air pressure can be controlled

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Now answer Numbers 31 through 35 on your Answer Sheet. Base your answers on the article “EMU.”

- 31** Read this dictionary entry.

fine (fahyn) *adjective*

1. excellent or admirable
2. very thin or slender
3. precise
4. being in a state of good health; quite well

Read this sentence from the article.

They can even use their hands and fingers to perform fine motor tasks, such as repairing the space station.

Which meaning best fits the way the word *fine* is used in the sentence above?

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

- 32** Read this sentence from the article.

Space is a hostile place for human beings.

What does the word *hostile* mean in the sentence above?

- F. empty or deserted
- G. unfavorable to health
- H. causing fright or alarm
- I. relating to the environment

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- 33** Which details from the article support the need for EMUs?
- A. definitions of the initials
 - B. facts about the harshness of space
 - C. facts about who can wear an EMU
 - D. explanations of various parts of an EMU
- 34** In the third paragraph, the author writes that the PLSS provides “oxygen, water, and temperature and air pressure control.” The reader can conclude from this that
- F. the Portable Life Support Systems are not essential to astronauts.
 - G. astronauts can work outside the space station for up to nine hours.
 - H. astronauts in space need more oxygen and water than people on earth.
 - I. humans need oxygen, water, and a certain temperature and air pressure to survive.
- 35** How does the use of sequence in the numbered list help the author develop the central idea in the article?
- A. It explains the various pieces of an EMU and their functions.
 - B. It tells the steps an astronaut follows when putting on an EMU.
 - C. It explains a set of tasks an astronaut accomplishes while wearing an EMU.
 - D. It tells the steps an astronaut takes after leaving the airlock and entering space.



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Revising and Editing

Revising and Editing

Read the introduction and the passage “A View from the Top” before answering Numbers 1 through 7.

Maria wrote this passage after visiting the Statue of Liberty. Read her passage and think about the changes she should make.



A View from the Top

(1) Standing 305 feet tall in New York Harbor, the Statue of Liberty is a majestic symbol of the United States. (2) Maybe you have seen pictures of the statue wearing a spiked crown and holding a torch. (3) During a Fourth of July celebration, I was honored to be one of 240 people who went inside the statue’s crown. (4) We also visited an art museum that day.

(5) At ground level, ten people at a time entered into the base of the statue’s pedestal. (6) Here I got to see the statue’s original torch. (7) I got to photograph it. (8) The torch had been replaced long ago and then put on display. (9) Much taller than a person, the torch’s enormity was absolutely shocking?

(10) Instead of taking an elevator to reach the top. (11) We had to climb 354 steps. (12) A spiral staircase of metal makes up the last 146 stairs. (13) Many of the steps are so narrow that the heel of my foot hung off the back, so I held tightly to the rail as a precaution. (14) It was a very much tiring climb.

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(15) Once inside the crown, I was surprised at how small the space actually was. (16) Even though there were only ten people in the room, we had to stand side-by-side. (17) However, once I looked out one of the 25 windows, I quickly forgot the cramped space. (18) The breathtaking sight included the skylines of Brooklyn and Manhattan, bridges, and the setting sun reflecting off the water far below me.

(19) All too soon a park ranger told to begin the descent, it was time, but I won't soon forget my experience inside the crown of the Statue of Liberty.

Now answer Numbers 1 through 7 on your Answer Sheet. Base your answers on the changes Maria should make.

- 1 What is the best way to combine sentences 6 and 7?
 - A. Here I got to see and photograph the statue's original torch.
 - B. The statue's original torch I got to see and photograph it here.
 - C. Here I got to see, the statue's original torch, and here I got to photograph it.
 - D. The statue's original, torch was here for me to see and for me to photograph.

- 2 What change should be made in sentence 9?
 - F. change *taller* to *tallest*
 - G. delete the comma after *person*
 - H. change *person* to *people*
 - I. change the question mark to an exclamation point

- 3 What revision is needed in sentences 10 and 11?
 - A. We had to climb 354 steps, and not taking an elevator to reach the top.
 - B. Instead of taking an elevator to reach the top, we had to climb 354 steps.
 - C. Instead of taking the elevator to reach the top we climbed 354 steps instead.
 - D. Instead of taking an elevator to reach the top, and we had to climb 354 steps.

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- 4** What change should be made in sentence 13?
- F. change *steps* to *step*
G. change *hung* to *hanged*
H. delete the comma after *back*
I. change *procaution* to *precaution*
- 5** What change should be made in sentence 14?
- A. change *It* to *It's*
B. change *was* to *were*
C. change *very much tiring* to *strenuous*
D. change *climb* to *climbed*
- 6** What is the best way to revise sentence 19?
- F. All too soon we told a park ranger that we wanted to begin the descent, so I won't soon forget my experience inside the crown of the Statue of Liberty.
G. All too soon a park ranger told us that it was time to begin the descent, but I won't soon forget my experience inside the crown of the Statue of Liberty.
H. I won't soon forget my experience inside the crown of the Statue of Liberty, and all too soon us told a park ranger that it was time to begin the descent.
I. Because it was time to begin the descent, an all too soon park ranger told us, I won't soon forget my experience inside the crown of the Statue of Liberty.
- 7** Which sentence does NOT belong in this passage?
- A. sentence 1
B. sentence 4
C. sentence 12
D. sentence 17

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Read the introduction and the passage “Try New Things” before answering Numbers 8 through 13.

Avery wrote a passage about a difficult decision she made recently. Read her passage and think about the changes she should make.

Try New Things

(1) In the past, whenever someone would ask me what I liked to do, I would always say, “I’m a gymnast.” (2) My gymnastics career only began when I was two years old, eleven years ago. (3) Growing up I spent countless hours at the gym, practicing my skills. (4) Many of my friends tried to convince me that I should try other things, such as softball or tennis.

(5) No one could appreciate my passion for the sport. (6) They couldn’t comprehend the thrill of pulling off a complicated move after practicing it for months.

(7) Then shortly after my twelfth birthday something changed.

(8) Suddenly I didn’t spend my day looking forward to working on the balance beam, but competitions no longer excited me. (9) Instead some of my teammates and me dreaded them. (10) What was happening? (11) I wrestled with my reluctance and persevered for a couple of months, but I just grew more and more unhappy.

(12) To relieve my frustration, I started going to the track to run with my mother. (13) One day we were finishing our run when a woman approached us. (14) She introduced herself as the middle school track coach and invited me to come to practice the next day.

(15) That evening, I called my gymnastics coach, and she encouraged me to meet with the track team. (16) At track practice I were able to try

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new things. (17) I discovered that I was a fast runner, and my long jump was superb! (18) I ended up quitting the gymnastics team, but not the sport. (19) I still practice once a week, but I'm trying new things. (20) People still ask me, “What's your favorite thing to do?” (21) These days I smile and say, “I like to try new things.”

Now answer Numbers 8 through 13 on your Answer Sheet. Base your answers on the changes Avery should make.

- 8** What is the best way to revise sentence 2?
- F. My gymnastics career began eleven years ago, when I was only two years old.
G. When I was two years old, eleven years ago, my only gymnastics career began.
H. My gymnastics career when I was two years old began, only eleven years ago.
I. When I was only two years old, my gymnastics career began eleven years ago.
- 9** What change should be made in sentence 7?
- A. change *after* to *over*
B. change *my* to *mine*
C. insert a comma after *birthday*
D. change *something* to *Something*
- 10** What change should be made in sentence 8?
- F. change *spend* to *spent*
G. delete the comma after *beam*
H. change *but* to *and*
I. change *me* to *I*

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- 11 What change should be made in sentence 9?
- A. change *Instead* to **Because**
 - B. change *dreaded* to **dreded**
 - C. change *me* to **I**
 - D. change *them* to **it**
- 12 What change should be made in sentence 11?
- F. change *wresled* to **wrestled**
 - G. change *reluctance* to **reluctence**
 - H. delete the comma after *months*
 - I. change *but* to **so**
- 13 What change should be made in sentence 16?
- A. change *At* to **Under**
 - B. change *practice* to **practicing**
 - C. change *were* to **was**
 - D. change *try* to **tried**

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Revising and Editing

Read the introduction and the article “First Flight” before answering Numbers 14 through 19.

Anna wrote an article about a book she read. Read her article and think about the changes she should make.

First Flight

(1) I have always enjoyed reading historical fiction. (2) I just finished reading *Seeing the First Flight* by Milton Nance. (3) It is a fantastick work of historical fiction. (4) In a new book, twelve-year-old Emily watches as Orville Wright makes the first airplane flight.

(5) Emily begins her story on the morning of the first flight. (6) Only a handful of people have gathered on the beach to witness history in the making. (7) Emily sees the Wright brothers flip a coin to determine who will attempt the first flight. (8) Orville, winning the coin toss, climbs onto the airplane. (9) Emily holds her breath as the plane lifts into the air for twelve seconds. (10) She watches it travel 120 feet. (11) The brothers then take turns flying the plane.

(12) Emily’s thoughts are very much interesting. (13) She asks her if the airplane will transform the world. (14) She wonders if the american people will ever use airplanes for travel. (15) Through her thoughts and descriptions, readers catch a glimpse of the world before modern transportation. (16) I felt inspired to imagine the future of travel.

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Now answer Numbers 14 through 19 on your Answer Sheet. Base your answers on the changes Anna should make.

14 What change should be made in sentence 1?

- F. change *have* to *had*
- G. change *enjoying* to *enjoyed*
- H. insert a comma after *reading*
- I. change *historical* to *Historical*

15 What change should be made in sentence 3?

- A. change *is* to *be*
- B. change *fantastick* to *fantastic*
- C. change *of* to *or*
- D. change the period to a question mark

16 What change should be made in sentence 4?

- F. change *a* to *this*
- G. change *twelve-year-old* to *Twelve-year-old*
- H. change *watches* to *had watched*
- I. change *makes* to *making*

17 What change should be made in sentence 12?

- A. change *Emily's* to *Emilys*
- B. change *are* to *is*
- C. change *very much interesting* to *fascinating*
- D. change the period to an exclamation point

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18 What change should be made in sentence 13?

- F.** change *She* to **Her**
- G.** change *her* to **herself**
- H.** change *transform* to **tramsform**
- I.** change *world* to **World**

19 What change should be made in sentence 14?

- A.** change *wonders* to **wondering**
- B.** change *american* to **American**
- C.** change *will ever use* to **had ever used**
- D.** change the period to an exclamation point

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Revising and Editing

Read the introduction and the passage “The Trip of a Lifetime” before answering Numbers 20 through 25.

Carlos wrote a passage about a child who visits relatives in another country. Read his passage and think about the changes he should make.

The Trip of a Lifetime

- (1) Last summer, Adrian took a trip that most people only dream of taking. (2) He traveled to Germany with his parents to meet the family members he had only seen in pictures. (3) Adrian’s parents who had come to the United States from Germany before Adrian was born, had told Adrian lots of stories about their German relatives. (4) I’ve been on a plane, but I’ve never traveled to Germany.
- (5) The flight from the United States to Germany took more than ten hours. (6) Traveling by train from the airport, Adrian and his family reached they’re relatives’ home in the country in less than an hour.
- (7) Adrian’s grandparents, aunts, uncles, and cousins were all waiting there, and they greeted Adrian as if they had known him all his life.
- (8) The next day, the entire family went sightseeing in the Rhine River Valley. (9) The first stop was a castle that looked like it had been plucked from the pages of a fairy tale. (10) During a river cruise, the family saw many more castles, each with its own really very special history. (11) That night, the family sat on the riverbank and witnessed a magical fireworks show high above the water. (12) As his family watched the fireworks, Adrian thought it was the more happier time of his life. (13) Oh it would be difficult to say goodbye!

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(14) Adrian and his parents look at pictures on the plane ride home when Adrian suddenly exclaimed, “That was the trip of a lifetime!”

(15) When Papa asked which part of the trip was his favorite, Adrian didn’t hesitate to respond, “It was getting to spend time with our family.”

Now answer Numbers 20 through 25 on your Answer Sheet. Base your answers on the changes Carlos should make.

20 What change should be made in sentence 3?

- F. change *Adrian’s* to *Adrians’*
- G. insert a comma after *parents*
- H. change *had* to *have*
- I. delete the comma after *born*

21 What change should be made in sentence 10?

- A. delete the comma after *cruise*
- B. change *saw* to *had seen*
- C. change *really very special* to *unique*
- D. change the period to a question mark

22 What change should be made in sentence 12?

- F. change *As* to *So*
- G. change *watched* to *watches*
- H. change *was* to *were*
- I. change *more happier* to *happiest*

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- 23** What change should be made in sentence 13?
- A. insert a comma after *Oh*
 - B. change *difficult* to **difficulty**
 - C. change *say* to **said**
 - D. change the exclamation point to a question mark
- 24** What change should be made in sentence 14?
- F. change *look* to **were looking**
 - G. change *when* to **while**
 - H. delete the comma after *claimed*
 - I. delete the quotation mark after the exclamation point
- 25** Which sentence does NOT belong in this passage?
- A. sentence 1
 - B. sentence 4
 - C. sentence 7
 - D. sentence 11



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Writing Arguments

Writing Arguments

Read the prompt and plan your response.

Most people have a favorite book.

Think about a favorite book and the reasons why you like it.

Now write to persuade a friend to read your favorite book.

Planning Page

Use this space to make your notes before you begin writing. The writing on this page will NOT be scored.

Name _____ Date _____

Writing Arguments

Begin writing your response here. The writing on this page and the next page WILL be scored.

Name _____ Date _____

Writing Arguments

