

Released Form

**North Carolina  
READY End-of-Grade  
Assessment  
English Language Arts/  
Reading**



**Student Booklet**



Academic Services and Instructional Support  
Division of Accountability Services





## Song (1914)

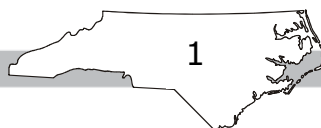
*by Rupert Brooke*

All suddenly the wind comes soft,  
And Spring is here again;  
And the hawthorn quickens with buds of green,  
And my heart with buds of pain.

- 5 My heart all Winter lay so numb  
The earth is dead and frore,\*  
That I never thought the Spring would come,  
Or my heart wake any more.

- But Winter's broken and earth has woken,  
10 And the small birds cry again;  
And the hawthorn hedge puts forth its buds,  
And my heart puts forth its pain.

\***frore:** frozen



Go to the next page.



- S1 What can be inferred from line 5?
- A The speaker's heart is cheerful.
  - B The speaker's heart is afraid.
  - C The speaker's heart is paralyzed.
  - D The speaker's heart is extremely warm.
- S2 In the second stanza, how does the poet's choice of words impact the meaning of the poem?
- A The words tell the differences between the types of birds.
  - B The words describe how cold it gets when seasons change.
  - C The words explain how the speaker views all of the seasons.
  - D The words emphasize the despair the speaker feels.

RELEASED





## Excerpt from “In the Old Valley”

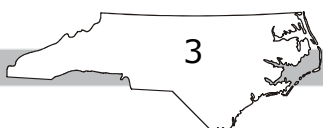
*by Lucy Maud Montgomery*

The man halted on the crest of the hill and looked somberly down into the long valley below. It was evening, and although the hills around him were still in the light, the valley was already filled with kindly, placid shadows. A wind that blew across it from the misty blue sea beyond was making wild music in the rugged firs above his head as he stood in an angle of the weather-grey longer fence, knee-deep in bracken. It had been by these firs he had halted twenty years ago, turning for one last glance at the valley below, the home valley which he had never seen since. But then the firs had been little more than vigorous young saplings; they were tall, gnarled trees now, with lichened trunks, and their lower boughs were dead. But high up, their tops were green and caught the saffron light of the west. He remembered that when a boy, he had thought there was nothing more beautiful than the evening sunshine falling athwart the dark green fir boughs on the hills.

As he listened to the swish and murmur of the wind, the earth-old tune with the power to carry the soul back to the dawn of time, the years fell away from him, and he forgot much, remembering more. He knew now that there had always been a longing in his heart to hear the wind-chant in the firs. He had called that longing by other names, but he knew it now for what it was when, hearing, he was satisfied.

He was a tall man with iron-grey hair and the face of a conqueror—strong, pitiless, unswerving. Eagle eyes, quick to discern and unfaltering to pursue; jaw square and intrepid; mouth formed to keep secrets and cajole men to his will—a face that hid much and revealed little. It told of power and intellect, but the soul of the man was a hidden thing. . . . Yonder below him was home—the old house that had sheltered him, the graves of his kin, the wide fields where his boyhood dreams had been dreamed.

Should he go down to it? This was the question he asked himself. He had come back to it, heartsick of his idols of the marketplace. For years they had satisfied him, the buying and selling and getting gain, the pitting of strength and craft against strength and craft, the tireless struggle, the exultation of victory. Then, suddenly, they had failed their worshipper; they ceased to satisfy; the sacrifices he had heaped on their altars availed him nothing in this new need and hunger of his being. . . . Were there not better things than these, things he had once known and loved and forgotten? Where were the ideals of his youth, the lofty aspirations that had upborne him then? Where was the eagerness and zest of new dawns, the earnestness of well-filled, purposeful hours of labor, the satisfaction of a good day worthily lived, at eventide the unbroken rest of long, starry nights? Where might he find them again? Were they yet to be had for the seeking in the





old valley? With the thought came a great yearning for home. He had had many habitations, but he realized now that he had never thought of any of these places as home. That name had all unconsciously been kept sacred to the long, green, seaward-looking glen where he had been born.

So he had come back to it, drawn by a longing not to be resisted. But at the last he felt afraid. There had been many changes, of that he felt sure. Would it still be home? And if not, would not the loss be most irreparable and bitter? Would it not be better to go away, having looked at it from the hill and having heard the saga of the firs, keeping his memory of it unblurred, than risk the probable disillusion of a return to the places that had forgotten him and friends whom the varying years must certainly have changed as he had changed himself? No, he would not go down. It had been a foolish whim to come at all—foolish, because the object of his quest was not to be found there or elsewhere. He could not enter again into the heritage of boyhood and the heart of youth. He could not find there the old dreams and hopes that had made life sweet. He understood that he could not bring back to the old valley what he had taken from it. He had lost that intangible, all-real wealth of faith and idealism and zest; he had bartered it away for the hard, yellow gold of the marketplace, and he realized at last how much poorer he was than when he had left that home valley. His was a name that stood for millions, but he was beggared of hope and purpose.

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- 1 Which detail from the selection supports the development of the central idea?
- A “It had been by these firs he had halted twenty years ago, turning for one last glance at the valley below, the home valley which he had never seen since.”
  - B “He remembered that when a boy, he had thought there was nothing more beautiful than the evening sunshine falling athwart the dark green fir boughs on the hills.”
  - C “Yonder below him was home—the old house that had sheltered him, the graves of his kin, the wide fields where his boyhood dreams had been dreamed.”
  - D “He understood that he could not bring back to the old valley what he had taken from it.”





- 2 Which statement summarizes the selection?
- A The trees that were once only saplings are now full-grown and withered.
  - B The speaker misses his previous home, but realizes it would not be the same if he returned there after many years.
  - C The speaker remembers more of his previous home than he has forgotten.
  - D The thrill of the marketplace no longer satisfies the speaker.
- 3 According to the selection, what did the man seek from the valley?
- A the feeling of hope and purpose
  - B the ability to observe nature
  - C the chance to see his family and friends
  - D the desire to borrow money
- 4 Based on the sentences below, what does *saffron* mean?
- “But high up, their tops were green and caught the saffron light of the west. He remembered that when a boy, he had thought there was nothing more beautiful than the evening sunshine falling athwart the dark green fir boughs on the hills.”
- A green
  - B yellow
  - C dark
  - D west



- 5 In the sentence below, what is conveyed by comparing the sound of the wind to a murmur?

“As he listened to the swish and murmur of the wind, the earth-old tune with the power to carry the soul back to the dawn of time, the years fell away from him, and he forgot much, remembering more.”

- A The wind is rolling.
- B The wind is frightening.
- C The wind is gentle.
- D The wind is powerful.
- 6 In the sentence below, why did the man feel foolish?
- “It had been a foolish whim to come at all—foolish, because the object of his quest was not to be found there or elsewhere.”
- A He realizes that he cannot solve his problems by coming home.
- B He finally understands that coming home was a mistake.
- C He discovers that his home is not as wonderful as he had thought.
- D He believes that his life is better now than when he was young.
- 7 What do the sentences below reveal about the character?

“He had lost that intangible, all-real wealth of faith and idealism and zest; he had bartered it away for the hard, yellow gold of the marketplace, and he realized at last how much poorer he was than when he had left that home valley. His was a name that stood for millions, but he was beggared of hope and purpose.”

- A He would trade his fortune for happiness.
- B He was very poor.
- C He wanted to be a boy again.
- D He did not miss his home greatly.





## Padre Island National Seashore, Texas

### *Park Geology*

#### *Profile of a Barrier Island*

Padre Island is one of a chain of islands that stretches along the Atlantic and Gulf coasts of the United States from Maine to Texas. These islands are barrier islands, so-called because they guard the mainland from the direct onslaught of storms. On many of these low-lying islands, man has left his mark: seaside homes, lighthouses, fishing villages, vacation resorts. But on Padre Island, it is not the work of man but the handiwork of nature that is most evident.

Padre Island, like all barrier islands, is a dynamic place where you can witness change:

- change wrought by the gentle touch of breezes,
- by the relentless crashing of waves,
- by the rhythmic coming and going of tides, and, most dramatically, by the violent battering of tropical storms and hurricanes.

The many environments of Padre Island—beach, dunes, grasslands, and tidal flats—are shaped and reshaped daily in response to these natural sculptors. You can see the signs of change everywhere: sand blowing in the wind, new seashells deposited by a wave, a washover channel cut into the island by the power of a great storm. Another more subtle change that is occurring, according to scientists, is the slow expansion of the entire island toward the mainland as winds and storms deposit sand on the island's west side.

The plants and animals of Padre Island are well-adapted to the ever-changing nature of their native home. Sea oats, for example, thrive here. This wild shore plant is a pioneer species, one that moves into areas of loose, blowing sand where few other plants can grow and takes root. With the sand anchored by roots, other plants take hold and dunes grow, sometimes to heights of 30 or 40 feet. The dunes are held in place unless something destroys the plants. A particularly fierce storm can do it. People can do it, by trampling the grasses or driving over them; that's why hiking and driving in the dunes are prohibited.

For years, legends have been told of great treasures hidden on Padre Island and just off its shores. The stories are of fortunes of gold and silver carried by Spanish galleons lost at sea and of vast sums of money and gems buried in the sand. Some of this wealth has



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indeed been found, and more may be discovered in the future. Meanwhile, there are natural treasures just as great—perhaps even greater—to enjoy in Padre Island National Seashore. Located along the south Texas coast, this sparkling preserve by the sea embraces 80 miles of white sand-and-shell beaches, picturesque windswept dunes, wild landscapes of grasslands and tidal flats teeming with shore life, and warm offshore waters. The National Seashore is one of the longest stretches of primitive, undeveloped ocean beach in the United States. Throughout this coastal wilderness, you can enjoy the riches of relaxation and recreation.

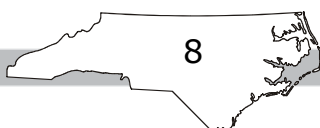
- If you're a beach-lover, the sun, sand, and surf of Padre Island are ideal for swimming and sunbathing almost all year.
- If you're a fisherman, you can choose between the Gulf of Mexico and the shallow, extremely salty waters of Laguna Madre—both are renowned for their bounty of game fish.

For those who delight in the discovery of a seashell of exquisite design and color, or a peculiar piece of driftwood, there are miles of shoreline for beachcombing. Campers can awake to the sights and sounds of water and island birds such as gulls, herons, and ducks that live by the water's edge. If it's adventure and a chance to get away from it all that you seek, you can hike or drive a 4-wheel-drive vehicle along the long roadless Gulf beach. For those who like to poke around in the past, Padre Island has a history of small Indian tribes that once hunted and fished here, shipwrecks, hurricanes, cattle ranches, and oil and gas exploration. However you spend your time at Padre Island National Seashore, the rewards will be generous.

- 
- 8 Based on the sentence below, how does the personification of nature emphasize the author's point?

"But on Padre Island, it is not the work of man but the handiwork of nature that is most evident."

- A It shows that nature is the main force of change on the island.
- B It shows that man has built many structures along the island.
- C It shows the importance of lighthouses on rocky beaches.
- D It shows the response of wildlife to the island.





9 Which event creates dramatic changes on Padre Island?

- A “the gentle touch of breezes”
- B “the relentless crashing of waves”
- C “the rhythmic coming and going of tides”
- D “the violent battering of tropical storms and hurricanes”

10 Which statement explains the sentence below?

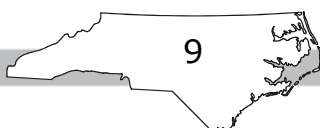
“The many environments of Padre Island—beach, dunes, grasslands, and tidal flats—are shaped and reshaped daily in response to these natural sculptors.”

- A Natural elements constantly change the surface of Padre Island.
- B The plants and animals of Padre Island have adapted to the natural changes to its environment.
- C A large storm changed the environments of Padre Island.
- D Padre Island is expanding toward the Texas mainland.

11 Which phrase from the sentence below helps the reader determine the meaning of the word *subtle*?

“Another more subtle change that is occurring, according to scientists, is the slow expansion of the entire island toward the mainland as winds and storms deposit sand on the island’s west side.”

- A “entire island”
- B “winds and storms”
- C “slow expansion”
- D “deposit sand”





- 12 Why are sea oats considered to be a pioneer species?
- A They are native to the area.
  - B They adapt well and take root in sand.
  - C They are difficult to destroy.
  - D They can grow to heights of 30 or 40 feet.
- 13 Why does the author compare the natural beauty of Padre Island to the island's legendary hidden treasures?
- A The author believes the legends of hidden treasures are unrealistic.
  - B The author believes that hidden treasures are difficult to find because of the many huge sand dunes.
  - C The author believes future generations will continue to find treasures at Padre Island.
  - D The author believes the relaxation and recreation available at Padre Island are as valuable as treasures.
- 14 How are the bullet points used to further the author's purpose?
- A The bullet points break up the pattern of the selection.
  - B The bullet points highlight old legends.
  - C The bullet points place emphasis on important facts.
  - D The bullet points interrupt the flow of the information.



- 15 What was the author's purpose in writing this selection?
- A to explain why sand dunes are important and must be preserved
  - B to educate people and encourage tourism on Padre Island
  - C to show that the hidden treasure of Padre Island is more valuable than its natural beauty
  - D to demonstrate a need for national protection of all barrier islands
- 16 Which claim made by the author has insufficient evidence to support its accuracy?
- A "But on Padre Island, it is not the work of man but the handiwork of nature that is most evident."
  - B "The many environments of Padre Island—beach, dunes, grasslands, and tidal flats—are shaped and reshaped daily in response to these natural sculptors."
  - C "The plants and animals of Padre Island are well-adapted to the ever-changing nature of their native home."
  - D "However you spend your time at Padre Island National Seashore, the rewards will be generous."



## A Pinch of Salt

*by Robert Graves*

- When a dream is born in you  
    With a sudden clamorous pain  
When you know the dream is true  
    And lovely, with no flaw nor stain,  
**5** O then, be careful, or with sudden clutch  
You'll hurt the delicate thing you prize so much.
- Dreams are like a bird that mocks,  
    Flirting the feathers of his tail.  
When you seize at the salt-box,  
**10** Over the hedge you'll see him sail.  
Old birds are neither caught with salt nor chaff:  
They watch you from the apple bough and laugh.
- Poet, never chase the dream.  
    Laugh yourself, and turn away.  
**15** Mask your hunger; let it seem  
    Small matter if he come or stay;  
But when he nestles in your hand at last,  
Close up your fingers tight and hold him fast.



- 17 Based on the first two lines, what can be inferred about the speaker's experience with dreams?
- A It has been agonizing.
  - B It has been ecstatic.
  - C It has been amusing.
  - D It has been confusing.
- 18 What is the impact of line 6 on the meaning of the poem?
- A It encourages poets to write about pain and suffering.
  - B It describes how painful dreams can be.
  - C It highlights how special dreams are to a person.
  - D It warns poets not to hold on to their dreams too tightly.
- 19 What does the simile in lines 7–8 mean?
- A Dreams are pretty like a bird's tail feathers.
  - B Dreams are like a bird that talks too much.
  - C Dreams are like birds that are arrogantly beautiful.
  - D Dreams are like birds that pull out their tail feathers.



- 20 In the last stanza, who is “he” referring to?
- A the poet’s ideas
  - B the poet’s dreams
  - C the poet’s bird
  - D the poet’s life
- 21 In the selection, how does the bird contribute to the theme?
- A It symbolizes the hope that dreams can give to a person.
  - B It symbolizes how quickly dreams can be crushed.
  - C It symbolizes how dreams can escape a person.
  - D It symbolizes how clever dreams can be.
- 22 What is the meaning of the poem’s extended metaphor?
- A Dreams can be easily ruined with a pinch of salt.
  - B Dreams must be chased and attacked until one finally catches them.
  - C Many times one thinks one has a dream, but then it flies away.
  - D One must wait patiently and seize the proper moment to fulfill one’s dreams.



## Queen's English

by Janice Weaver

The English language, now spoken by about half a billion people worldwide, was actually brought to England by invaders from northern Germany. In the mid-fifth century A.D., three seafaring tribes—the Angles, the Jutes, and the Saxons—saw their chance to fill the void left by departing Roman soldiers and launched their own assault on the southern and eastern coasts of England (or “the land of the Angles”). The language they carried with them across the cold and stormy North Sea developed into Old English, then Middle English, and finally Modern English, the most widely used language in the world.

English is often accused of being an impossibly complicated language, horribly difficult for nonnative speakers to learn. It is full of words like “eight” and “enough” and “feign,” which look as if they should be pronounced something like *ey-get*, *en-oog*, and *fi-gen*, but of course are not. In fact, though, people who study languages tell us that about 84 percent of English words are entirely straightforward and get pronounced exactly as they seem they should. Another 13 percent follow the rules closely enough that most people can sound them out without making too many mistakes. The problems lie in the final 3 percent, a small but troublesome group of words that don't behave in any predictable fashion and simply have to be committed to memory. Unfortunately for anyone trying to learn the language, that 3 percent includes four hundred of our most commonly used words, such as “of,” “four,” “done,” and “love.”

English is probably the world's most well-documented language, and this is one reason why so many illogical spellings have survived through to the present day. People began producing English-language dictionaries almost as soon as the printing press was invented in Europe, in the 1400s . . . and these dictionaries fixed, perhaps for all time, many of the spellings that make the least sense to us today.

Over the past four centuries or so, a number of people have argued for the simplification of English spellings. One of them, Noah Webster, the creator of the 1828 *American Dictionary of the English Language*, was successful enough in his efforts that, to this day, Britons and Americans spell many words differently (with Canadians, as always, trying to occupy a neutral middle ground). Webster gave the world *-or* spellings instead of *-our* (favor/favour), *-er* instead of *-re* (center/centre), and *-yze* instead of *-yse* (analyze/analyse). He also introduced many phonetic spellings—that is, spellings based on how words sound—including “skeptical” (for “sceptical”), “plow” (for “plough”), and “check” (for “cheque”). One theory is that Webster hoped to make the language more rule-abiding so that Americans, who tended to have less formal education, could more easily learn to read and write.





⑤

But Webster was, by all accounts, a grim, miserable man, and in the end, he was not able to talk people around to accepting some of his more radical changes, like spelling “women” as *wimmen* and “tough” as *tuf*. He learned that the more common a word is, the greater the resistance to changing it. There’s hardly an English-speaker on earth who won’t for example, oppose spelling “of” as *ov*, whether it makes more sense or not.

We hang on to many of our oddest spellings because, for one thing, they reflect the English language’s far-reaching linguistic ancestry. Though it began life as a Germanic dialect, English has, over 1500 years, picked up influences from all over the world. It is estimated, for instance, that when the Normans ruled England, from 1066 to 1154, they introduced ten thousand French-derived words into the language, a full three-quarters of which we still use today. We have also borrowed freely from Latin, Greek, Danish, Swedish, Spanish, and even Russian. In fact, many people have argued that one of the great strengths of English is its willingness to embrace words from just about anywhere. We adopt, without translation, terms like “macho,” “kindergarten,” “maitre d’,” “ and, more recently, “smorgasbord” and “glasnost.” This gives our language a richness and an inclusiveness that others sometimes lack. (Although English, of course, has repaid the favor, infiltrating languages all over the globe, and sometimes creating hybrid monsters like Denglish, a mix of German and English, and Franglais, a mix of English and French.)

Today, most language experts agree that there are about 200,000 English words in everyday use. (French makes do with roughly half that number.) With a language so vast, we can often be more precise with meaning than non-English speakers, distinguishing between, for example, “earth” and “ground,” “house” and “home,” “story” and “history.” And the language continues to grow and evolve, transforming itself to meet the requirements of an ever-changing world. When the first English-language dictionaries were published, they listed about 3,000 words. Samuel Johnson’s landmark *Dictionary of the English Language*, published in 1755, contained 43,000 words, and the granddaddy of them all, the *Oxford English Dictionary*, has a mind-boggling 615,000. When you add all the scientific, medical, and technical terms that don’t get included in dictionaries meant for the general public, you’re probably talking about many millions of words, with perhaps tens of thousands more being coined with each passing year.



- 23 Which statement provides an objective summary of the selection?
- A The English language is spoken by half a billion people in the world and originated in Germany.
  - B Modern English is considered the most widely used language in the world.
  - C The English language is the world’s most documented language because of the large number of English language dictionaries.
  - D The English language has a long history of including words from many languages and continues to evolve to meet the requirements of an ever-changing world.
- 24 How does the author unfold her ideas in the first paragraph?
- A by describing the environment in which the English language was created
  - B by describing the history of the English language in random order
  - C by stating statistical information on how many people speak English
  - D by listing ethnic groups that speak English
- 25 What does the phrase “a troublesome group of words that don’t behave” mean?
- A The words are irritating.
  - B The words are misunderstood.
  - C The words follow no established rules.
  - D The words create problems.



- 26 According to the selection, why is English one of the world's most well-documented languages?
- A It is a blend of so many other languages.
  - B There have been many publications of dictionaries.
  - C There are about 200,000 words in everyday use.
  - D It is spoken by a half billion people.
- 27 Why was Webster unable to convince people to accept his spellings of certain words?
- A He was inaccurate with many of his spellings.
  - B People were unable to understand the words.
  - C He was not a good salesman of his ideas.
  - D The Queen did not agree with his spellings.
- 28 What does the author mean by *linguistic* as used in the sentence below?
- "We hang on to many of our oddest spellings because, for one thing, they reflect the English language's far-reaching linguistic ancestry."
- A using a dialect
  - B pertaining to grammar
  - C using jargon
  - D pertaining to language



29 Which statement supports the author’s claim below?

“English is often accused of being an impossibly complicated language, horribly difficult for nonnative speakers to learn.”

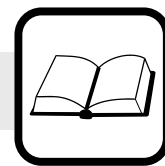
- A “. . . Modern English, the most widely used language in the world.”
- B “The problems lie in the final 3 percent, a small but troublesome group of words that don’t behave in any predictable fashion and simply have to be committed to memory.”
- C “English is probably the world’s most well-documented language . . .”
- D “In fact, many people have argued that one of the great strengths of English is its willingness to embrace words from just about anywhere.”

30 How does the author prove her claim that English users resist simplifying English spelling?

- A She uses examples of English and American spelling.
- B She uses examples of spelling changes that people did not receive well.
- C She explains how some words derive from foreign languages.
- D She explains how language users dislike dictionary writers.

31 How does paragraph 5 refine the author’s idea?

- A It gives the cause of a problem and then the solution.
- B It spatially arranges the information, beginning in Europe and moving to Asia.
- C It provides a fact and then gives an example.
- D It presents dialogue from well-known dictionary creators and language experts.



## A Poetic City

*by Erika Samovici, 13*

The echo of a rooster's call woke 12-year-old Anna Maria from a deep sleep early one beautiful Saturday morning in June. Opening the door to the balcony, she noticed that the tallest mountain peaks were just beginning to get greener. Taking a deep breath she could almost taste the crisp mountain air. To her left, Anna Maria could just make out one of the towers on Bran Castle. In the distance she could hear the villagers calling out to one another while starting their morning duties. She wished she could stay here all day, writing poetry, but knew that the  $3\frac{1}{2}$ -hour drive to the city couldn't wait. With a sigh, she closed the door and made her way inside to prepare for the trip.

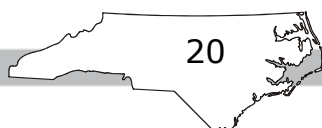
An hour later, when Anna Maria was finished packing, she took one last glimpse out the window and hurried downstairs. Her aunt was already there, talking to her parents. They both kissed each other on the cheek. Then Anna Maria said goodbye to her parents and loaded her suitcase in the back of her aunt's car. She jumped into the car and waved goodbye one last time.

During the ride to the city, Anna Maria used her time looking out the window. They passed by Bran Castle, also known as Dracula's Castle. She took note of the towering building and the light fog that surrounded it, almost making the castle look even older than it was. Her aunt was taking the scenic route and after a while they entered the town of Sinaia. After passing houses built so close together you couldn't see in between them, the car started up a winding mountain road along a cliff. Anna Maria opened her notebook and described the scene below: a green valley with scattered houses, farms, and tall pine trees. She thought to herself that this could be the beginning of a great poem.

After an hour and a half, Anna Maria and her aunt began to see scattered oil rigging equipment in empty fields. They looked like huge birds pecking in the ground for worms. Anna Maria wasted no time putting this description in her notebook.

Finally, they arrived at Anna Maria's aunt's apartment, in the middle of Bucharest, only six blocks from the People's House. Taking the elevator up to the fifth floor, they were greeted by Anna Maria's 12-year-old cousin Alexandra.

"Buna," said Alexandra excitedly.





“Buna,” replied Anna Maria with the same amount of enthusiasm as her cousin. Alexandra and her mother led their guest into the apartment. The two girls then ate dinner and talked until it was time to rest for the day.

Anna Maria spent the next day sightseeing. She visited beautiful parks, an impressive monument of the 1989 revolution, and an estate of a Romanian artist. Each time Anna Maria pulled out her notebook and jotted down poetry ideas. Looking out the car window, on the way to her home-away-from-home, Anna Maria noticed how crowded the houses were compared to her village home. Cars filled every part of the street and were even parked on the sidewalks. People stood in lines on the sidewalk waiting for their chance to receive a free carton of eggs for their family. Anna Maria’s aunt then turned down a cobblestone road to avoid the continuous flow of cars. It took them an extra 30 minutes to return to the apartment.

After a dinner of mititei (Romanian sausage) and potatoes, Anna Maria climbed into her bed and began writing in her notebook. Not realizing it, ideas flowed through her mind and onto the paper. After 20 minutes, she closed the journal and fell asleep.

The next morning, Anna Maria, her aunt, and Alexandra decided to take a tour of the People’s House. After breakfast they walked four blocks to the main road, which had 41 fountains down the middle. Anna Maria thought they were breathtaking. Her aunt explained that these fountains stood for the 41 main cities in Romania. The largest symbolized Bucharest, the capital.

As the trio approached the enormous structure, Anna Maria was amazed at its size. No wonder it was the second largest building in the world. In front of it three tall flagpoles stood, with their very large flags waving in the breeze. The one in the middle was the Romanian flag with three vertical stripes of blue, yellow, and red. Every side of the building was covered with glass windows that were arched at the top and concrete columns lined the front.

They paid for the tour and followed the tour guide into the building. Walking down the long corridors, with the smooth, rare pink marble under their feet, the group made their way to a stairway. After climbing around 50 steps, the tour guide took everyone into one of the conference rooms. They all passed through a door on the opposite side, which led to an outdoor balcony. Anna Maria stood in front of the fountains, looking at the square and the grassy garden. The view was spectacular! Taking out her notebook, Anna Maria wrote down poetry ideas quickly, because she thought the view wouldn’t last.

An hour later Anna Maria found herself in her aunt’s favorite restaurant. . . . After enjoying a lunch of mititei, vegetables, and fruit, the three sightseers walked home feeling good about what they had seen that day.



That night in bed, Anna Maria took out her notebook and began writing. . .

## A Wondrous City

Looking past the towering buildings,  
much more can be seen.

Beautiful parks  
filled with flower formations of animals:

- 5** fierce tigers, graceful swans, and slick dolphins.  
each telling a story of their own.

Shiny, silver statues  
honoring the famous and the brave,  
teaching all about the country

- 10** with their own voices.

Forty-one fountains in a row  
shooting droplets of sparkling water to the sky,  
making a rainbow as they go  
bringing me to something much larger. . .

- 15** The People's House.  
Flowers bloom in the garden,  
up above a balcony stands,  
waiting for a true leader to come and speak to all.

Delightful memories of this wondrous city will always come to mind,

- 20** When I think of Bucharest, Romania.



- 32 In the sentences below, what is the impact of the imagery on the meaning of the selection?

“After an hour and a half, Anna Maria and her aunt began to see scattered oil rigging equipment in empty fields. They looked like huge birds pecking in the ground for worms.”

- A It emphasizes Anna Maria’s active imagination.
- B It explains how the oil rigging machines work.
- C It describes how the oil rigging machines are distracting.
- D It highlights the complexity of machines and their jobs.
- 33 What does the dialogue between Anna Maria and Alexandra reveal about their relationship?
- A They tolerate each other only because they are cousins.
- B They are prim yet polite toward each other.
- C They are delighted and eager to be together.
- D They greet each other but do not have much to say.
- 34 According to the selection, from what does Anna Maria gain her inspiration?
- A the stories that she is told
- B the sights that she sees
- C the feelings she has for her family
- D the love that she has for nature





35 In the sentences below, what does *impressive* mean?

“Anna Maria spent the next day sightseeing. She visited beautiful parks, an impressive monument of the 1989 revolution, and an estate of a Romanian artist.”

- A noticeable
- B subtle
- C superb
- D intricate

36 What does the tour of the People’s House reveal about Anna Maria?

- A She was frustrated by the immense size of the structure.
- B She was afraid the view would soon be blocked by the Romanian Flag.
- C She was concerned that her tour would end before she finished her poem.
- D She was inspired to record her impressions and her sense of awe.

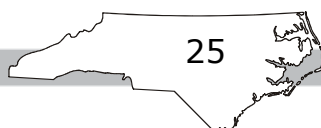
37 How does the author create excitement in the text?

- A through the description of the oil rigs
- B through Anna Maria’s poetry
- C through Anna Maria’s description of the different stories she heard
- D through the description of people waiting for free eggs



- 38 In the second stanza of “A Wondrous City,” what does “each telling a story of their own” mean?
- A The flower formations came to life and recounted how they were created.
  - B The flower formations were created differently and wanted others to know how.
  - C The flower formations spoke through their elaborate designs.
  - D The flower formations’ beauty spoke for itself.
- 39 What effect does the author create by including the poem in the story?
- A It creates a clear picture of Anna Maria’s experience in a new city.
  - B It creates a vivid portrayal of Anna Maria’s ability to write poetry.
  - C It creates a muddled vision that was designed by Anna Maria.
  - D It creates an outlet for Anna Maria to express herself in poetry form.

RELEASED





# Splashy River Town

*by Kim Cross*

Chattanooga just keeps getting better. Ditch your car, and discover new surprises around every bend.

## Rebirth on the Riverbank

Take a walk down Chattanooga's Riverfront to meet a city that dared to dream big. Fountains meander around buildings like streams. Outdoor art enlivens every step from the aquarium to the art museum. Families gather on the banks of the Tennessee River, where live music spills from a floating stage. People are walking, talking, smiling at strangers, crossing the river on a sky blue footbridge. This is what every city strives to be: a safe haven, a vibrant gathering spot, a place where people want to bring their kids and dogs and friends. This is the new Chattanooga.

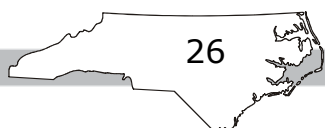
③

Unveiled in May 2005, Chattanooga's Riverfront has been heralded as a model of urban renewal. Its scenic network of parks and pathways links restaurants, shops, and family attractions along the river. Where slabs of concrete once lined the bank, grassy terraces cascade toward the water, a soft and scenic gathering spot for sunsets and special events. During concerts, this serves as an amphitheater. Kayakers paddle to the best seat in the house while boats tie up to the pier.

Visitors kick off their shoes and splash barefoot down the waterfall stairs that meet six fountains arcing into the river. This is The Passage, a special place that honors those who gathered here before embarking on the Trail of Tears. Cherokee symbols engraved in seven bronze discs tell their story.

## A Story of Hope

Nearby, established attractions reveal their own extreme makeovers. The Tennessee Aquarium doubled its size in 2005 with a new saltwater wing. (It formerly featured mostly freshwater fauna. Now it boasts a shark tank, a butterfly garden, and a penguin exhibit.) Creative Discovery Museum expanded with dynamic exhibits for kids. The Hunter Museum of American Art grew into a spectacular metal flower of a building with a new wing designed by ultramodern architect Randall Stout. Inside, its interactive exhibits and plain-English guides have made it easier to "get" fine art. This award-winning building connects with the waterfront via sculpture-lined paths and a



Go to the next page.



stunning bridge of steel and glass that lights up at night, an architectural marvel in itself.

⑥

To appreciate the city's transformation, consider its past. In 1969, Walter Cronkite declared Chattanooga the nation's dirtiest city. Soot from the iron mills stained the air. The river was tainted, its banks an industrial wasteland. "All we had was hot pavement with litter blowing across it," remembers former mayor Bob Corker, a Chattanooga who envisioned what his city could be. Now a U.S. Senator, Corker set in motion a plan for a cleaner, greener, friendlier Chattanooga.

### **Rich in History**

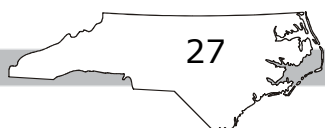
Even before Senator Corker got involved, the rebirth started with the 1992 opening of the Tennessee Aquarium, which drew more than 1 million visitors that first year. Restaurants, shops, and attractions sprang up like wildflowers around a stream. The Bluff View Arts District flourished into a neighborhood of galleries, bistros, and bed-and-breakfasts, all tucked in historic homes on the river bluff.

The energy spread across the river to the North Shore, where cafes and shops popped up along Frazier Avenue. Family-friendly Coolidge Park came alive with children splashing around a giant fountain and riding a refurbished carousel, whose fanciful beasts were hand-carved locally. The Walnut Street Bridge, built in 1891 and condemned in the 1970s, was saved and restored as a pedestrian bridge that spans the river. "We've connected our city so people can walk," says Senator Corker, who helped raise \$120 million to complete the city's transformation in just 35 months.

### **Walkable Downtown**

Making Chattanooga pedestrian friendly was the smartest move of all. Parking can be tough during big events, but you can push a stroller everywhere. Most of the attractions lie within a 5- to 15-minute walk from the aquarium. (A sidewalk elevator carries wheelchairs and strollers up a steep hill.) The new water taxi ferries visitors across the river for \$3, and a free electric shuttle stops by the Chattanooga Choo Choo, restaurants, the Sheraton Read House Hotel, and the aquarium. Joggers and cyclists cruise the 13-mile Riverwalk that extends from downtown to the Chickamauga Dam.

An utterly inspiring turnaround, Chattanooga proves that a vision, a plan, and a community that cooperates can make big dreams happen. We hope other Southern cities on the rise will dare to follow its footpaths.

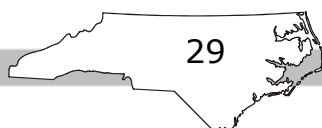




- 40 According to the selection, what describes the transformation that has recently taken place in Chattanooga?
- A from nature trails to crowded industrial center
  - B from sophisticated cultural center to rural residential area
  - C from industrial wasteland to visitor-friendly playground
  - D from overpopulated human city to expansive nature preserve
- 41 What word could replace *enlivens* in the sentence below?
- “Outdoor art enlivens every step down from the aquarium to the art museum.”
- A crowds
  - B encourages
  - C diminishes
  - D excites
- 42 In paragraph 3, what does the word *cascade* mean?
- A hang down
  - B create a mess
  - C clean up
  - D look unattractive

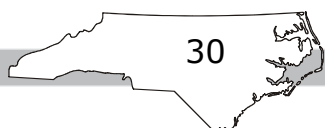


- 43 Why did the author include paragraph 6?
- A to highlight the comparison between old Chattanooga and new Chattanooga
  - B to show that Bob Corker was instrumental in the effort to clean up the city
  - C to demonstrate Walter Cronkite’s wrong ideas about Chattanooga
  - D to emphasize the comparison between an industrial city and a tourism city
- 44 According to the selection, what explains the significance of restoring the Walnut Street Bridge as part of the renewal project?
- A It was going to be designated a historical landmark by the city.
  - B It was endorsed by a U.S. Senator.
  - C It allows people to walk across the river.
  - D It cost \$120 million to restore.
- 45 What is the author’s purpose in writing the selection?
- A to explain why there are so many gaps in Chattanooga’s history
  - B to encourage people to visit Chattanooga
  - C to warn potential visitors that parking space is difficult to find in Chattanooga
  - D to describe in detail all of Chattanooga’s attractions





- 46 How does the author's use of descriptive language impact the selection?
- A It allows the reader to visualize the details the author is emphasizing.
  - B It catches the reader's attention and encourages him or her to continue reading.
  - C It encourages the reader to visit Tennessee.
  - D It justifies the author's position about Chattanooga.
- 47 Which statement is irrelevant to the author's claim that "Chattanooga just keeps getting better"?
- A "This is what every city strives to be: a safe haven, a vibrant gathering spot, a place where people want to bring their kids and dogs and friends. This is the new Chattanooga."
  - B "In 1969, Walter Cronkite declared Chattanooga the nation's dirtiest city. Soot from the iron mills stained the air."
  - C "Now a U.S. Senator, Corker set in motion a plan for a cleaner, greener, friendlier Chattanooga."
  - D "Restaurants, shops, and attractions sprang up like wildflowers around a stream."
- 48 Which statement from the selection supports the author's position about Chattanooga being a place other towns should mimic?
- A "Take a walk down Chattanooga's Riverfront to meet a city that dared to dream big."
  - B "Now a U.S. Senator, Corker set in motion a plan for a cleaner, greener, friendlier Chattanooga."
  - C "The energy spread across the river to the North Shore, where cafes and shops popped up along Frazier Avenue."
  - D "An utterly inspiring turnaround, Chattanooga proves that a vision, a plan, and a community that cooperates can make big dreams happen."





**This is the end of the English Language Arts/Reading test.**

**Directions:**

- 1. Look back over your answers for the test questions.**
- 2. Put all of your papers inside your test book and close your test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

RELEASED





## ACKNOWLEDGMENTS

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**Grade 8 English Language Arts/Reading**  
**RELEASED Form**  
**2012–2013**  
**Answer Key**

Item number	Type	Key	Standard
S1	MC	C	
S2	MC	D	
1	MC	D	CCSS.ELA.CONTENT.8.RL.2
2	MC	B	CCSS.ELA.CONTENT.8.RL.2
3	MC	A	CCSS.ELA.CONTENT.8.RL.1
4	MC	B	CCSS.ELA.CONTENT.8.L.4.a
5	MC	C	CCSS.ELA.CONTENT.8.L.5.a
6	MC	A	CCSS.ELA.CONTENT.8.RL.3
7	MC	A	CCSS.ELA.CONTENT.8.RL.3
8	MC	A	CCSS.ELA.CONTENT.8.RI.4
9	MC	D	CCSS.ELA.CONTENT.8.RI.3
10	MC	A	CCSS.ELA.CONTENT.8.RI.4
11	MC	C	CCSS.ELA.CONTENT.8.L.4.a
12	MC	B	CCSS.ELA.CONTENT.8.RI.1
13	MC	D	CCSS.ELA.CONTENT.8.RI.3
14	MC	C	CCSS.ELA.CONTENT.8.RI.5
15	MC	B	CCSS.ELA.CONTENT.8.RI.6
16	MC	D	CCSS.ELA.CONTENT.8.RI.8
17	MC	A	CCSS.ELA.CONTENT.8.RL.1
18	MC	D	CCSS.ELA.CONTENT.8.RL.4
19	MC	C	CCSS.ELA.CONTENT.8.L.5.a
20	MC	B	CCSS.ELA.CONTENT.8.RL.1
21	MC	C	CCSS.ELA.CONTENT.8.RL.2
22	MC	D	CCSS.ELA.CONTENT.8.L.5.a
23	MC	D	CCSS.ELA.CONTENT.8.RI.2
24	MC	A	CCSS.ELA.CONTENT.8.RI.3



Item number	Type	Key	Standard
25	MC	C	CCSS.ELA.CONTENT.8.L.5.a
26	MC	B	CCSS.ELA.CONTENT.8.RI.1
27	MC	C	CCSS.ELA.CONTENT.8.RI.1
28	MC	D	CCSS.ELA.CONTENT.8.L.4.a
29	MC	B	CCSS.ELA.CONTENT.8.RI.6
30	MC	B	CCSS.ELA.CONTENT.8.RI.8
31	MC	C	CCSS.ELA.CONTENT.8.RI.5
32	MC	A	CCSS.ELA.CONTENT.8.RL.4
33	MC	C	CCSS.ELA.CONTENT.8.RL.3
34	MC	B	CCSS.ELA.CONTENT.8.RL.1
35	MC	C	CCSS.ELA.CONTENT.8.L.4.a
36	MC	D	CCSS.ELA.CONTENT.8.RL.3
37	MC	B	CCSS.ELA.CONTENT.8.RL.6
38	MC	C	CCSS.ELA.CONTENT.8.L.5.a
39	MC	A	CCSS.ELA.CONTENT.8.RL.6
40	MC	C	CCSS.ELA.CONTENT.8.RI.1
41	MC	D	CCSS.ELA.CONTENT.8.L.4.a
42	MC	A	CCSS.ELA.CONTENT.8.L.4.a
43	MC	A	CCSS.ELA.CONTENT.8.RI.3
44	MC	C	CCSS.ELA.CONTENT.8.RI.1
45	MC	B	CCSS.ELA.CONTENT.8.RI.6
46	MC	A	CCSS.ELA.CONTENT.8.RI.4
47	MC	B	CCSS.ELA.CONTENT.8.RI.8
48	MC	D	CCSS.ELA.CONTENT.8.RI.6

**Item Types:**

MC = multiple choice

**Note about selections:**

Reading for literature texts can be stories or poems.

Reading for informational texts can be scientific, historical, economic, or technical.