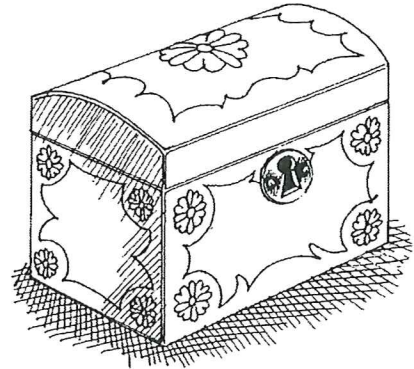


Shades of Silence

1 Elijah Raine sat scratching his name into the hard-packed dirt with a pointed stick. High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

2 “Elijah!” his mother called. Elijah glared at the yellow farmhouse that was now supposed to be his home. His mother stood in the doorway. She called him again. As he finished the last letter, he noticed something in the curve of the “h” he had written. Something metal glinted in the rosy late-afternoon sunlight. Elijah picked it up: a rusty old key. He stuck it in his pocket and walked down the hill.



3 Grandpa Joseph had passed away last year, leaving the house and farm to his daughter Rebecca, Elijah’s mother. Elijah had hoped that she would just sell it and use the money to buy a house in the city. She had chosen instead to quit her job at the newspaper and move to the farm. She could write in the country, she said. Elijah had been very unhappy about leaving his friends, his school, and the third-story apartment where he had always lived.

4 In the city, dinnertime had always been an opportunity for conversation between Elijah and his mother. Here, though, he had nothing to say. He knew his silence hurt his mother, but surely it was better than the angry stream of words that lay in wait behind it. It was best to keep quiet. After gobbling up a plateful of spaghetti, his favorite dinner, he quickly muttered, “Thanks,” and went to his room.

5 Later, he went down the creaky stairs to look for something to read. In the deep silence, his mother sat alone on the living-room sofa. On her lap lay a photograph album. Looking up, she smiled hopefully and said, “See what I found in the attic?” He nodded but remained standing at the bottom of the stairs.

6 “Here’s your great-grandfather Elijah, the one you were named after,” Rebecca said. “He’s about your age in this picture. Do you think you look like him?”

7 Elijah stuffed his hands into his pockets and shrugged. He felt the old key.

8 “Here he is a few years later,” Rebecca said. “It’s his wedding day. He’s all dressed up, standing next to his bride, Frederica.”

9 Elijah moved closer and glanced down at the photograph. Then something else caught his eye. “What’s that?” he asked, pointing to a painted wooden box on the coffee table in front of her.

10 “It’s a silent music box,” Rebecca said softly. She put down the album and took the box gently with both hands. “Years ago, when I was a little girl, my brother took the key away. He was just teasing; he didn’t mean to lose it. But he ran outside and dropped it out there somewhere.” She gazed out the window at the vast darkness. “We searched and searched but never found it.”

- 11 Elijah sat down beside her and opened his hand.
- 12 Suddenly his mother’s eyes sparkled. “That’s it! How did you—?” Elijah took a tissue from the box on the end table. He rubbed some rust and dirt off of the key, and then he handed it to her.
- 13 With trembling hands, Rebecca fit the key into the slot and wound up the music box. As its sweet melody played, mother and son listened together.
- 14 “It has been silent for a long, long time,” Rebecca said.
- 15 “It’s so clear!” said Elijah. “It sounds as good as new.” The silence had been broken.

CSR1P138

- 1** Read this sentence from paragraph 1.

High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

The author uses the phrase in the middle of nowhere to show that

- A the hill is so tall that Elijah is as high up as the hawk.
- B Elijah imagines that he is at the center of the world.
- C the closest house to Elijah is at least one hundred miles away.
- D Elijah feels very far away from everything that is familiar to him.

CSR00284.035

- 2** What is Elijah’s *main* problem in the story?

- A The key his mother needs is old and rusty.
- B He is angry because his mother made him leave his life in the city.
- C His mother no longer talks to him at dinnertime.
- D He does not want to come home when his mother calls to him.

CSR10507.138

- 3** The author uses details like “creaky stairs” to show that the house

- A should not be lived in anymore.
- B did not have very good stairs.
- C was not located in the city.
- D has been home to several generations.

CSR00279.035

Released Test Questions

English–Language Arts

4 How does Elijah begin to solve his problem?

- A He considers his mother's feelings.
- B He decides to go back to the city.
- C He finds a key that opens a secret room.
- D He has fun playing outside on the farm.

CSR00280.035

5 In paragraph 13, why are Rebecca's hands "trembling"?

- A She is afraid of what she might find inside the wooden box.
- B She hopes that the music will make Elijah happy to live on the farm.
- C She is thrilled that Elijah found the music box key and gave it to her.
- D She is upset that the key has become so old and rusty from being outside.

CSR00282.035

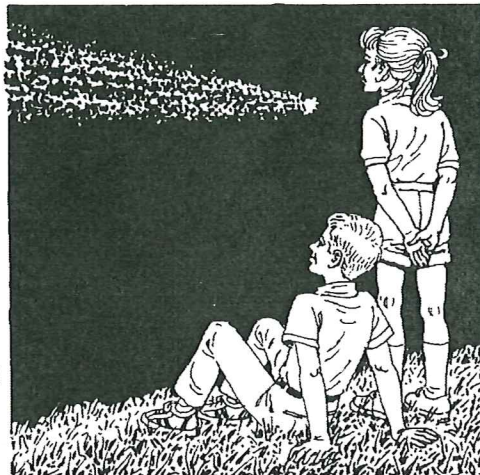
6 When the music box plays again, it is a symbol of

- A hope.
- B imagination.
- C sacrifice.
- D jealousy.

CSR00287.035

Halley's Comet

- 1 For centuries comets have been one of our biggest mysteries. They are among the most beautiful and interesting sights in the universe. People from all over the world have been surprised—and often scared—by the sight of a comet blazing across the sky. Edmund Halley, an astronomer in the late 1600s, was very interested in comets. He studied them for most of his life.
- 2 Part of Halley's studies involved measuring the paths of comets through the night sky. Halley learned that comets move around the Sun in the path of an ellipse. (An ellipse is like a circle that has been stretched out in one direction.) He ascertained that because comets travel in an elliptical path, the same comet could be seen from Earth again and again. This was a brand new concept during his time.
- 3 In 1682, Halley noticed a comet that was especially bright and large. He spent a long time studying it. Then it disappeared from view. Based on his calculations, Halley predicted that this bright comet would return in 1758 or 1759. This was about 75 years after he first saw the comet. However, Halley died in 1742. Thus, he was not able to see that he was correct. This same bright comet returned right on time. Not long after that, because Halley had learned so much about it, the comet was named "Halley's comet" in his honor.
- 4 Scientists who had been following Halley's work began to look back through history. They learned that for centuries there had been mention of a comet in the sky about every 75 years, going all the way back to 467 B.C. Often, the return of Halley's comet seemed to coincide with important events in history. For many years people believed that Halley's comet caused catastrophes, from sicknesses to war.
- 5 Since then, scientists have learned more about comets. They now know that comets do not cause bad events. They have also learned what comets are like. All comets consist of a head and a tail. Some comet tails are longer than others. The head is made mostly of ice, plus some dust and pieces of rock. U.S. astronomer Fred Whipple coined the phrase "dirty snowballs" to describe comets. Comets move through the sky very quickly. However, their speed depends on how close they are to the Sun. When Halley's comet is farthest from the Sun, or at its *aphelion*, it moves about 2,040 miles per hour. When it is closest to the Sun, or at its *perihelion*, it moves at an amazing 122,000 miles per hour!
- 6 For a long time scientists wondered where comets came from. Today, most scientists believe that comets come from an unseen cloud of particles called the Oort cloud. This cloud probably surrounds our solar system. It may contain somewhere between 10 and 100 trillion comets.
- 7 People today remain fascinated by this celestial time-traveler. The most recent visit from Halley's comet



Released Test Questions

English–Language Arts

was in 1985-1986. This time, scientists all over the world studied the comet. Two Soviet spacecraft, the *Vega 1* and *Vega 2*, got a close look at the comet as it raced around the Sun. Halley's comet should next return in 2061. Who knows what high-tech equipment will be around to study it then? However, other comets are periodically discovered making a once-in-a-lifetime visit. If you get the chance to study one of these stellar fireballs, do so. You'll be thrilled!

Timeline

Edmund Halley is born	Halley observes the comet for the first time	Halley visits Isaac Newton to discuss the laws of gravity	Halley focuses on the study of comets	Halley dies	The comet returns to view as Halley predicted
1656	1682	1684	1704	1742	1759

References

Anderson, Norman, and Walter Brown. *Halley's Comet*. New York: Dodd Mead Company, 1981.

"Halley's Comet" 12 July 2001 <<http://www.britannica.com>>.

Winter, Frank H. *Comet Watch: The Return of Halley's Comet*. Minneapolis: Lerner Publications Company, 1986.

CSR0P251

- 7 Read this sentence from paragraph 1.

Edmund Halley, an astronomer in the late 1600s, was very interested in comets.

The origin of the word astronomer is the Greek word *astro* meaning

- A comet.
- B light.
- C mystery.
- D star.

CSR01781.251

- 8 Which of these is an opinion from this passage?

- A Halley's comet should return next in 2061.
- B Halley's comet returns about every 75 years.
- C Comets are made mostly of ice, dust, and rocks.
- D You'll be thrilled by the sight of a comet.

CSR01789.251

9 The timeline helps the reader to

- A find out about comets throughout history.
- B quickly locate events in Halley's life.
- C learn how Halley made his predictions.
- D know who Halley's friends were.

CSR01782.251

10 Which of these is a fact from this passage?

- A Comets cause catastrophes.
- B Comets are beautiful and interesting.
- C People are fascinated by comets.
- D Halley's comet last visited in 1985-1986.

CSR01786.251

A Winning Team



- 1 Jamal's main ambition was to play big-league baseball like his favorite catcher, Billy Hawkins. Jamal's baseball glove was always either on his hand or close by: under his desk at school, under his chair when he ate, or under his pillow while he slept.
- 2 Jamal's teacher, Ms. Sampson, asked his parents to come in for a meeting. "Mr. and Mrs. Wilkins," she said, "Jamal is not living up to his potential. He could be doing better in his math, spelling, and social studies. He seems distracted." It was true. Jamal did have trouble thinking about long division, world explorers, or American literature. His favorite part of the school day was recess, when he could take out his glove and play catch.
- 3 Jamal's parents told him to leave his glove at home. Jamal became depressed. He was lost without his glove. He stopped talking in class. At recess, he stood around with sad eyes and drooping shoulders. His parents said, "There must be a better way than this." They came up with a plan and secretly set it in motion.
- 4 One day, Ms. Sampson introduced a special guest to the class—Billy Hawkins! Jamal was thrilled! Billy Hawkins said, "If you want to be a ball player, it's important to study hard in school."
- 5 Jamal was puzzled. "What does school have to do with baseball?" he asked.
- 6 "I'll show you by giving you a little baseball test," said Billy. "I'll ask you three questions. Each student who answers all three questions correctly will win two tickets to a Leopards game!"
- 7 Jamal was sure he would be able to answer the questions, but there were some surprises in store. The first question was, "How do you figure out a player's batting average?" Jamal wasn't sure how to do the math on that one. For the second question, Billy Hawkins handed out copies of a magazine article about baseball. It contained several words that Jamal didn't understand. The third question asked which team had won the World Series in the year George Bush became President of the United States. Though Jamal knew about the World Series winners, he didn't know much about Presidents.
- 8 He wasn't the only one who had trouble. No one got all three answers right. Luckily, the students would have another chance the following week. "If you combine your efforts," Billy Hawkins said, "maybe everyone will win tickets to the game."
- 9 That week, they all helped each other. Jamal told his classmates what he knew about batting averages and the World Series. The students who were good with numbers taught the others how to figure the averages. The strong readers helped with the difficult words, and the best history students helped the others learn important dates and names. When they took the second baseball test, they were able to answer all of the questions correctly, and the whole class won tickets to the next Leopards game!

- 10 That Saturday afternoon at the stadium, Jamal bought a souvenir baseball. After the game, he asked his hero to sign it. It read, “To Jamal: Keep working hard in school. See you in the big leagues! Billy Hawkins.”

CSR1P220

- 11 The word **distracted** is derived from the Latin root *tract*, meaning “to draw.” Based on this information, the reader can tell the literal meaning of **to distract** is

- A to be unhappy with.
- B to draw poorly.
- C to draw away.
- D to be confused.

CSR10856.220

- 12 What do Jamal’s parents have in common with Billy Hawkins?

- A They are related to each other.
- B They are friends of Ms. Sampson.
- C They are interested in professional baseball.
- D They want the students to understand the importance of school.

CSR10864.220

- 13 To help the students correctly answer all the questions, Billy Hawkins suggests that they

- A go home and ask their parents.
- B conduct research at the library.
- C work together as a group.
- D watch more baseball on television.

CSR10854.220

- 14 What is the main problem in this story?

- A Jamal is more interested in baseball than in school.
- B Jamal is disappointed when he meets Billy Hawkins.
- C Jamal’s parents are upset that he wants to be a baseball player.
- D Jamal doesn’t fully understand how to determine baseball batting averages.

CSR10862.220

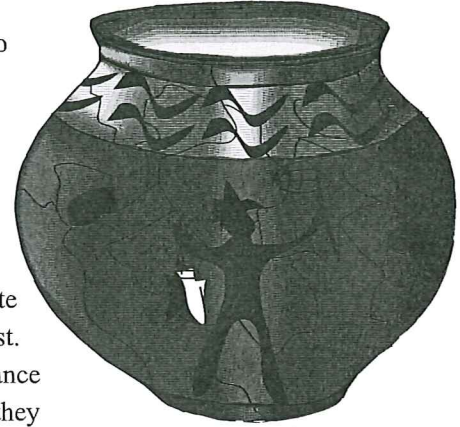
- 15 For Jamal, the baseball at the end of the story will most likely be a symbol of

- A his parents’ concern.
- B his new attitude about school.
- C his knowledge of history.
- D his time in Ms. Sampson’s class.

CSR10867.220

Digging Up the Past

- 1 Like detectives, archaeologists use evidence to solve mysteries. Detectives look for clues to solve crimes. Archaeologists seek clues to help them understand how people lived long ago. In fact, the word “archaeology” means “the study of ancient things.” One type of evidence used to learn about the past is pottery.
- 2 People have used pottery for thousands of years all over the world. Old pottery is usually found in pieces called “potsherds.” Sometimes potsherds found in the same place can be put back together to re-create the original pot. Even in pieces, old pottery can teach us about the past. When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made. With this knowledge, they can gain interesting information about people’s lives in times past.
- 3 Pottery is made by first adding water to a kind of soil called clay. When wet, clay can be formed into shapes. It is then heated. This hardens the clay and allows it to keep its shape. There are various kinds of clay soil. Many types of clay contain iron. Iron gives the heated clay a reddish color. Some ancient potters tried to change this color by adding other materials. Some people added charcoal and oil to make their pottery black. Others made pot surfaces blue by adding copper.
- 4 To make clay easier to shape and heat, potters use something called “temper.” Various materials can be used as temper. These materials include sand, crushed shells, grit (crushed stone), and grog (crushed pottery). Plant fibers like grass or straw are also used. An archaeologist can tell where a pot came from by the types of clay and temper that were used. Sometimes a pot found in one location might contain materials from another place. This can provide clues about how people traded or traveled.
- 5 Some of the earliest pots were made quite simply. A lump of clay was hollowed out and shaped into a bowl. It was then heated at a low temperature. Perhaps it was placed in dry straw and set on fire. The finished pot was rough, irregular, and often undecorated. This type of pot may have been used for cooking.
- 6 Later, coiled pots were made. These were made by first rolling the clay into a long snake shape. The coil was then wound in circles, around and upward to form a pot. The lines of the coils were smoothed out with pieces of cloth or leather. Coiled pots were formed into many different objects, like pitchers and drinking vessels. They were often decorated in various ways. These pots were heated at high temperatures in ovens called “kilns.” The higher the temperature, the harder and longer-lasting the pot. Further improvements in pottery-making developed at different times and places. These included wheels, molds, fancier decorations, and better kilns.
- 7 A pot’s shape and decoration can provide clues about the past. Painted pictures might show events from daily life or from myths and legends. Archaeologists know certain shapes and styles that were common in different times and places.



- 8 Archaeologists study the differences in types of pottery closely. Because of their work, these everyday objects can reveal some of the mysteries of the past.

CSR1P139

- 16 Read this sentence from the passage.

When examining pottery, archaeologists consider not only its appearance but what it was made of and how it was made.

Which word is a *synonym* for the underlined word?

- A studying
- B questioning
- C searching
- D discovering

CSR10517.139

- 17 Why are the words “potsherds” and “temper” written in quotation marks in paragraphs 2 and 4?

- A to make sure the reader pronounces these words clearly and correctly
- B to show that both words usually have other meanings
- C to introduce them as words that may be unfamiliar to the reader
- D to show that these words are in languages other than English

CSR10514.139

- 18 What is the *last* step in making a pot?

- A hollowing out a lump of clay
- B adding water to the clay
- C heating the pot in a kiln
- D crushing old pottery to use as temper

CSR10531.139

- 19 When is temper added to the clay?

- A after the pot is heated
- B when the clay is smoothed out
- C while the pot is being decorated
- D before the clay is shaped

CSR10523.139

- 20 What is the main idea of this passage?

- A The clues that archaeologists use to learn about the past include buildings, clothing, and coins.
- B Some pots are decorated with pictures that show events from ancient myths and legends.
- C Ancient pottery can teach us about the lives of the people who made and used it.
- D Both detectives and archaeologists solve mysteries by using clues that have been left behind.

CSR10516.139

- 21 By examining an ancient pot, an archaeologist can tell all of the following *except*

- A which person made the pot.
- B where the pot came from.
- C roughly how old the pot is.
- D what substances were added to the clay.

CSR10530.139

Released Test Questions

English–Language Arts

Yoshiko Writes

- 1 Where do most writers get their ideas? For Yoshiko Uchida, it all began with Brownie, a five-month-old puppy. So excited was Yoshiko by Brownie's arrival that she started keeping a journal, using the blank book with the shiny cover of silver and gold gift wrapping that she had made at school. Yoshiko wrote about all the wonderful things Brownie did and the progress he made.

Important People

- 2 Soon she was writing about other memorable events in her life, too, like the day her family got their first refrigerator. She also began writing stories, thanks to one of her teachers. One day at school, Miss Wolfard put magazine pictures on the bulletin board and encouraged her students to write about them. Yoshiko wrote stories about animal characters such as Jimmy Chipmunk and Willie the Squirrel. She made little booklets out of brown wrapping paper and copied her stories into them. Yoshiko Uchida kept on writing, sharing the kitchen table with her mother, who wrote poems on scraps of paper and the backs of envelopes.
- 3 Yoshiko grew up in the 1930s in Berkeley, California. Her parents, both of whom had been born in Japan, provided a loving and happy home for Yoshiko and her sister. They also provided a stream of visitors to their home who later found their way into Yoshiko's stories. The visitors were usually Japanese students or new arrivals to America who had no family here. Her parents would invite them to lunch on Sundays after church to help them feel just a little less homesick. Yoshiko's mother would spend hours preparing Japanese meals for them. One visitor who later appeared in several of Yoshiko's stories was grouchy Mr. Toga, who lived above the church that her family attended. Mr. Toga would scold anyone who displeased him. The children all feared him and loved to tell stories about how mean he was and how his false teeth rattled when he talked.

Important Places

- 4 Yoshiko also included in her stories some of the places she visited and the experiences she had. One of her favorite places was a farm her parents took her to one summer. The owners of the farm, the Okubos, showed Yoshiko and her sister how to pump water from the well and how to gather eggs in the henhouse. They fed the mules, Tom and Jerry, that later pulled a wagon loaded with hay while Yoshiko and the others rode in the back, staring up at the stars shimmering in the night sky. Yoshiko, who lived in the city, had never seen such a sight. The images of that hayride stayed with her long after the summer visit ended, and she used them in several of her stories.
- 5 The experiences Yoshiko had growing up and the parade of people who marched through her young life became a part of the world she created in over twenty books for young people, books such as The Best Bad Thing and A Jar of Dreams. Because of such books, we can all share just a little bit of the world and the times in which she grew up.

CSROP179

- 22 In paragraph 3, why does the author tell about Mr. Toga's false teeth?

- A to show that health care was not good enough in Berkeley during the 1930s
- B to provide an interesting detail about one of the people in Yoshiko's life and stories
- C to show that Yoshiko's young life was difficult and frightening
- D to tell about a beloved relative who helped Yoshiko learn how to write

CSR01221.179

- 23 Read this sentence about paragraph 4 of the story.

As Yoshiko gazed up at the stars, she was filled with hope and excitement about her life.

As expressed in this sentence and in many other stories, stars are a symbol of

- A family closeness.
- B terror in the night.
- C limitless possibilities.
- D sacrifice to benefit others.

CSR01222.179

- 24 Read this part of a sentence from the last paragraph of the story.

... the parade of people who marched through her young life became a part of the world she created ...

The phrase "people who marched through her young life" means that Yoshiko

- A loved to write about parades.
- B met many interesting people.
- C liked to go for long walks with others.
- D preferred to talk to her pets instead of to people.

CSR01223.179

- 25 Which statement is a theme of this story?

- A People who live in the city should spend as much time as they can in the country.
- B To become a writer like Yoshiko Uchida, you must visit with many other writers.
- C Those who move to the United States often miss their homelands for many years.
- D Writers like Yoshiko Uchida look to the richness of their lives for material.

CSR01219.179

Released Test Questions

English–Language Arts

Monarchs*by Ann Heiskell Rickey*

Winds go chill in late September
Hinting frost, foretelling snow.
Monarchs one and all remember
Summer's going. They must go.

- 5 One last drink of honey nectar,
One last taste of pollen. Then,
Pointing on a southwest vector,
Monarchs take to wing again.

- Hard the journey they've begun,
10 Long the way: two thousand miles.
There's a race that must be won
Whether nature frowns or smiles.

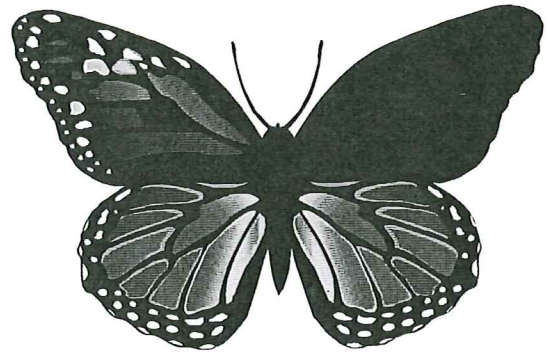
- Thousands join them one by one.
Men look up and shade their eyes.
15 Something's blotting out the sun—
A cloud? A cloud of butterflies.

- Now they're flying treetop low,
Now they flutter, now they glide.
If a norther starts to blow
20 Up they rise and take a ride.

Carried fast before the storm,
Aided by the frigid flow,
Always heading toward the warm,
Heading south to Mexico.

- 25 Over mountains, over plains,
Over water, desert land,
There's a compass in their brains
No mere man can understand.

- With, against, across the wind,
30 Buffeted, they never stray;
Like an army disciplined
Not to turn and run away.



Oh, they are determined things,
Dawn to dusk and dusk to dawn,
35 Testing tiring, fragile wings
Traveling, traveling, traveling on.

Flying true and flying fast
Though it takes a hundred days
'Til they've reached the spot at last
40 Where they'll rest and drink and laze.

(You can visit; they're on view,
Millions in their winter home.
Take a jet. An hour or two
Covers all the miles they've flown.)

45 April now. No snows are falling
On the fields they used to know.
Softer days are calling, calling.
Summer's coming. They must go.

One last sip of honey nectar
50 One last taste of pollen. Then,
Pointing on a northeast vector
Monarchs take to wing again.

Hard the journey they've begun
Long the way . . . long the way . . .

"Monarchs" by Ann Heiskell Rickey from "Bugs & Critters I Have Known." Copyright © 1999 Lamar Hawkins.
Used by permission of Old Canyon Press.

CSR1P328

Released Test Questions

English–Language Arts

26 The prefix *fore-* in the word foretelling means

- A at last.
- B many.
- C truth.
- D ahead of.

CSR13294.328

27 Read this line from the poem.

Something's blotting out the sun—

Which word is a *synonym* for blotting out as used in the line above?

- A lifting
- B shining
- C blinking
- D covering

CSR13292.328

28 This poem is mainly about

- A the life of one monarch butterfly.
- B the importance of preserving monarch habitats.
- C the migration of the monarchs.
- D the appearance of monarch butterflies.

CSR13300.328