

Middle School English-Language Arts Resource Packet

Packet Directions: As you read **each** passage...

1. **Annotate** (by highlighting, underlining, and/or writing notes on the passage) key details, vocabulary, etc.
2. **Use** annotations to complete the close reading activities below. *(You may use notebook paper to replicate the charts below to complete.)*
3. **Answer** questions that follow each passage.

Activity 1a: K-W-L Chart (For non-fiction passages)

K (What do you already know?)	W (What do you want to know?)	L (What did you learn after reading?)

Activity 1b: Story Elements (For fiction passages)

Events	Problem/Challenge	Character Response	Dialogue (How does it affect the passage?)
Resolution:			

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Activity 2: Vocabulary Guide (Complete a chart for *at least* five words from **each** passage.)

Word:	Clues to word's meaning:
Definition in your own words:	Definition:

Activity 3a: Summarization (For non-fiction passages)

Central Idea
Summary of the Passage

Activity 3b: Summarization (For fiction passages)

Key Details	Theme or Central Idea
Summary	

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Read the passage(s) below and answer the question(s) that follow.

From Cameroon to New York

1 It's been about a year now, and I am finally starting to feel more at home in Brooklyn, New York. My family moved here from Cameroon, a country in Africa. When we first arrived, I was overwhelmed by how fast people speak English here. Although I learned English in school in Cameroon, we spoke slowly, leaving a space between each word. On the streets of Brooklyn, all the words melt together into one. At first, I was embarrassed to talk with my classmates and teachers, and sometimes I had a hard time understanding what they were saying to me. I'm doing a lot better now. Some of my classmates are even amazed that I speak three different languages. Whenever I teach them some "funny" words in French, we laugh uncontrollably.

2 Playing football has been the real key to learning to live in Brooklyn. I had to learn that kids here call it soccer. It's played the same here as in Cameroon, where my brother and I used to play with our friends. Our dad took us to a few football matches back home; I miss those football matches! So when I found out that a group of kids play soccer every day after school, I got excited. Much to my surprise, they invited me to join them. That invitation was all I needed.

3 Even though I didn't know the other kids very well, we all soon realized that soccer is soccer. And they soon realized that I am a very good player. Before long, they all wanted to pick me for their teams. Even though I'm starting to like Brooklyn, I miss a lot about Cameroon: for one thing, the weather. I saw snow for the first time last winter, and it was amazing. I stared out the window for hours at the white blanket that covered the ground. It seemed like it was from a fairy tale. My brother and I couldn't wait to get outside and jump around in the snow. Imagine our surprise when our fingers, ears, and noses became numb. This was a new and unwelcome sensation. I also miss the beautiful, tall mountains in Cameroon. There are tall buildings in New York City, but "climbing" up to the top of the Empire State building is worlds apart from climbing up the side of a mountain.

4 I love many things about living in New York. I will always remember the first time I ate a hot dog. I went overboard with the ketchup, mustard, onions, and relish, but it tasted so good! I think the most excitement I've had was riding the subway. At first the thought of an underground train scared me, but now I love zooming through the tunnels. I am glad that my family came to New York.

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1. Read this sentence from paragraph 2.

Even though I didn't know the other kids very well, we all soon realized that soccer is soccer.

What is the connotation of the underlined phrase?

- A Soccer is much easier to learn than any other sport.
- B People can play sports like soccer even with language barriers.
- C Football might be different from soccer, but soccer is the best game.
- D Kids who play soccer with each other become best friends.

2. Read this sentence from paragraph 1.

Whenever I teach them some "funny" words in French, we laugh uncontrollably.

Which word BEST describes the connotation of funny in this sentence?

- A interesting
- B unpleasant
- C mischievous
- D unexpected

3. Which sentence from paragraph 1 explains one difficulty that the narrator faced after moving to Brooklyn?

- A It's been about a year now, and I am finally starting to feel more at home in Brooklyn, New York.
- B My family moved here from Cameroon, a country in Africa.
- C When we first arrived, I was overwhelmed by how fast people speak English here.
- D Some of my classmates are even amazed that I speak three different languages.

4. Which sentence from paragraph 2 reflects the author's uncertainty about fitting in with the kids in New York?

- A Playing football has been the real key to learning to live in Brooklyn.
- B Much to my surprise, they invited me to join them.
- C And they soon realized that I am a very good player.
- D Before long, they all wanted to pick me for their teams.

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5. Read the sentence from paragraph 3.

There are tall buildings in New York City, but "climbing" up to the top of the Empire State building is worlds apart from climbing up the side of a mountain.

What is the meaning of the underlined phrase?

- A a new experience
- B completely different
- C in a separate location
- D something unusual

6. Read this sentence from paragraph 4.

I went overboard with the ketchup, mustard, onions, and relish, but it tasted so good!

What is the meaning of the underlined phrase?

- A spilled a lot
- B paid too much
- C used too much
- D ate messily

7. Read the sentences from paragraph 3.

I stared out the window for hours at the white blanket that covered the ground. It seemed like it was from a fairy tale.

How do the underlined words help explain the author's feelings?

- A They reveal the author's fear of snow.
- B They hint that the author is tired of the cold weather.
- C They suggest that the author wants to tell a good story.
- D They show that the snow seems unreal to the author.

Read the passage(s) below and answer the question(s) that follow.

**from *Dolphin Song*
by Lauren St. John**

Martine Allen lives at Sawubona, a wildlife game reserve in South Africa, with her grandmother. The reserve protects a white giraffe named Jemmy. Martine and her grandmother are taking a walk along the beach.

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1 Over the past few months, Martine and her grandmother's relationship had improved about a thousand percent, but the White Giraffe tours were a bone of contention. Gwyn Thomas organized them very carefully so that Jemmy would not be stressed in the least, but Martine loathed the idea of camera-laden tourists gawking at him. She had made her feelings on the subject very clear. She'd begged and pleaded for the tours to stop, and gone on and on about how sensitive and special Jemmy was, but her grandmother was adamant that the best way to ensure that the white giraffe stayed special was to allow people access to him in a controlled environment. Added to which, the game reserve needed the money.

2 "It's simple arithmetic, Martine. The more money we can make, the more animals we can save."

3 And there was nothing Martine could say to that because times were tough at Sawubona and she too wanted to save as many animals as possible.

4 A mitten-covered hand tugged at her sleeve. She realized her grandmother was trying to get her attention.

5 "Honestly, Martine, I sometimes think your hearing is worse than mine. I haven't got my glasses with me. What's that on the beach up ahead? Is it a seal? Or is it just an oddly-shaped rock?"

6 Martine blocked out the sun's bright rays with her hand. She gasped. "I think...I think it's a dolphin."

7 Martine reached the dolphin first. Gwyn Thomas later commented that she would never have believed her granddaughter—hopeless at all sports bar giraffe riding—was capable of moving at such a speed, had she not witnessed it herself. But Martine slowed for the last few steps so as not to alarm the dolphin if it was still alive.

8 It was, but if appearances were anything to go by, not for much longer.

9 Martine crouched by the edge of the water and two things happened at once. She looked into the dolphin's dark blue irises and had the curious sensation that she was falling into them, and not only that, but the dolphin wanted to communicate with her. Simultaneously, she put her hands on its shining gray body expecting it to have a cold, rubbery feel, and found instead that it was satin-smooth and muscular. When she stroked it, a bolt of electricity ran up her arms, just as it had when she'd first touched the white giraffe. She snatched her palms away as if she'd been scorched.

10 "The poor thing has beached itself," said her grandmother, hurrying up. "It's a real mystery why they do that, but it's happening more and more. Only the other week I was reading about three hundred dolphins stranded on the shore in Zanzibar. Martine? Martine, are you all right? You're as white as snow. If this is too upsetting for you, you can wait in the car while I get help."

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11 Martine found her voice. "What do we do? How do we save it? How will it breathe?"

12 "Well, dolphins are mammals, not fish, so they breathe oxygen like us, but shock and being out of the water are what kills them. We need to keep its skin wet. There's a bucket in the car. You're a lot younger and fitter than I am. Would you run and get it, and find my cell phone too. I'll call the marine rescue department..."

8. Part A

What does the idiom *bone of contention* mean as it is used in paragraph 1?

- A basis of structure
- B cause of disagreement
- C reason for opinion
- D source for misinterpretation

9. Part B

Which phrase from paragraph 1 *best* helps the reader understand the idiom *bone of contention*?

- A "...Martine and her grandmother's relationship had improved..."
- B "Gwyn Thomas organized them very carefully..."
- C "...Jemmy would not be stressed in the least..."
- D "...but Martine loathed the idea of camera-laden tourists gawking at him."

10. Part A

What is a central idea of the passage?

- A Martine and her grandmother find a dolphin on the beach and want to save it
- B Martine and her grandmother disagree on how to help a dolphin on the beach.
- C To keep a dolphin alive, Martine and her grandmother keep it wet and call the marine rescue department.
- D In order to make more money for the game reserve, Martine and her grandmother help save dolphins.

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11. Part B

Which *two* details from the passage provide support for the answer in Part A?

- A "And there was nothing Martine could say to that because times were tough at Sawubona and she too wanted to save as many animals as possible." (paragraph 3)
- B "Honestly, Martine, I sometimes think your hearing is worse than mine. I haven't got my glasses with me. What's that on the beach up ahead?" (paragraph 5)
- C "Martine reached the dolphin first.... But Martine slowed for the last few steps so as not to alarm the dolphin if it was still alive." (paragraph 7)
- D "She looked into the dolphin's dark blue irises and had the curious sensation that she was falling into them..." (paragraph 9)
- E "Only the other week I was reading about three hundred dolphins stranded on the shore in Zanzibar." (paragraph 10)
- F "Would you run and get it, and find my cell phone too. I'll call the marine rescue department..." (paragraph 12)

12. Part A

How does paragraph 2 contribute to the development of the plot?

- A The paragraph shows that Martine and her grandmother find comfort in saving many animals.
- B The paragraph shows that Martine and her grandmother are concerned about making money instead of caring for rescued animals.
- C The paragraph shows that Martine and her grandmother care about the well-being of animals.
- D The paragraph shows that Martine and her grandmother work incredibly hard to make even a little money to save more animals.

13. Part B

Which additional paragraph contributes to the development of the plot in the same way?

- A paragraph 5
- B paragraph 6
- C paragraph 9
- D paragraph 12

14. Part A

How does Martine change by the end of the passage?

- A Martine changes from being agitated at the beginning to concerned at the end
- B Martine changes from being worried at the beginning to carefree at the end.
- C Martine changes from being distracted at the beginning to disappointed at the end.
- D Martine changes from being annoyed at the beginning to content at the end.

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15. Part B

Which *two* details from the passage can be used to support the answer from Part A?

A "Over the past few months, Martine and her grandmother's relationship had improved about a thousand percent..." (paragraph 1)

B "...Martine loathed the idea of camera-laden tourists gawking at him. She had made her feelings on the subject very clear." (paragraph 1)

C "And there was nothing Martine could say to that because times were tough at Sawubona and she too wanted to save as many animals as possible." (paragraph 3)

D "When she stroked it, a bolt of electricity ran up her arms, just as it had when she'd first touched the white giraffe. She snatched her palms away as if she'd been scorched." (paragraph 9)

E "'Martine, are you all right? You're as white as snow. If this is too upsetting for you, you can wait in the car while I get help.'" (paragraph 10)

F "Martine found her voice. 'What do we do? How do we save it? How will it breathe?'" (paragraph 11)

Read the passage(s) below and answer the question(s) that follow.

from **If You Lived When Women Won Their Rights** by Anne Kamma

What did the women do?

1 In the summer of 1848, Lucretia Mott came to Seneca Falls, New York, where Elizabeth Cady Stanton lived. Now, Elizabeth thought, was the time to have a women's rights convention—the first one ever.

2 Together with three other women, Elizabeth and Lucretia planned the convention for the following Wednesday, July 19th. The rush was on! They put an ad in the local paper and sat down to plan the meeting. They knew they had to explain what women wanted. But how should they write it? Elizabeth had the answer—write it like the Declaration of Independence. After all, weren't women declaring their independence? Weren't "all men and women created equal?" They also wrote a list of important ideas they wanted the people at the convention to vote on. Now they were ready.

Who was Lucretia Mott?

3 Lucretia Mott grew up on Nantucket Island—a place very different from most places in America in the 1800s. Her father was the captain of a whaleboat. Because the men were at sea, fishing and hunting whales for months at a time, women ran the island businesses. Lucretia grew up seeing strong women who knew how to do "men's work" and talk to men as equals.

4 Lucretia and her family were Quakers.... When Lucretia was a girl, the Quakers belonged to the only church in the country to allow women ministers.

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5 Quakers believed in educating girls, so Lucretia’s father sent her to a Quaker academy. She continued reading and studying after she married and had children. In time, Lucretia became a Quaker minister and a leader in the abolitionist and women’s rights movements. She also worked for justice for Native Americans and many other causes. She was respected by everyone, even those who disagreed with her.

Did anybody show up?

6 Lucretia Mott was worried. It was the haying season so farmers were busy. And the ad had been in the newspaper for only a week. Would anybody show up? On the morning of the convention, there were just a few carts on the road at first. But soon vehicles of all kinds appeared—horse-drawn carriages, fancy pony carts, farm wagons—all heading toward Seneca Falls. By the time they reached town, the roads were jammed. Nineteen-year-old Charlotte Woodward came with her friends. She worked in her bedroom sewing for a glove factory because women weren’t supposed to work outside the home. When she was paid, her father kept the money. She didn’t think that was fair at all. “Every fiber of my being rebelled,” she remembered.

7 A huge crowd—mostly women—gathered outside the Wesleyan Chapel, where the convention was to be held. When the doors opened, people rushed in and filled every seat.

16. What is the author's purpose in paragraphs 1-2?

- A to explain how Lucretia Mott came to live in New York
- B to portray the relationship between Lucretia Mott and Elizabeth Cady Stanton
- C to convey how the first meeting for women's rights was advertised and what would be discussed
- D to show how many people attended the first meeting to discuss women s rights

17. Part A

What is the meaning of the phrase "a place very different from most places" in paragraph 3?

- A Most places did not have women attendees at Quaker churches.
- B Most places did not treat men and women the same, but Nantucket Island did.
- C Most places did not have women working on whaleboats, but Nantucket Island did.
- D Most places did not care if women became ministers.

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18. Part B

Which phrase *best* supports the answer to Part A?

A "Because the men were at sea, fishing and hunting whales for months at a time..." (paragraph 3)

B "...strong women who knew how to do men's work and talk to men as equals." (paragraph 3)

C "...Quakers belonged to the only church in the country to allow women ministers." (paragraph 4)

D "In time, Lucretia became a Quaker minister..." (paragraph 5)

19. How is the idea that women were not treated equally illustrated in the passage?

A The idea is illustrated by explaining how Elizabeth Stanton and Lucretia Mott wanted to express what women wanted.

B The idea is illustrated with an explanation of how Charlotte Woodward worked inside her home and had to give her wages to her father.

C The idea is illustrated by explaining who Lucretia Mott was and how she helped other groups and causes find justice.

D The idea is illustrated with a description of how people still attended the meeting even though it was a busy time for farmers.

20. In paragraph 7, what is the author's purpose for describing the crowd that showed up to the first meeting?

A to explain how quickly everyone entered the chapel

B to explain why it was held in a chapel

C to explain why so many men attended the meeting

D to explain how the women's rights movement started off strong

21. How do paragraphs 3-5 fit into the overall structure of the passage?

A The paragraphs describe how the convention needed a strong leader such as Lucretia.

B The paragraphs describe how Lucretia ran the island business while the men were away.

C The paragraphs describe Lucretia's upbringing and how it led to her successes.

D The paragraphs describe Lucretia's involvement in her father's whaleboat business.

22. How does paragraph 6 contribute to the development of ideas in the text?

A The paragraph describes Charlotte Woodward's story to provide an idea of how women were treated during that time.

B The paragraph explains how it was a busy time for farmers.

C The paragraph describes Lucretia Mott's fear in holding the convention.

D The paragraph explains how the ad may not have been seen by many because it was in the local paper for only a week before the convention.

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Read the passage(s) below and answer the question(s) that follow.

**from *Maniac McGee*
by Jerry Spinelli**

Maniac McGee wants to untangle Cobble's Knot. The knot, which belongs to a pizza restaurant, has defeated everyone who has attempted to untangle it in the past. It is made of thick string and is described as the size of a volleyball. Maniac McGee is not interested in the prize, but he wants to try his hand at this intriguing challenge.

1 They brought out the Knot and hung it from the flagpole. They brought out the official square wooden table for the challenger to stand on, and from the moment Maniac climbed up, you could tell the Knot was in big trouble.

2 To the ordinary person, Cobble's Knot was about as friendly as a nest of yellow jackets. Besides the tangle itself, there was the weathering of that first year, when the Knot hung outside and became hard as a rock. You could barely make out the individual strands. It was grimy, moldy, crusted over. Here and there a loop stuck out, maybe big enough to stick your pinky finger through, pitiful testimony to the challengers who had tried and failed.

3 And there stood Maniac, turning the Knot, checking it out. Some say there was a faint grin on his face, kind of playful, as though the Knot wasn't his enemy at all, but an old pal just playing a little trick on him. Others say his mouth was more grim than grin, that his eyes lit up like flashbulbs, because he knew he was finally facing a knot that would stand up and fight, a worthy opponent.

4 He lifted it in his hands to feel the weight of it. He touched it here and touched it there, gently, daintily. He scraped a patch of crust off with his fingernail. He laid his fingertips on it, as though feeling for a pulse.

5 Only a few people were watching at first, and half of them were Heck's Angels, a roving tricycle gang of four- and five-year-olds. Most of them had had sneaker-lace and yo-yo knots untied by Maniac, and they expected this would only take a couple of seconds longer. When the seconds became minutes, they started to get antsy, and before ten minutes had passed, they were zooming off in search of somebody to terrorize.

6 The rest of the spectators watched Maniac poke and tug and pick at the knot. Never a big pull or yank, just his fingertips touching and grazing and peck-pecking away, like some little bird.

7 "What's he doin'?" somebody said.

8 "What's taking so long?"

9 "He gonna do it or not?"

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10 After an hour, except for a few more finger-size loops, all Maniac had to show for his trouble were the flakes of knot crust that covered the table.

11 "He ain't even found the end of the string yet," somebody grumbled, and almost everybody but Amanda took off.

12 Maniac never noticed. He just kept on working.

13 By lunchtime they were all back, and more kept coming. Not only kids, but grownups, too, black and white, because Cobble's Corner was on Hector, and word was racing through the neighborhoods on both the east and west sides of the street.

14 What people saw they didn't believe.

15 The knot had grown, swelled, exploded. It was a frizzy globe—the newspaper the next day described it as a "gigantic hairball." Now, except for a packed-in clump at the center, it was practically all loops. You could look through it and see Maniac calmly working on the other side.

16 "He found the end!" somebody gasped, and the corner burst into applause.

17 Meanwhile, inside, Cobble's was selling pizza left and right, not to mention zeps (a Two Mills type of hoagie), steak sandwiches, strombolis, and gallons of soda. Mr. Cobble himself came out to offer Maniac some pizza, which Maniac of course politely turned down. He did accept an orange soda, though, and then a little kid, whose sneaker laces Maniac had untied many a time, handed up to him a three-pack of Tastykake butterscotch Krimpets.

18 After polishing off the Krimpets, Maniac did the last thing anybody expected: he lay down and took a nap right there on the table, the knot hanging above him like a small hairy planet, the mob buzzing all around him. Maniac knew what the rest of them didn't: the hardest part was yet to come. He had to find the right routes to untangle the mess, or it would just close up again like a rock and probably stay that way forever. He would need the touch of a surgeon, the alertness of an owl, the cunning of three foxes, and the foresight of a grand master in chess. To accomplish that, he needed to clear his head, to flush away all distraction, especially the memory of the butterscotch Krimpets, which had already hooked him.

19 In exactly fifteen minutes, he woke up and started back in.

20 Like some fairytale tailor, he threaded the end through the maze, dipping and doodling through openings the way he squiggled a football through a defense. As the long August afternoon boiled along, the exploded knot-hairball would cave in here, cave in there. It got lumpy, out of shape, saggy. The *Times* photographer made starbursts with his camera. The people munched on Cobble's pizza and spilled across Hector from sidewalk to sidewalk and said, "Ouuuu! And Ahhhh!"

21 And then, around dinnertime, a huge roar went up, a volcano of cheers. Cobble's Knot was dead. Undone. Gone. It was nothing but string.

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23. Part A

What does the phrase *as friendly as a nest of yellow jackets* mean in paragraph 2?

- A Cobble's Knot was cruel, and people who tried to untangle it ended up hurt
- B Cobble's Knot frightened off many because they were afraid of failure
- C Cobble's Knot was unwelcoming, and most people did not want to get near it
- D Cobble's Knot worried many because it had become infested by insects.

24. Part B

How does the use of the phrase in Part A impact the tone of the passage?

- A The phrase creates a humorous tone
- B The phrase creates a concerned tone
- C The phrase creates an excited tone
- D The phrase creates an urgent tone

25. Which paragraph summarizes the text?

- A Maniac McGee decides to attempt the challenge of untangling Cobble's Knot. He examines the knot closely before beginning and spends a long time working on it. After a snack and a nap, Maniac is finally successful in untangling the knot.
- B Maniac McGee is asked by a local pizza restaurant to untangle Cobble's Knot for a prize. Maniac accepts the challenge and takes an entire day working on the knot. With encouragement from the crowd, he untangles the knot by dinnertime.
- C Maniac McGee enjoys untangling knots and decides to try Cobble's Knot. Maniac faces many challenges while working on the knot, but he never gives up. Maniac finally untangles the knot and gets his picture in the newspaper.
- D Maniac McGee wants to untangle Cobble's Knot. Many people have already attempted it and failed. Maniac does not back down from the challenge. With the help of his friend, he successfully untangles the knot and wins a prize.

26. How did Maniac respond to the task of untangling the knot?

- A Maniac enjoyed the challenge of the knot and did not let its complexity stop him from succeeding
- B Maniac respected the history of the knot and wanted to prove that it could be defeated.
- C Maniac proved how resourceful he was by using anything he had around him in order to untangle the knot
- D Maniac wanted to untangle the knot so that he would make it into the local newspaper

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27. What can the reader infer about Maniac from paragraph 6?

- A He is sensitive and dramatic.
- B He is rushed and careless
- C He is nervous and quiet
- D He is delicate and gentle

28. What is the meaning of the phrase *polishing off* in paragraph 18?

- A cleaning up
- B leaving alone
- C scarfing down
- D throwing away

29. How does the narrator's point of view impact the events of the text?

- A The narrator's point of view provides insight into Maniac's actions throughout the story so that the reader understands his feelings of excitement after untangling the knot.
- B The narrator's point of view reveals the events of the story in a descriptive manner in order to allow the reader to imagine Maniac's ability to untangle the knot.
- C The narrator's point of view presents the reader with an overall view of Maniac's actions and inner feelings as he attempts to untangle the knot.
- D The narrator's point of view offers a neutral depiction of the events so that the reader can understand the story without being distracted by Maniac's inner emotions.

30. How does paragraph 18 contribute to the development of the plot?

- A It provides an element of suspense by showing both Maniac's surprising actions and what he will need to do to be successful.
- B It establishes the conclusion of the plot as Maniac finally untangles Cobble's Knot.
- C It illustrates the conflict by using visual imagery to show both the look of the knot and the crowd's fascination with Maniac's progress.
- D It reveals elements of frustration that Maniac faces in order to untangle Cobble's Knot.

31. What is the effect of the personification in paragraph 3?

- A It conveys the confidence Maniac has to untangle the knot
- B It demonstrates the superiority Maniac feels over the knot
- C It expresses Maniac's serious attitude toward untangling the knot
- D It shows Maniac's mischievous attitude toward untangling the knot

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Read the passage(s) below and answer the question(s) that follow.

Tony Hawk, the Birdman

1 One day in 1977, Steve Hawk gave his nine-year-old brother, Tony, a present that would transform his life. Tony was the youngest of four children and was, as his mother said, “challenging.” He was often frustrated and got angry easily, especially when he could not do something perfectly. But when Steve gave Tony a used blue skateboard, and his father built a ramp in the backyard to ride it on, everything changed. Tony had found what he loved to do — and he was very good at it. So good, in fact, that he was a professional by the time he was 14. Two years later, Tony Hawk was among the best skateboarders on the planet.

2 Skateboarding has not always been a popular activity. When Tony started out, football players got all the attention at school. That didn’t stop Tony, however. Still aiming for perfection, he started practicing for hours every day. Soon his father, Frank, began building more ramps and driving him to competitions all over California. A skateboard

manufacturer became Tony’s sponsor when he was only 12 years old. Over the next two decades, Tony entered over 100 competitions, coming in first in 73 of them.

3 It is not only all those wins that made Tony Hawk stand out. He also invented many of the moves and tricks that are familiar to people who follow the sport. He gave the tricks funny names, including the “Stale Fish” and the “360 Varial Disaster.” Perhaps his most famous move is the “900,” in which he flips two-and-a-half times above the ramp in mid-air. Tony worked on this dangerous trick for years, finally succeeding at the 1999 X-Games. It is no wonder that he earned the nickname “Birdman.”

4 Like the sport itself, Tony’s career was not always a smooth ride. After his early successes, Tony’s future seemed secure. He had played a main role in making skateboarding “cool.” He had even earned enough money to buy himself a house when he was only 17. But in the early 1990s, skateboarding became unpopular again, and Tony was not sure what to do. He thought about getting a job working with computers. He decided instead to start a skateboard company with another skater, but it did not make much money at first.

5 Fortunately for Tony, a new competition called the X-Games came along in 1995, and he was invited to take part. Since the games were shown on television, Tony’s fame skyrocketed, and his sport once again caught on. Soon he was asked to be in commercials and even movies. His company grew to be one of the world’s largest. In 1999, Tony combined his two favorite things and launched his first video game. Within a few years, his games were among the best-selling video games in history.

6 After completing the “900” at the X-Games, Tony Hawk officially retired from competition, but not from skateboarding. He still rides and does tricks on his board. In 2000, he published *Hawk: Occupation: Skateboarder*, in which he shared his life story up to that point. The book, too, became a bestseller. This popularity is not surprising. With hard

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work and determination, Tony Hawk turned a used skateboard and a home-made ramp into an amazing life. He says himself that he is pleased with the way his life turned out.

32. Which TWO events motivated Tony to become a successful skateboarder?

- A Tony launched a video game that became a best-seller.
- B His father built a ramp on which Tony could use the skateboard Steve gave him.
- C Football players at Tony's school got the most attention.
- D Tony's mother referred to him as a "challenging" child.
- E At a young age, Tony bought himself a brand-new home.

33. Which describes the author's purpose for writing this passage?

- A to give information about Tony Hawk's career
- B to persuade the reader to watch Tony Hawk perform
- C to convince the reader that Tony Hawk is friendly
- D to contrast Tony Hawk's childhood and adult years

34. Read this sentence from paragraph 3.

He also invented many of the moves and tricks that are familiar to people who follow the sport.

The sentence BEST supports which inference about Tony Hawk?

- A He thinks creatively.
- B He is a controversial person.
- C He likes to cooperate with others.
- D He is often quite cooperative.

35. Which sentence from the passage shows that Tony Hawk had high standards for himself?

- A He was often frustrated and got angry easily, especially when he could not do something perfectly.
- B He had played a main role in making skateboarding "cool."
- C But in the early 1990s, skateboarding became unpopular again, and Tony was not sure what to do.
- D He says himself that he is pleased with the way his life turned out.

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36. What is the main organizational pattern of paragraph 3?

- A sequence of events
- B order of importance
- C comparison and contrast
- D main idea and supporting details

37. The author uses the phrase “not always a smooth ride” in paragraph 4 to explain which of the following about Tony Hawk?

- A He experienced difficulties.
- B He was an outstanding skateboarder.
- C He wanted to change.
- D He developed as a skateboarder.

38. Read this sentence from paragraph 1 of the passage.

One day in 1977, Steve Hawk gave his nine-year-old brother, Tony, a present that would transform his life.

Which word is nearest in meaning to the underlined word in the sentence?

- A start
- B determine
- C change
- D correct

39. Read this sentence from paragraph 6 of the passage.

He says himself that he is pleased with the way his life turned out.

Which sentence uses the words turned out in the same way that the sentence above uses them?

- A Both feet of the ballet dancer were turned out as she began her routine.
- B They turned out of their driveway and went down the street to the store.
- C More than a thousand people turned out to see Josh and his band play in the festival.
- D It turned out that the snowstorm forced all the schools to be closed last Friday.

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40. Read this sentence from paragraph 5 of the passage.

Since the games were shown on television, Tony's fame skyrocketed, and his sport once again caught on.

In which sentence do the words caught on have the same meaning as in the sentence above?

- A The thief was caught on film while trying to rob the store.
- B The loose dog was finally caught on the front lawn of the library.
- C As the teacher explained the material, the new students quickly caught on.
- D The computer is a tool whose use has caught on all over the world.

41. Which sentence BEST summarizes the first paragraph of "Tony Hawk, the Birdman"?

- A Tony Hawk developed his skateboard skills when he was a child.
- B Tony Hawk sometimes got into trouble.
- C Tony Hawk was an amazing skateboarder.
- D Tony Hawk received a skateboard for a birthday present.

42. What is the central idea of the last paragraph?

- A Tony Hawk has made a fulfilling career out of skateboarding.
- B Tony Hawk has written a book describing his life.
- C Tony Hawk has made skateboarding popular.
- D Tony Hawk still performs tricks for audiences.

Read the passage(s) below and answer the question(s) that follow.

"Try Again" **by Eliza Cook**

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.

5 For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

He flung himself down in low despair,
10 As grieved as man could be;

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And after a while he pondered there,
"I'll give it all up," said he.

Now just at that moment a spider dropped,
With its silken, filmy clue;
15 And the King, in the midst of his thinking, stopped
To see what the spider would do.

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
20 King Bruce could not divine.

It soon began to cling and crawl
Straight up with strong endeavor;
But down it came with a slippery sprawl,
As near to the ground as ever.

25 Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

Its head grew steady—again it went,
30 And traveled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell and swung below,
But again it quickly mounted;
35 Till up and down, now fast, now slow,
Nine brave attempts were counted.

"Sure," cried the King, "that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
40 And tumbles every time."

But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?

45 Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

"Bravo, bravo!" the King cried out,

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50 "All honor to those who try;
The spider up there defied despair;
He conquered, and why shouldn't I?"

And Bruce of Scotland braced his mind,
And gossips tell the tale,
55 That he tried once more as he tried before,
And that time did not fail.

43. What inference can be drawn about the spider based on lines 21-32?

- A The spider is intelligent and organized.
- B The spider is tired and miserable.
- C The spider is determined and insistent.
- D The spider is weak and unsure.

44. What is the meaning of line 32?

- A The spider will experience pain after climbing up the thread.
- B The spider knows how far it will have to climb up the thread.
- C The spider will become fatigued by climbing up the thread.
- D The spider knows how unsafe it will be to climb up the thread.

45. How do lines 37-40 fit into the overall structure of the poem?

- A They show that the King believes he is stronger than the spider.
- B They show that the King wants to help the spider.
- C They show that the King enjoys watching the spider climb.
- D They show that the King lacks confidence in the spider.

46. What is the meaning of the phrase "his heart was beginning to sink" in line 4?

- A The King was feeling angry.
- B The King was feeling curious.
- C The King was feeling gloomy.
- D The King was feeling hopeful.

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47. How do lines 9-12 contribute to the development of the plot?

- A They establish the inner conflict the King faces with himself.
- B They establish the motivations for the King's actions.
- C They establish the solution to the King's problem.
- D They establish the conflict the King faces with his people.

48. How does the word choice in lines 47-48 contribute to the tone of the poem?

- A It contributes to the driven and confident tone.
- B It contributes to the daring and greedy tone.
- C It contributes to the positive and wishful tone.
- D It contributes to the eager and proud tone.

49. How does the King react to the spider's success?

- A The King questions how the spider has the strength to climb so far.
- B The King is impressed by the spider and respects its actions.
- C The King realizes that the spider faces more challenges than he does.
- D The King envies the spider and wants his own life to be so simple.

50. **Part A**

What is the meaning of the phrase "his heart was beginning to sink" in line 4?

- A The King was feeling angry.
- B The King was feeling curious.
- C The King was feeling gloomy.
- D The King was feeling hopeful.

51. **Part B**

Which line from the poem provides support for the answer in Part A?

- A "To make his people glad;" (line 6)
- B "And so he became quite sad." (line 8)
- C "And after a while he pondered there," (line 11)
- D "And the King, in the midst of his thinking, stopped" (line 15)

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52. How does the poet develop the point of view of the speaker?

- A by providing insight into the struggles a king has to please the people of his kingdom
- B by providing an objective description of a spider attempting to rebuild its web
- C by providing insight into the reactions a king and a spider have towards one another
- D by providing an objective description of an incident occurring between a king and a spider

Read the passage(s) below and answer the question(s) that follow.

“Hubble’—One Word Says It All” by Felicia Chou from NASA

- 1 You know you’ve made it when people know you by your first name alone.
- 2 There’s Cher. Beyoncé. Ozzie. Angelina. Lebron. Oprah.
- 3 Add to that list “Hubble.”
- 4 NASA’s Hubble Space Telescope is more than just a famous telescope. It is a household word, known to people of all walks of life, of all ages, and all levels of scientific literacy. Very few can compete with Hubble in name recognition, and its cultural impact is comparable to the Apollo moon landings.
- 5 In the past 25 years, Hubble has become, in essence, a superstar.
- 6 Musicians love Hubble. The band Pearl Jam has borrowed a famous Hubble snapshot, the Hourglass Nebula, for the cover of their 2000 album “Binaural.” This haunting nebula has also found its way into videogames, the film *Angels and Demons*, and onto the front cover of *National Geographic*. While you may not know the Carina Nebula by its name, but you might recognize its image as the album cover of “Andromeda” by the California Guitar Trio. U2 used images of the V838 Monocerotis light echo in their 2009 music video “Get On Your Boots.”
- 7 Hubble is also a movie star.
- 8 The telescope made a cameo in the 2013 film, *Gravity* for the sole purpose of being destroyed: Director Alfonso Cuarón obliterated the cherished icon while it was being repaired by astronauts in his movie. The vivid backgrounds in 2014’s *Guardians of the Galaxy* are reminiscent of Hubble’s colorful photographs; in many scenes, outer space is alive with nebula-like swirling masses of red, purple, and gold. In comparison, many films that were released before Hubble—like the first three installments of *Star Wars* in 1977, 1980 and 1983 —show space as mostly black sky with a few scattered stars. Hubble’s

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discoveries have transformed the silver screen, together with the public's view of space: from black and void, to colorful and beautiful.

9 Hubble's photos have become so infused with our culture that they pop up in everyday places like T-shirts, leggings, and desktop backgrounds. Even snowboards are known to bear brilliant pictures that Hubble has taken of exploding stars and distant nebulae. Hubble is more than just pretty pictures, though. It is a scientific juggernaut. Hubble has helped to precisely measure the age of the Universe, played a key role in the discovery of dark energy, seen galaxies over 13 billion light years distant, peered into the maelstrom of entrapped gas around black holes, and studied the atmospheres of planets orbiting other stars. These profound questions of our origins, destiny, and the possibility of life off the Earth, resonate with the human psyche, forming a unique bond between Hubble and the general public.

10 In schools, Hubble's discoveries come to life for students of all ages through NASA's education resources. Each year, Hubble material is used in classrooms in all 50 states, by over half a million teachers and six million students.

11 "When teaching about space, the biggest challenge is presenting the content in a way that makes it real for the students," says Jamie Welebob, a science teacher at the Odyssey School in Stevenson, Maryland. "Hubble accomplishes this like nothing else."

12 Our ties to Hubble run deep. In many ways, the telescope has become an extension of humanity, a way to project our imagination toward far flung planets, stars and galaxies. Hubble has lasted longer than its expected lifetime, thanks to the painstaking work of the many men and women that have worked on and supported the telescope. In return, the telescope has continued to provide—not only to scientists, but to everyday people—an irreplaceable cosmic connection between the universe and ourselves. Whether its images are used to discover new star systems or are appropriated as fashion statements, Hubble is forever embedded in cultures around the world.

13 Hubble's successor, the James Webb Space Telescope, slated for launch in 2018, will peer farther into space than any telescope before, and help unlock the secrets of our universe. And like Hubble, we expect it to be quite the superstar.

53. What is a central idea of the passage?

A The Hubble telescope has gained popularity over the years and is known by many people because of its impressive images.

B The Hubble telescope has caused people to ask more questions about the universe and how it was formed.

C The Hubble telescope is better known from its appearances in movies than the scientific discoveries that it has made.

D The Hubble telescope will be taken out of orbit when a stronger telescope is launched in 2018.

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54. Which *two* choices express how the author illustrates the idea that Hubble is a superstar?

- A by describing how images taken by the telescope are used by everyone from musicians to clothing designers
- B by describing how the telescope captures images of space to send back to Earth
- C by describing how students have developed stronger interests in astronomy because of the telescope's images
- D by describing how many movies have based their plots on the telescope's images
- E by describing how the images from the telescope have had lasting impacts on science and culture

55. Which is a claim made by the author?

- A Many movies and songs would not have been created without the Hubble telescope's discoveries.
- B It takes many experts to support and maintain the Hubble telescope.
- C People have developed stronger connections with space because of the Hubble telescope's discoveries.
- D Images taken by the Hubble telescope are beautiful enough to frame.

56. What does the phrase "come to life" mean as it is used in paragraph 10?

- A are easily accomplished
- B are explained by teachers
- C are made more relatable
- D are used in projects

57. How do paragraphs 10-11 contribute to the development of ideas in the passage?

- A They show that teachers want NASA to capture more images of space from the Hubble telescope.
- B They show that the Hubble telescope positively impacts how students learn about space.
- C They show that students only know about space because of the images from the Hubble telescope.
- D They show that the Hubble telescope was created in order to teach students about space.

58. What does the word *successor* mean as it is used in paragraph 13?

- A creator
- B outcome
- C regulation
- D replacement

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Read the passage(s) below and answer the question(s) that follow.

"My Shadow" by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

5 The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
10 And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
15 But my lazy little shadow, like an arrant sleepy-head
Had stayed at home behind me and was fast asleep in bed.

1 Nursie—term used for a nanny or baby sitter

59. From which point of view is the poem told?

- A The poem is told entirely from first person.
- B The poem is told entirely from third person.
- C The poem begins in third person but changes to first person at the end.
- D The poem begins in first person but changes to third person at the end.

60. What is the meaning of the simile in line 7?

- A The child's shadow is sometimes as tall as a ball can bounce.
- B The child's shadow is not growing as it should.
- C The child's shadow is experiencing some sort of problem.
- D The child's shadow is pretending to play a game with him.

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61. What tone do lines 15-16 contribute to the poem?

- A affectionate
- B amused
- C angry
- D anxious

62. Which statement describes how the second and third stanzas have similar central ideas?

- A Both stanzas describe how the boy thinks his shadow is fun.
- B Both stanzas describe how the boy thinks his shadow is peculiar.
- C Both stanzas describe how the boy thinks his shadow is daring.
- D Both stanzas describe how the boy thinks his shadow is cheerful.

63. Which statement *best* analyzes the author's use of vocabulary to characterize the speaker in the poem?

- A The author uses formal language to characterize the speaker as an adult who is remembering his own childhood.
- B The author uses formal language to characterize the speaker as an adult who is watching his own child play with a shadow.
- C The author uses informal language to characterize the speaker as a child who is still trying to learn how to deal with the good and bad.
- D The author uses informal language to characterize the speaker as a child who misbehaves often and gets in trouble for it.

64. Read lines 5-7 from the poem.

*The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.*

What does the figurative language in these lines help the reader do?

- A It helps the reader visualize the changes in the shadow's shape and size.
- B It helps the reader understand the childhood game the speaker loves to play.
- C It helps the reader know how fast the speaker is growing.
- D It helps the reader appreciate the youth of the speaker.

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65. Based on the context of the final stanza, what does the word *errant* mean in line 15?

- A corrupt
- B dishonest
- C naughty
- D rowdy

Read the passage(s) below and answer the question(s) that follow.

Cheaper by the Dozen **by Frank B. Gilbreth, Jr. and Ernestine Gilbreth Carey**

1 Dad had bought the automobile a year before we moved. It was our first car, and cars still were a novelty. Of course, that had been a surprise, too. He had taken us all for a walk and had ended up at a garage where the car had been parked.

2 Although Dad made his living by redesigning complicated machinery, so as to reduce the number of human motions required to operate it, he never really understood the mechanical intricacies of our automobile. It was a gray Pierce Arrow, equipped with two bulb horns and an electric Klaxon, which Dad would try to blow all at the same time when he wanted to pass anyone.

3 Dad had seen the car in the factory and fallen in love with it. The affection was entirely one-sided and unrequited. He named it Foolish Carriage because, he said, it was foolish for any man with as many children as he to think he could afford a horseless carriage.

4 The contraption kicked him when he cranked, spat oil in his face when he looked into its bowels, squealed when he mashed the brakes, and rumbled ominously when he shifted gears. Sometimes Dad would spit, squeal, and rumble back. But he never won a single decision.

5 Frankly, Dad didn't drive our car well at all. But he did drive it fast. He terrified all of us, but particularly Mother. She sat next to him on the front seat—with two of the babies on her lap—and alternated between clutching Dad's arm and closing her eyes in supplication. Whenever we rounded a corner, she would try to make a shield out of her body to protect the babies from what she felt sure would be mutilation or death.

6 "Not so fast, Frank, not so fast," she would whisper through clenched teeth. But Dad never seemed to hear.

7 Foolish Carriage was a right-hand drive, so whoever sat to the left of Mother and the babies on the front seat had to be on the lookout to tell Dad when he could pass the car ahead.

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8 "You can make it," the lookout would shout.

9 "Put out your hand," Dad would holler.

10 Eleven hands—everybody contributing one except Mother and the babies—would emerge from both sides of the car; from the front seat, rear seat, and folding swivel chairs amid-ships. We had seen Dad nick fenders, slaughter chickens, square away with traffic policemen, and knock down full-grown trees, and we weren't taking any chances. The lookout on the front seat was Dad's own idea. The other safety measures, which we soon inaugurated as a matter of self-preservation, were our own.

11 We would assign someone to keep a lookout for cars approaching on side streets to the left; someone to keep an identical lookout to the right; and someone to kneel on the rear seat and look through the glass window in the back.

12 "Car coming from the left, Dad," one lookout would sing out.

13 "Two coming from the right."

14 "Motorcycle approaching from astern."

15 "I see them, I see them," Dad would say irritably, although usually he didn't. "Don't you have any confidence at all in your father?"

16 He was especially fond of the electric horn, an ear-splitting gadget which bellowed "kadookah" in an awe-inspiring metallic baritone. How Dad could manage to blow this and the two bulb horns, step on the gas, steer the car, shout "road hog, road hog" and smoke a cigar—all at the same time—is in itself a tribute to his abilities as a motion study expert.

17 A few days after he bought the car, he brought each of us children up to it, one at a time, raised the hood, and told us to look inside and see if we could find the birdie in the engine. While our backs were turned, he'd tiptoe back to the driver's seat—a jolly clown—and press down on the horn.

18 "Kadookah, Kadookah." The horn blaring right in your ear was frightening and you'd jump away in hurt amazement. Dad would laugh until the tears came to his eyes.

19 "Did you see the birdie? Ho, ho, ho," he'd scream. "I'll bet you jumped six and nine-tenths inches. Ho, ho, ho."

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66. Part A

Why were there so many "lookouts" when Dad was driving?

- A The children all loved to look out the windows when Dad was driving, even though he drove too fast.
- B There were many traffic policemen, and the children would tell Dad when they saw one nearby.
- C Mother was frightened by Dad's driving, so the children would let her know of any approaching dangers.
- D Dad was not a safe driver, and his children wanted to make sure he did not hit anything while he was driving.

67. Part B

Which *two* quotations from the passage show evidence of the answer in Part A?

- A "Eleven hands—everybody contributing one except Mother and the babies—would emerge from both sides of the car; from the front seat, rear seat, and folding swivel chairs amid-ships." (paragraph 10)
- B "We had seen Dad nick fenders, slaughter chickens, square away with traffic policemen, and knock down full-grown trees, and we weren't taking any chances." (paragraph 10)
- C "The lookout on the front seat was Dad's own idea." (paragraph 10)
- D "The other safety measures, which we soon inaugurated as a matter of self-preservation, were our own." (paragraph 10)
- E "How Dad could manage to blow this and the two bulb horns, step on the gas, steer the car, shout 'road hog, road hog' and smoke a cigar—all at the same time—is in itself a tribute to his abilities as a motion study expert." (paragraph 16)
- F "While our backs were turned he'd tiptoe back to the driver's seat—a jolly clown—and press down on the horn." (paragraph 17)

68. Part A

What do Mother's reactions towards Dad's driving tell the reader?

- A Mother dreaded Dad's driving and preferred walking to their destination.
- B Mother relied on Dad's driving to get them around town quickly.
- C Mother panicked at Dad's driving and worried for her children's safety.
- D Mother trusted Dad's driving and enjoyed riding with him.

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69. Part B

Which *two* quotations from the passage show evidence of the answer in Part A?

A “Frankly, Dad didn't drive our car well at all.” (paragraph 5)

B “She sat next to him on the front seat—with two of the babies on her lap—and alternated between clutching Dad's arm and closing her eyes in supplication.” (paragraph 5)

C “‘Not so fast, Frank, not so fast,’ she would whisper through clenched teeth.” (paragraph 6)

D “Foolish Carriage was a right-hand drive, so whoever sat to the left of Mother and the babies on the front seat had to be on the lookout to tell Dad when he could pass the car ahead.” (paragraph 7)

E “‘I see them, I see them,’ Dad would say irritably, although usually he didn't.” (paragraph 15)

F “‘Don't you have any confidence at all in your father?’” (paragraph 15)

70. Part A

How does paragraph 2 contribute to the development of the plot?

A The reader realizes that the father is a smart man who will enjoy working on his new car.

B The reader is able to later understand why the father drives his new car so fast.

C The reader is introduced to the idea that the father has some trouble driving his new car.

D The reader visualizes what the car looks like and is able to understand later events.

71. Part B

Which *two* additional paragraphs show evidence of the answer in Part A?

A paragraph 1

B paragraph 2

C paragraph 3

D paragraph 4

E paragraph 5

F paragraph 16

G paragraph 17

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72. Read this sentence from paragraph 4.

The contraption kicked him when he cranked, spat oil in his face when he looked into its bowels, squealed when he mashed the brakes, and rumbled ominously when he shifted gears.

What can be interpreted from the personification used in this sentence?

- A Dad did not know how to start the car.
- B The car was challenging to operate.
- C The car was cruel to its owners.
- D Dad enjoyed working on the car.

73. Which quote from the text conveys the central idea?

- A "Dad had seen the car in the factory and fallen in love with it. The affection was entirely one-sided and unrequited." (paragraph 3)
- B "Frankly, Dad didn't drive our car well at all. But he did drive it fast. He terrified all of us, but particularly Mother." (paragraph 5)
- C "Foolish Carriage was a right-hand drive, so whoever sat to the left of Mother and the babies on the front seat had to be on the lookout to tell Dad when he could pass the car ahead." (paragraph 7)
- D "He was especially fond of the electric horn, an ear-splitting gadget which bellowed 'kadookah' in an awe-inspiring metallic baritone." (paragraph 16)

74. What is the meaning of *novelty* in the first paragraph?

- A new creation
- B unheard of invention
- C overused item
- D recycled innovation

75. How does paragraph 2 contribute to the development of the plot?

- A The reader realizes that the father is a smart man who will enjoy working on his new car.
- B The reader is able to later understand why the father drives his new car so fast.
- C The reader is introduced to the idea that the father has some trouble driving his new car.
- D The reader visualizes what the car looks like and is able to understand later events.

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76. What is the effect of the metaphor used in paragraph 17?

- A It describes the hurtful actions of the father toward his family.
- B It emphasizes the cheerful and fun-loving nature of the father.
- C It illustrates the resemblance of the father to a clown.
- D It reveals the kindness the father shows his children.

77. Which quote from the text supports the inference that the Dad liked to play jokes on his children?

- A "Of course, that had been a surprise, too. He had taken us all for a walk and had ended up at a garage where the car had been parked." (first paragraph)
- B "He named it Foolish Carriage because he said, it was foolish for any man with as many children as he to think he could afford a horseless carriage." (paragraph 3)
- C "We had seen Dad nick fenders, slaughter chickens, square away with traffic policemen, and knock down full-grown trees, and we weren't taking any chances." (paragraph 10)
- D "'Kadookah, Kadookah.' The horn blaring right in your ear was frightening and you'd jump away in hurt amazement. Dad would laugh until the tears came to his eyes." (paragraph 18)

78. Which sentence from the text is the *best* example of the author's use of imagery?

- A "Although Dad made his living by redesigning complicated machinery, so as to reduce the number of human motions required to operate it, he never really understood the mechanical intricacies of our automobile." (paragraph 2)
- B "We had seen Dad nick fenders, slaughter chickens, square away with traffic policemen, and knock down full-grown trees, and we weren't taking any chances." (paragraph 10)
- C "How Dad could manage to blow this and the two bulb horns, step on the gas, steer the car, shout 'road hog, road hog' and smoke a cigar—all at the same time—is in itself a tribute to his abilities as a motion study expert." (paragraph 16)
- D "A few days after he bought the car, he brought each of us children up to it, one at a time, raised the hood, and told us to look inside and see if we could find the birdie in the engine." (paragraph 17)

Read the passage(s) below and answer the question(s) that follow.

"Video Game Addiction—Is it Real?" by Sara Bellum

1 Doodle Jump. Candy Crush. FarmVille. Angry Birds. Cut the Rope. Fruit Ninja. Words with Friends.

2 Nearly everyone with a smartphone or tablet has played one of these video games. It is easy to get swept up in the bright colors, cutesy characters—and the satisfaction you

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feel when you finally complete a difficult level. So you keep playing, and playing, and playing. Many people say games like these are “addictive.” But, are they, really?

3 *Maybe.* Addiction Science Award Winner Ethan Guinn¹ definitely thought so.

Dopamine: Sweet Rewards for the Brain

4 Rewards in video games, such as points or bonuses, are surprising and often unpredictable. Figuring out that special move or combination that helps you conquer each level feels great. Not knowing when you will get that reward keeps you engaged.

5 These periodic bursts of pleasure are the work of dopamine. Dopamine is the chemical in your brain that causes you to feel happy, and it is what gets you hooked on lots of things in life.

6 Your brain is designed to release dopamine in response to things that are good for you—like spending time with your friends, eating healthy food, or exercising. Dopamine bursts also reward you when you apply your cleverness to solving real-world problems.

7 But people have figured out all kinds of ways to tap into the brain’s reward system with things that aren’t so good for you. Drugs and junk food are obvious, harmful examples. Video games might not kill you or make you overweight (at least not directly), but many people feel they are “hooked” on them.

So, Is Gaming Really an Addiction?

8 Scientists say that more research is needed before they can tell whether being hooked on a video game is actually an addiction.

9 Addiction is more complicated than just wanting to feel good. People who are addicted to drugs often just want to feel “normal” or not bad. It is also more than just the compulsive need to keep using a drug or engaging in a behavior. Addiction means being unable to quit, even in the face of negative consequences.

10 A person with a drug addiction wants to use drugs even when their grades have tanked, they have lost their job, and they no longer care about the things that were once important to them. When they are not using drugs, they feel withdrawal symptoms that make them sick. Scientists are not sure video games can cause the same effects.

11 But...if you play a game so much that you don’t participate in life’s normal activities—you don’t sleep or eat or hang out with friends or do the things you used to love—you are heading down a dangerous path. If that describes you, maybe you should try not playing the game for a day or two, or even a week. Ask people that you trust if they think you have a problem. And, if you find that you just can’t stop—even if video gaming addiction isn’t officially a disease—you can absolutely get help by talking to your parents or a guidance counselor at school.

¹Ethan Guinn—winner of NIDA’s Addiction Science Award for his study on pathological video game playing in adolescents

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79. Which *two* quotations are essential to an objective summary of the passage?

A "It is easy to get swept up in the bright colors, cutesy characters—and the satisfaction you feel when you finally complete a difficult level." (paragraph 2)

B "Figuring out that special move or combination that helps you conquer each level feels great." (paragraph 4)

C "Dopamine is the chemical in your brain that causes you to feel happy, and it is what gets you hooked on lots of things in life." (paragraph 5)

D "Scientists say that more research is needed before they can tell whether being hooked on a video game is actually an addiction." (paragraph 8)

E "When they are not using drugs, they feel withdrawal symptoms that make them sick." (paragraph 10)

80. How does the author use structure in the "Dopamine: Sweet Rewards for the Brain" section to impact the meaning of the passage?

A The author uses a cause and effect structure to describe the biological release of dopamine and how it is related to various addictions.

B The author uses a chronological structure to describe the process of becoming addicted to video gaming.

C The author uses a problem and solution structure to describe the reasons why a person tries to achieve a dopamine release.

D The author uses a compare and contrast structure to describe the similarities and differences between video game addiction and other types of addiction.

81. How does the structure of paragraph 11 contribute to the passage as a whole?

A The problem and solution structure offers some suggestions for the addictive behaviors of video gaming described in the rest of the passage.

B The descriptive structure identifies the characteristics of people who are likely to become addicted to video games to summarize the information in the rest of the passage.

C The chronological structure outlines the major warning signs in someone with video gaming addiction to provide a connection to the information in the rest of the passage.

D The cause and effect structure explains how talking with a professional can help alleviate the issues video gamers can experience that are described in the rest of the passage.

82. Which quotation helps the reader determine the meaning of *periodic* in paragraph 5?

A "Rewards in video games, such as points or bonuses..."

B "...surprising and often unpredictable."

C "...causes you to feel happy..."

D "...gets you hooked on lots of things in life."

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83. Which detail is *irrelevant* to the author's claim that addiction is more complicated than just wanting to feel good?

A "People who are addicted to drugs often just want to feel 'normal' or not bad."
(paragraph 9)

B "It is also more than just the compulsive need to keep using a drug or engaging in a behavior." (paragraph 9)

C "When they are not using drugs, they feel withdrawal symptoms that make them sick."
(paragraph 10)

D "Scientists are not sure video games can cause the same effects." (paragraph 10)

84. Which statement is the central idea of the passage?

A If adolescents think they may be neglecting responsibilities to play video games, it might be a good idea for them to talk to trusted adults.

B People who are addicted to drugs have physical symptoms when they quit, but video games do not have the same effects.

C There is no definite scientific evidence for video game addiction, but certain harmful behaviors make it an area of concern.

D There are many games that require players to work through levels to achieve success, and these are the ones that cause video game addiction.

85. Which *two* statements are the central ideas of the passage?

A If adolescents think they may be neglecting responsibilities to play video games, it might be a good idea for them to talk to trusted adults.

B People who are addicted to drugs have physical symptoms when they quit, but video games do not have the same effects.

C There is no definite scientific evidence for video game addiction, but certain harmful behaviors make it an area of concern.

D There are many games that require players to work through levels to achieve success, and these are the ones that cause video game addiction.

E When people are rewarded by increases in dopamine, a chemical that enhances happy feelings, their behaviors—whether good or bad—are reinforced.

86. What is the meaning of the phrase "swept up in" in paragraph 2?

A amused by

B attracted to

C disappointed by

D obsessed with

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87. Part A

What claim does the author make regarding addiction?

- A Addiction occurs when a behavior cannot be stopped.
- B Addiction is more complex than just a search for a positive feeling.
- C Addiction to video gaming is a serious concern.
- D Addiction creates a pattern of negative consequences.

88. Part B

Which detail is *irrelevant* to the author's claim regarding addiction?

- A "People who are addicted to drugs often just want to feel 'normal' or not bad."
(paragraph 9)
- B "It is also more than just the compulsive need to keep using a drug or engaging in a behavior."
(paragraph 9)
- C "When they are not using drugs, they feel withdrawal symptoms that make them sick."
(paragraph 10)
- D "Scientists are not sure video games can cause the same effects."
(paragraph 10)

Read the passage(s) below and answer the question(s) that follow.

Excerpt from "The Story of My Life" by Helen Keller

Helen Keller (1880–1968) was a person who was both blind and deaf. Despite this, she learned how to understand language and communicate with others. In the excerpt below, Keller writes about her experiences with a devoted teacher named Anne Sullivan.

1 Have you ever been at sea in a dense fog, when it seemed as if a tangible¹ white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.

2 I felt approaching footsteps, I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me.

3 The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while,

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Miss Sullivan slowly spelled into my hand the word “d-o-l-l.” I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I

was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.

4 One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l” and tried to make me understand that “d-o-l-l” applied to both. Earlier in the day we had had a tussle² over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is mug and that “w-a-t-e-r” is water, but I persisted in confounding³ the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

5 We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand.

1 *tangible*: able to be felt when touched

2 *tussle*: conflict, struggle

3 *confounding*: confusing, mixing up

89. Which sentence from the text states Helen Keller's reason for not feeling regret about the broken doll?

A I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor.

B I was keenly delighted when I felt the fragments of the broken doll at my feet.

C In the still, dark world in which I lived there was no strong sentiment or tenderness.

D I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed.

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90. What made "w-a-t-e-r" so important for Helen Keller?

- A She enjoyed going to her family's well-house.
- B It was the first word she recognized as having meaning.
- C She learned how to spell it by imitating her teacher's hand movements.
- D She knew how it was different from the word "mug."

91. Which sentence from the passage supports the idea that Miss Sullivan was a persistent teacher?

- A One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both.
- B Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r."
- C In despair she had dropped the subject for the time, only to renew it at the first opportunity.
- D She brought me my hat, and I knew I was going out into the warm sunshine.

92. What type of tone do the words "Light! give me light!" help to create in paragraph 1?

- A desperate
- B mysterious
- C surprised
- D thrilling

93. Read these sentences from paragraph 4.

I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness.

How does the word "tenderness" help to explain the meaning of sentiment?

- A It suggests that a sentiment is the opposite of tenderness.
- B It suggests that a sentiment is not weak.
- C It suggests that sentiments are always tender.
- D It suggests that a sentiment is a type of feeling.

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94. Read this sentence from paragraph 3.

In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup and a few verbs like sit, stand and walk.

The word "uncomprehending" includes the Latin prefix *com*, meaning "fully," and the Latin root *prehendere*, meaning "seize or grasp." What is the meaning of uncomprehending?

- A not difficult
- B not broken
- C not understanding
- D not remembering

95. What is the significance of the interaction between Miss Sullivan and the author in the event at the well-house?

- A Miss Sullivan helped the author to memorize the correct spelling of the word "water."
- B Miss Sullivan used real objects to remind the author about the importance of language for communication.
- C Miss Sullivan helped the author distinguish two different things in the real world: a mug and water.
- D Miss Sullivan helped Helen Keller make the association between a spelled word and the thing it represented.

96. Read this sentence from paragraph 4.

I was keenly delighted when I felt the fragments of the broken doll at my feet.

What does the word "fragments" mean as used in this sentence?

- A cuts
- B fractures
- C pieces
- D thumps

97. Which statement describes the author's point of view about Miss Sullivan?

- A The author thinks Miss Sullivan became frustrated quite often while teaching her.
- B The author thinks that Miss Sullivan ended up loving her as a mother would over time.
- C The author believes that Miss Sullivan helped her reconnect with the world around her.
- D The author believes that Miss Sullivan was able to hold her attention more than others could.

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98. Which statement describes how paragraph 2 contributes to the development of the passage?

- A It tells why Miss Sullivan chose to come and work with the author.
- B It relates the first encounter between the author and Miss Sullivan.
- C It illustrates the seriousness of the author's difficulties with vision.
- D It shows that the author is able to sense movements around her.

99. Read this sentence from paragraph 1.

I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was.

Which statement BEST describes the impact of the use of the word compass in the sentence?

- A It shows that the author felt lost at one time.
- B It implies that the author could locate directions.
- C It suggests that the author could find her way.
- D It hints that the author was fairly close to shore.

100. Which statement describes how the events at the well-house discussed in paragraph 5 affected the author?

- A They resulted in the author learning how to spell the word "water."
- B They resulted in the author discovering that words have meanings.
- C They resulted in the author learning how to fully focus on a task.
- D They resulted in the author discovering what flowing water feels like.

101. Which is the BEST summary of the passage?

- A The author thought Miss Sullivan was her mother at first. Miss Sullivan made letters on the author's hand, and the author repeated the movements. The author was very proud of herself.
- B The doll Miss Sullivan brought was from the Perkins Institution. Miss Sullivan tried to use it to teach the author that objects have names. The author grew frustrated with her teacher and broke the doll.
- C A teacher named Miss Sullivan came to see the author. Miss Sullivan taught her how to imitate finger movements to form letters and words. After some time, the author recognized that words describe real things.
- D Miss Sullivan grew to love the author after they spent some time together. Miss Sullivan ran some water over her hand and spelled the word "water." The author then knew what "water" meant.

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102. Read this sentence from paragraph 4.

I had not loved the doll.

Which sentence from the passage BEST supports this statement?

A One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both.

B In the still, dark world in which I lived there was no strong sentiment or tenderness.

C I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed.

D This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

Read the passage(s) below and answer the question(s) that follow.

Excerpt from Barack Obama's Remarks on Election Night by President Barack Obama

On November 4, 2008, Barack Obama gave a speech after he learned he had won the presidential election. A portion of his address is below.

1 If there is anyone out there who still doubts that America is a place where all things are possible; who still wonders if the dream of our founders is alive in our time; who still questions the power of our democracy, tonight is your answer.

2 It's the answer told by lines that stretched around schools and churches in numbers this nation has never seen; by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different; that their voice could be that difference. . . .

3 It's the answer that led those who have been told for so long by so many to be cynical¹, and fearful, and doubtful of what we can achieve to put their hands on the arc of history and bend it once more toward the hope of a better day.

4 It's been a long time coming, but tonight, because of what we did on this day, in this election, at this defining moment, change has come to America.

5 I just received a very gracious call from Senator McCain. He fought long and hard in this campaign, and he's fought even longer and harder for the country he loves. . . . I congratulate him and Governor Palin for all they have achieved, and I look forward to working with them to renew this nation's promise in the months ahead. . . .

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6 But above all, I will never forget who this victory truly belongs to—it belongs to you. I was never the likeliest candidate for this office. We didn't start with much money or many endorsements. Our campaign was not hatched in the halls of Washington—it began in the backyards of Des Moines and the living rooms of Concord and the front porches of Charleston.

7 It was built by working men and women who dug into what little savings they had to give five dollars and ten dollars and twenty dollars to this cause. It grew strength from the young people who rejected the myth of their generation's apathy²; who left their homes and their families for jobs that offered little pay and less sleep; from the not-so-young people who braved the bitter cold and scorching heat to knock on the doors of perfect strangers; from the millions of Americans who volunteered, and organized, and proved that more than two centuries later, a government of the people, by the people and for the people has not perished from this Earth. This is your victory.

8 I know you didn't do this just to win an election and I know you didn't do it for me. You did it because you understand the enormity of the task that lies ahead. For even as we celebrate tonight, we know the challenges that tomorrow will bring are the greatest of our lifetime—two wars, a planet in peril, the worst financial crisis in a century. . . .

9The road ahead will be long. Our climb will be steep. We may not get there in one year or even one term, but America—I have never been more hopeful than I am tonight that we will get there. I promise you—we as a people will get there.

10 There will be setbacks and false starts. There are many who won't agree with every decision or policy I make as President, and we know that government can't solve every problem. But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree. And above all, I will ask you join in the work of remaking this nation the only way it's been done in America for two-hundred and twenty-one years—block by block, brick by brick, calloused³ hand by calloused hand. . . .

11 So let us summon a new spirit of patriotism; of service and responsibility where each of us resolves to pitch in and work harder and look after not only ourselves, but each other. Let us remember that if this financial crisis taught us anything, it's that we cannot have a thriving Wall Street while Main Street suffers—in this country, we rise or fall as one nation; as one people. . . .

1 cynical: negative; thinking the worst of people

2 apathy: lack of interest or concern

3 calloused: hardened or toughened

103. What is President Obama's MAIN purpose in paragraph 1?

- A to answer people's questions about the election
- B to criticize his opponent and thank people for electing him
- C to draw people's attention and introduce his topic
- D to interest people in the history of democracy

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104. Read this sentence from paragraph 6.

Our campaign was not hatched in the halls of Washington -- it began in the backyards of Des Moines and the living rooms of Concord and the front porches of Charleston.

How does the underlined word impact the meaning of the text as a whole?

- A It suggests that President Obama's victory started with the efforts of everyday people, who will help re-build America.
- B It suggests that President Obama wishes he could return to the places of his campaign to start up more support for his plans.
- C It suggests that winning an election is a long and difficult process, but that small-town Americans will make the nation grow.
- D It suggests that the people of America are new to the work of re-building, just as chicks are new to the world.

105. Select the TWO choices that describe how the information in paragraph 7 contributes to the development of the text.

- A It explains that President Obama needs the support of large corporations.
- B It presents examples of how people helped President Obama's campaign.
- C It indicates that President Obama will attempt to improve the economy.
- D It implies that President Obama requires donations for his campaign.
- E It recognizes the role of President Obama's supporters in his victory.

106. Read this sentence from paragraph 8.

For even as we celebrate tonight, we know the challenges that tomorrow will bring are the greatest of our lifetime—two wars, a planet in peril, the worst financial crisis in a century. . . .

Which choice BEST describes the impact of the use of the word "peril" in the sentence?

- A It indicates that something awful is likely about to happen.
- B It indicates that Americans have many reasons to be hopeful.
- C It highlights the fact that the world is a dangerous place.
- D It highlights the severity of the problems facing humanity.

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107. Read the first sentence from paragraph 6 of the text. Which sentence from the text BEST supports this statement?

- A I was never the likeliest candidate for this office.
- B I know you didn't do this just to win an election and I know you didn't do it for me.
- C It was built by working men and women who dug into what little savings they had to give five dollars and ten dollars and twenty dollars to this cause.
- D We may not get there in one year or even one term, but America—I have never been more hopeful than I am tonight that we will get there.

108. Why does the speaker include paragraphs 6-8 in this text?

- A to share that there were others who should have won
- B to give credit to those who provided support to the campaign
- C to provide an explanation for how campaigns should be run
- D to show loyalty to particular places over others

109. Read this sentence from paragraph 3 of the text.

It's the answer that led those who have been told for so long by so many to be cynical, and fearful, and doubtful of what we can achieve to put their hands on the arc of history and bend it once more toward the hope of a better day.

Which statement BEST describes the impact of the use of the word “bend” in the sentence?

- A It suggests that the American people are positive and encouraged.
- B It suggests that the American people have power and strength.
- C It suggests that the American people are able to adjust to change.
- D It suggests that the American people are capable of overcoming fear.

110. Which statement describes a connection between an idea and the events described in paragraph 2?

- A The idea that things had to change caused people to vote in large numbers.
- B The idea that everyone should vote caused voting stations to be set up in schools.
- C The idea that mistakes must be avoided caused the time needed to vote to increase.
- D The idea that voting involves patience caused people to wait in line for hours.

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111. Which choice is the BEST summary of the text?

A People had to wait for hours in order to vote for President Obama. Voters who once doubted that change was possible now know that it can actually happen. President Obama's supporters deserve all of the credit for his victory.

B There are many people who do not believe America can change. President Obama respects Senator John McCain. He wants people to look out for each other and believes that everyone must succeed for the country to get better.

C The results of the election should give people confidence that true change is possible. President Obama is grateful for the support of the American people. He knows there are challenges ahead but feels hopeful about the future.

D The election results were likely a surprise for many people. Voters helped with the campaign by giving money and knocking on doors. President Obama feels confident that he will be able to solve many problems over the next year.

112. Read this sentence from paragraph 3 of the text.

It's the answer that led those who have been told for so long by so many to be cynical, and fearful, and doubtful of what we can achieve to put their hands on the arc of history and bend it once more toward the hope of a better day.

Which word has the same connotation as "doubtful" as it is used in the sentence?

A unsettled

B unconvinced

C unresolved

D unwilling

113. Which sentence from the text supports the idea that President Obama knows he will not be able to please everyone all of the time?

A There will be setbacks and false starts.

B There are many who won't agree with every decision or policy I make as President, and we know that government can't solve every problem.

C But I will always be honest with you about the challenges we face.

D And above all, I will ask you join in the work of remaking this nation the only way it's been done in America for two-hundred and twenty-one years—block by block, brick by brick, calloused hand by calloused hand. . . .

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114. Read this sentence from paragraph 6 of the text.

But above all, I will never forget who this victory truly belongs to—it belongs to you.

Which sentence from the text BEST supports this statement?

A I was never the likeliest candidate for this office.

B It was built by working men and women who dug into what little savings they had to give five dollars and ten dollars and twenty dollars to this cause.

C I know you didn't do this just to win an election and I know you didn't do it for me.

D We may not get there in one year or even one term, but America—I have never been more hopeful than I am tonight that we will get there.

Read the passage(s) below and answer the question(s) that follow.

An Excerpt from "The Memoirs of Sherlock Holmes" by Sir Arthur Conan Doyle

1 Sherlock Holmes was a man who seldom took exercise for exercise's sake. Few men were capable of greater muscular effort, and he was undoubtedly one of the finest boxers of his weight that I have ever seen; but he looked upon aimless bodily exertion as a waste of energy, and he seldom bestirred himself save when there was some professional object to be served. Then he was absolutely untiring and indefatigable. That he should have kept himself in training under such circumstances is remarkable, but his diet was usually of the sparest, and his habits were simple to the verge of austerity. . . .

2 One day in early spring he had so far relaxed as to go for a walk with me in the Park, where the first faint shoots of green were breaking out upon the elms, and the sticky spear-heads of the chestnuts were just beginning to burst into their five-fold leaves. For two hours we rambled about together, in silence for the most part, as befits two men who know each other intimately. It was nearly five before we were back in Baker Street once more.

3 "Beg pardon, sir," said our page-boy, as he opened the door. "There's been a gentleman here asking for you, sir."

4 Holmes glanced reproachfully at me. "So much for afternoon walks!" said he.

5 "Has this gentleman gone, then?"

6 "Yes, sir."

7 "Didn't you ask him in?"

8 "Yes, sir; he came in."

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9 "How long did he wait?"

10 "Half an hour, sir. He was a very restless gentleman, sir . . ."

11 "Well, well, you did your best," said Holmes, as we walked into our room. "It's very annoying, though, Watson. I was badly in need of a case, and this looks, from the man's impatience, as if it were of importance. Hullo! That's not your pipe on the table. He must have left his behind him. A nice old brier with a good long stem of what the tobacconists call amber. I wonder how many real amber mouthpieces there are in London? Some people think that a fly in it is a sign. Well, he must have been disturbed in his mind to leave a pipe behind him which he evidently values highly."

12 "How do you know that he values it highly?" I asked.

13 "Well, I should put the original cost of the pipe at seven and sixpence. Now it has, you see, been twice mended, once in the wooden stem and once in the amber. Each of these mends, done, as you observe, with silver bands, must have cost more than the pipe did originally. The man must value the pipe highly when he prefers to patch it up rather than buy a new one with the same money."

14 "Anything else?" I asked, for Holmes was turning the pipe about in his hand, and staring at it in his peculiar pensive way.

15 He held it up and tapped on it with his long, thin fore-finger, as a professor might who was lecturing on a bone.

16 "Pipes are occasionally of extraordinary interest," said he. "Nothing has more individuality, save perhaps watches and bootlaces. The indications here, however, are neither very marked nor very important. The owner is obviously a muscular man, left-handed, with an excellent set of teeth, careless in his habits, and with no need to practise economy."

17 My friend threw out the information in a very offhand way, but I saw that he cocked his eye at me to see if I had followed his reasoning.

115. Which detail supports Holmes's theory that the pipe was valued by its owner?

- A the original cost of the pipe
- B the fly stuck in the amber stem
- C the costly repairs to the pipe
- D the length of the amber stem

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116. Part A

Which describes Watson's role in the text?

- A He is a loyal servant who is dedicated to Holmes.
- B He is an occasional companion who puts up with Holmes.
- C He is a client of Holmes's in need of assistance.
- D He is an attentive listener who considers Holmes's theories.

117. Part B

Which sentence from the text supports your answer to Part A?

- A One day in early spring he had so far relaxed as to go for a walk with me in the Park
- B "Well, well, you did your best," said Holmes, as we walked into our room.
- C "It's very annoying, though, Watson."
- D My friend threw out the information in a very offhand way, but I saw that he cocked his eye at me to see if I had followed his reasoning.

118. Which of Holmes's behaviors is foreshadowed by the information in the first paragraph?

- A Holmes's silence during the afternoon walk
- B Holmes's annoyance about taking an afternoon walk
- C Holmes's questions directed to the page-boy
- D Holmes's final comments about the owner of the pipe

119. In paragraph 15, the author MOST LIKELY compares Holmes's actions to those of a professor to emphasize Holmes's

- A focused examination.
- B advanced education.
- C love of teaching.
- D interest in anatomy.

120. In the first paragraph, which two phrases reveal Sherlock Holmes's attitude toward "exercise for exercise's sake"?

- A greater muscular effort
- B aimless bodily exertion
- C waste of energy
- D absolutely untiring
- E usually of the sparest

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Read the passage(s) below and answer the question(s) that follow.

adapted from **Why the Narcissus Grows by the Water** by **Mary Catherine Judd**

1 Down in the heart of the woods there was a clear spring with water like silver. No shepherds ever brought their flocks there to drink. No lions nor other wild beasts came in the nighttime. No leaves nor branches fell into it, but the green grass grew around it all the year, and the rocks kept it from the sun.

2 One day a boy hunter found it, and, being thirsty, he stooped down to drink. As he bent he saw, for the first time in his life, his own fair face, and did not know who it was.

3 He thought it must be a water fairy, and he put his lips to the water, but as soon as their touch disturbed the surface, away went the shadow-face from out of his sight.

4 "Nothing has escaped me yet, and here I shall stay till this curly-haired creature comes out of the water," he said. "See its shining eyes and smiling mouth!"

5 He forgot his hunt. He forgot everything but to watch for this water sprite. When the moon and stars came out, there it was just the same as in the sunshine, and so he lingered from day to night and from night to day.

6 He saw the face in the water grow thinner day by day, but never thought of himself. At last he was too weak to watch any longer. His face was as white as the whitest lily, and his yellow hair fell over his hollow cheeks. With a sigh his breath floated away, his head dropped on the green grass, and there was no longer any face in the water.

7 The fairies came out of the woods and would have covered him with earth, but, looking for him, they found nothing but a lovely flower, gazing with bent head into the silver spring, just as the boy hunter had done.

8 The fairies told the story to a little child, and she told it to her father and mother. When they found this spring in the heart of the woods, they called the flower growing beside it Narcissus, after the boy hunter who had perished watching his own face in the silver water.

121. **Part A**

What is the author's purpose in paragraph 5?

A to describe how the fairies managed to trick Narcissus

B to detail how much the fairies fascinated Narcissus

C to emphasize how deeply Narcissus wanted to swim in the silver spring

D to illustrate the danger of Narcissus becoming obsessed with his own reflection

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122. Part B

Which detail from paragraph 5 *best* supports the answer to Part A?

- A "He forgot his hunt."
- B "He forgot everything but to watch for this water sprite."
- C "...there it was just the same as in the sunshine..."
- D "...and so he lingered from day to night and from night to day."

123. Part A

Which sentence *best* describes the central idea of paragraphs 2-4?

- A Narcissus's reflection angers him.
- B Narcissus's reflection frightens him.
- C Narcissus's reflection pleases him.
- D Narcissus's reflection puzzles him.

124. Part B

Which *two* details from the passage *best* support the answer to Part A?

- A "One day a boy hunter found it, and, being thirsty, he stooped down to drink." (paragraph 2)
- B "As he bent he saw, for the first time in his life, his own fair face, and did not know who it was." (paragraph 2)
- C "He thought it must be a water fairy, and he put his lips to the water..." (paragraph 3)
- D "...but as soon as their touch disturbed the surface, away went the shadow-face from out of his sight." (paragraph 3)
- E " Nothing has escaped me yet, and here I shall stay till this curly-haired creature comes out of the water... " (paragraph 4)
- F " See its shining eyes and smiling mouth! " (paragraph 4)

125. Part A

Read the dictionary definition of the word *narcissist*.

Narcissist: noun. 1. Someone intensely concerned with only his or her self or interests and who seems to forget that others exist.

Which quality does Narcissus possess that makes him a narcissist?

- A ambition
- B curiosity
- C stubbornness
- D vanity

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126. Part B

Which phrase from the passage *best* supports Part A?

- A "He forgot everything but to watch for this water sprite." (paragraph 5)
- B "...too weak to watch any longer." (paragraph 6)
- C "With a sigh his breath floated away..." (paragraph 6)
- D "...looking for him, they found nothing but a lovely flower..." (paragraph 7)

127. What is the *main* reason the author includes the little child as a character?

- A to contrast the innocence of both Narcissus and the little child with the wisdom of the fairies regarding the silver spring
- B to emphasize how the fairies ultimately helped immortalize Narcissus by telling the little child his story
- C to highlight how the little child saved countless others by sharing the story of Narcissus with her parents
- D to illustrate how the little child led her parents to the flower which became a symbol for the sacrifice of Narcissus

Read the passage(s) below and answer the question(s) that follow.

adapted from "Poor Little Stephen Girard" by Mark Twain

1 The man lived in Philadelphia who, when young and poor, entered a bank, and says he: "Please, sir, don't you want a boy?" And the stately personage said: "No, little boy, I don't want a little boy." The little boy, chewing a piece of licorice stick he had bought with a cent stolen from his good and pious aunt, with sobs plainly audible, and with great globules of water rolling down his cheeks, glided silently down the marble steps of the bank. Bending his noble form, the bank man dodged behind a door, for he thought the little boy was going to shy a stone at him. But the little boy picked up something, and stuck it in his poor but ragged jacket. "Come here, little boy," and the little boy did come here; and the bank man said: "Lo, what pickest thou up?" And he answered and replied: "A pin." And the bank man said: "Little boy, are you good?" and he said he was. And the bank man said: "How do you vote?"—"excuse me, do you go to Sunday school?" and he said he did. Then the bank man took down a pen made of pure gold, and flowing with pure ink, and he wrote on a piece of paper, "St. Peter"; and he asked the little boy what it stood for, and he said "Salt Peter." Then the bank man said it meant "Saint Peter." The little boy said: "Oh!"

2 Then the bank man took the little boy to his bosom, and the little boy said, "Oh!" again, for he squeezed him. Then the bank man took the little boy into partnership, and gave him half the profits and all the capital, and he married the bank man's daughter, and now all he has is all his, and all his own too.

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3 My uncle told me this story, and I spent six weeks in picking up pins in front of a bank. I expected the bank man would call me in and say: "Little boy, are you good?" and I was going to say "Yes;" and when he asked me what "St. John" stood for, I was going to say "Salt John." But the bank man wasn't anxious to have a partner, and I guess the daughter was a son, for one day says he to me: "Little boy, what's that you're picking up?" Says I, awful meekly, "Pins." Says he: "Let's see 'em." And he took 'em, and I took off my cap, all ready to go in the bank, and become a partner, and marry his daughter. But I didn't get an invitation. He said: "Those pins belong to the bank, and if I catch you hanging around here anymore I'll set the dog on you!" Then I left, and the mean old fellow kept the pins. Such is life as I find it.

128. Part A

How does the phrase "Such is life" in paragraph 3 impact the meaning of the passage?

- A Stephen believes personal expectations and the ultimate outcomes rarely match.
- B Stephen believes hard working efforts are what determine happy endings.
- C Stephen feels his life is full of agreeable folks.
- D Stephen is used to his uncle disappointing him.

129. Part B

Which quotation from paragraph 3 best supports the response to Part A?

- A "My uncle told me this story, and I spent six weeks in picking up pins in front of a bank."
- B "...Little boy, are you good? and I was going to say Yes;..."
- C "But the bank man wasn't anxious to have a partner, and I guess the daughter was a son..."
- D "Then I left, and the mean old fellow kept the pins."

130. Part A

How does paragraph 3 help to propel the plot of the passage?

- A Paragraph 3 establishes the internal conflict between the hopes and fears that exist within Stephen.
- B Paragraph 3 explains the trouble that Stephen will endure during his confrontation with the banker.
- C Paragraph 3 illustrates failure for Stephen by describing his feelings of enthusiasm and anticipation.
- D Paragraph 3 introduces tension by illustrating Stephen's anxiety at possibly sharing the same fate as the boy in his uncle's story.

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131. Part B

Which detail from paragraph 3 best supports the response to Part A?

- A "...I spent six weeks in picking up pins in front of a bank."
- B "I expected the bank man would call me in and say: Little boy, are you good?"
- C "...and I was going to say Yes;... "
- D "But I didn't get an invitation."

132. Based on the Latin root *aud*—, what is the meaning of *audible* in paragraph 1?

- A easy to hear
- B hard to handle
- C longing for companionship
- D noticeably in distress

Read the passage(s) below and answer the question(s) that follow.

Adapted from the "Phantom Luncheon" By H. H. Munro ("Saki")

Lady Drakmanton is wealthy and married to a prominent political figure, Sir James Drakmanton. When a group of sisters from her social club, The New Didactic, attempt to take advantage of Lady Drakmanton's wealth and status, she decides to have a little fun.

1 "The Smithly-Dubbs are in Town," said Sir James. "I wish you would show them some attention. Ask them to lunch with you at the Ritz¹ or somewhere."

2 "From the little I've seen of the Smithly-Dubbs, I don't think I want to cultivate a relationship," said Lady Drakmanton.

3 "They always work for us at election times," said her husband; "I don't suppose they influence very many votes, but they have an uncle who is on one of my ward committees, and another uncle speaks sometimes at some of our less important meetings. Those sort of people expect some return in the shape of hospitality."

4 "Expect it!" exclaimed Lady Drakmanton; "the Misses Smithly-Dubb do more than that; they almost demand it. They belong to my club, and hang about the lobby just about lunch-time, all three of them, with their tongues hanging out of their mouths and the six-course look in their eyes. If I were to breathe the word 'lunch' they would hustle me into a taxi and scream 'Ritz' to the driver before I knew what was happening."

5 "All the same, I think you ought to ask them to a meal of some sort," persisted Sir James.

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6 "I consider that showing hospitality to the Smithly-Dubbs is carrying Free Food principles to a regrettable extreme," said Lady Drakmanton; "Why can't *you* take them on, Milly?" she asked, turning hopefully to her sister.

7 "I don't know them," said Milly hastily.

8 "All the better; you can pass yourself off as me. People say that we are so alike that they can hardly tell us apart, and I've only spoken to these tiresome young women about twice in my life, at committee rooms, and bowed to them in the club."

9 "My dear Betty, don't be absurd," protested Milly; "I've got some people lunching with me at the Ritz tomorrow, and I'm leaving town the day afterwards."

10 "What time is your lunch tomorrow?" asked Lady Drakmanton reflectively.

11 "Two o'clock," said Milly.

12 "Good," said her sister; "the Smithly-Dubbs shall lunch with me tomorrow. It shall be rather an amusing lunch party. At least, I shall be amused."

13 The last two remarks she made to herself. Other people did not always appreciate her ideas of humor. Sir James never did.

14 The next day Lady Drakmanton made some marked variations in her appearance. She dressed her hair in an unaccustomed manner, and put on a hat that added to her transformation. When she had made one or two more minor alterations, she was sufficiently unlike her usual smart self. Her altered appearance produced some hesitation in the Misses Smithly-Dubb in the club lobby. She responded, however, with a readiness which set their doubts at rest.

15 "What is the Ritz like for lunching in?" she asked breezily.

16 The restaurant received an enthusiastic recommendation from the three sisters.

17 "Let's go and lunch there, shall we?" she suggested, and in a few minutes' time the Smithly-Dubbs' minds were contemplating at close quarters a happy vista of baked meats.

18 "Are you going to start with caviar? I am," confided Lady Drakmanton, and the Smithly-Dubbs started with caviar. The subsequent dishes were chosen in the same ambitious spirit, and by the time they had arrived at the wild duck course it was beginning to be a rather expensive lunch.

19 The conversation hardly kept pace with the brilliancy of the menu.

20 "I think when the Insurance Act is a little better understood it will lose some of its present unpopularity," hazarded Cecilia Smithly-Dubb.

21 "Will it? I dare say. I'm afraid politics don't interest me very much," said Lady Drakmanton.

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22 The three Miss Smithly-Dubbs put down their cups of Turkish coffee and stared. Then they broke into protesting giggles.

23 "Of course, you're joking," they said.

24 "Not me," was the disconcerting answer; "I can't make head or tail of these bothering old politics. Never could, and never want to. I've quite enough to do to manage my own affairs, and that's a fact."

25 "But," exclaimed Amanda Smithly-Dubb, with a squeal of bewilderment breaking into her voice, "I was told you spoke so informingly about the Insurance Act at one of our social evenings."

26 It was Lady Drakmanton who stared now. "Do you know," she said, with a scared look around her, "rather a dreadful thing is happening. I'm suffering from a complete loss of memory. I can't even think who I am. I remember meeting you somewhere, and I remember you asking me to come and lunch with you here, and that I accepted your kind invitation. Beyond that my mind is a positive blank."

27 The scared look was transferred with intensified emotion to the faces of her companions.

28 "Oh, no," said the vanishing hostess, "that I do remember about. You insisted on my coming here because the feeding was so good, and I must say it comes up to all you said about it. A very nice lunch it's been. What I'm worrying about is who on earth am I? I haven't the faintest notion?"

29 "You are Lady Drakmanton," exclaimed the three sisters in chorus.

30 "Now, don't make fun of me," she replied, crossly, "I happen to know her quite well by sight, and she isn't a bit like me. And it's an odd thing you should have mentioned her, for it so happens she's just come into the room. That lady in black, with the yellow plume in her hat, there over by the door."

31 The Smithly-Dubbs looked in the indicated direction, and the uneasiness in their eyes deepened into horror. In outward appearance the lady who had just entered the room certainly came rather nearer to their recollection of Lady Drakmanton than the individual who was sitting at the table with them.

32 "Who *are* you, then, if that is Lady Drakmanton?" they asked in panic-stricken bewilderment.

33 "That is just what I don't know," was the answer; "and you don't seem to know much better than I do."

34 "You came up to us in the club—"

35 "In what club?"

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36 "The New Didactic, in Calais Street."

37 "The New Didactic!" exclaimed Lady Drakmanton with an air of returning illumination; "thank you so much. Of course, I remember now who I am. I'm Ellen Niggle, of the Ladies' Brasspolishing Guild. The Club employs me to come now and then and see to the polishing of the brass fittings. That's how I came to know Lady Drakmanton by sight; she's very often in the Club. And you are the ladies who so kindly asked me out to lunch. Funny how it should all have slipped my memory, all of a sudden. The unaccustomed good food and wine must have been too much for me; for the moment I really couldn't call to mind who I was. Good gracious," she broke off suddenly, "it's ten past two; I should be at a polishing job in Whitehall. I must scuttle off like agiddy rabbit. Thanking you ever so."

38 She left the room with a scuttle sufficiently suggestive of the animal she had mentioned, but the giddiness was all on the side of her involuntary hostesses. The restaurant seemed to be spinning round them; and the bill when it appeared did nothing to restore their composure. Financially speaking, they were well able to afford the luxury of an elaborate lunch, but their ideas on the subject of entertaining differed very sharply, according to the circumstances of whether they were dispensing or receiving hospitality.

39 The Smithly-Dubbs never quite recovered from their unnerving experience. They have given up politics and taken to doing good.

¹Ritz—a luxury hotel and restaurant

²caviar—a delicacy of salt-cured fish eggs; often considered a luxurious course in high society

133. How does the phrase "carrying Free Food principles to a regrettable extreme" in paragraph 6

affect the reader's view of the Misses Smithly-Dubb?

A It emphasizes their lower social classes.

B It emphasizes their lack of cultural experiences.

C It emphasizes their selfish behaviors.

D It emphasizes their desires for acceptance into high society.

134. Which quotation from the passage supports the idea that Lady Drakmanton is intolerant of people who take advantage of others?

A "From the little I've seen of the Smithly-Dubbs, I don't think I want to cultivate a relationship..." (paragraph 2)

B "Good," said her sister; "the Smithly-Dubbs shall lunch with me tomorrow. It shall be rather an amusing lunch party. At least, I shall be amused." (paragraph 12)

C "She dressed her hair in an unaccustomed manner, and put on a hat that added to her transformation. When she had made one or two more minor alterations, she was sufficiently unlike her usual smart self." (paragraph 14)

D "But," exclaimed Amanda Smithly-Dubb, with a squeal of bewilderment breaking into her voice, "I was told you spoke so informingly about the Insurance Act at one of our social evenings." (paragraph 25)

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135. Read the sentence from paragraph 2.

"From the little I've seen of the Smithly-Dubbs, I don't think I want to cultivate a relationship," said Lady Drakmanton.

What is the meaning of the word *cultivate* as it is used in the context of the sentence?

- A assist
- B develop
- C improve
- D support

136. How does the author use dramatic irony to let the reader in on something of which Sir James is unaware?

- A The reader understands the true nature of the Misses Smithly-Dubb's behaviors, but Sir James does not.
- B The reader understands Lady Drakmanton's plan to cause mischief with the Misses Smithly-Dubb, but Sir James does not.
- C The reader understands Milly's unwillingness to help her sister due to the circumstances, but Sir James does not.
- D The reader understands the reason for Lady Drakmanton and Milly's disagreement, but Sir James does not.

137. Which phrase from paragraph 4 shows how the author uses figurative language to express Lady Drakmanton's opinion of the Misses Smithly-Dubb?

- A "...they almost demand it."
- B "...and hang about the lobby just about lunch-time..."
- C "...with their tongues hanging out of their mouths..."
- D "...hustle me into a taxi and scream "Ritz"..."

138. How does the beginning of the passage create suspense?

- A through the descriptive structure of Sir Drakmanton's persistence that Lady Drakmanton host the Misses Smithly-Dubb for an expensive lunch
- B through the descriptive structure of Lady Drakmanton's increasingly aggressive protests against lunching with the Misses Smithly-Dubb
- C through the problem and solution structure of Sir Drakmanton's discussion of the Misses Smithly-Dubb's contributions during election times
- D through the problem and solution structure of Lady Drakmanton's pleas for her sister to host the Misses Smithly-Dubb instead

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139. Which quotation from the passage supports the idea that Sir Drakmanton sometimes disapproves of Lady Drakmanton's behavior?

A "The Smithly-Dubbs are in Town,' said Sir James. 'I wish you would show them some attention. Ask them to lunch with you at the Ritz or somewhere.'" (paragraph 1)

B "...I don't suppose they influence very many votes, but they have an uncle who is on one of my ward committees..." (paragraph 3)

C "All the same, I think you ought to ask them to a meal of some sort,' persisted Sir James." (paragraph 5)

D "The last two remarks she made to herself. Other people did not always appreciate her ideas of humor. Sir James never did." (paragraph 13)

140. Which theme is represented in the passage?

A One's actions directly influence the consequences that one will face.

B Good manners will yield positive results.

C Telling lies to close friends can tarnish one's public reputation.

D People are usually not as bad as they seem.

141. Based on the dialogue in paragraphs 3-4, what inference can be made about the Misses Smithly-Dubb?

A They are sophisticated and demand a certain level of attention.

B They are manipulative and look for opportunities to use others.

C They are envious and want what others possess.

D They are uneducated and lack the elegance necessary to belong in high society.

142. **Part A**

Which theme is represented in the passage?

A One's actions directly influence the consequences that one will face.

B Good manners will yield positive results.

C Telling lies to close friends can tarnish one's public reputation.

D People are usually not as bad as they seem.

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143. Part B

How does the author develop the theme identified in Part A?

- A by describing Lady Drakmanton’s perspective of what happened during previous visits with the Misses Smithly-Dubb
- B by developing the conflict between Lady Drakmanton and her sister about who would take the Misses Smithly-Dubb to lunch
- C by building tension as Lady Drakmanton devises her plan to deceive the Misses Smithly-Dubb and teach them a lesson
- D by employing figurative language to highlight the Misses Smithly-Dubb’s unfriendliness toward those who do not provide benefits to them

144. Part A

What aspect of Lady Drakmanton’s character is revealed in the passage?

- A She is a dutiful, submissive wife.
- B She is the strongest supporter of her husband’s political career.
- C She is sophisticated and elegant when speaking in public.
- D She is intolerant of people who take advantage of others.

145. Part B

Which *two* quotations from the passage support the answer to Part A?

- A “From the little I’ve seen of the Smithly-Dubbs, I don’t think I want to cultivate a relationship...” (paragraph 2)
- B “If I were to breathe the word “lunch” they would hustle me into a taxi and scream “Ritz” to the driver before I knew what was happening.” (paragraph 4)
- C “Good,’ said her sister; ‘the Smithly-Dubbs shall lunch with me tomorrow. It shall be rather an amusing lunch party. At least, I shall be amused.” (paragraph 12)
- D “She dressed her hair in an unaccustomed manner, and put on a hat that added to her transformation. When she had made one or two more minor alterations, she was sufficiently unlike her usual smart self.” (paragraph 14)
- E “But,’ exclaimed Amanda Smithly-Dubb, with a squeal of bewilderment breaking into her voice, ‘I was told you spoke so informingly about the Insurance Act at one of our social evenings.” (paragraph 25)

146. Read the sentence from paragraph 2.

“From the little I’ve seen of the Smithly-Dubbs, I don’t think I want to cultivate a relationship,” said Lady Drakmanton.

What is the meaning of the word *cultivate* as it is used in the context of the sentence?

- A assist
- B develop
- C improve
- D support

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Read the passage(s) below and answer the question(s) that follow.

"The Moon is distant from the Sea—" by Emily Dickinson

The Moon is distant from the Sea—
And yet, with Amber¹ Hands—
She leads Him—docile² as a Boy—
Along appointed Sands—
5 He never misses a Degree—
Obedient to Her eye—
He comes just so far—toward the Town—
Just so far—goes away—
Oh, Signor³, Thine, the Amber Hand—
10 And mine—the distant Sea—
Obedient to the least command
Thine⁴ eye impose⁵ on me—

- 1 Amber—yellow
- 2 Docile—tame
- 3 Signor—gentleman
- 4 Thine—your
- 5 Impose—force

147. Which is an *accurate* statement about the poet's use of personification?

- A The poet uses personification in lines 2-3 to illustrate the moon's power over the sea.
- B The poet uses personification in lines 5-6 to express the sea's disregard for the moon.
- C The poet uses personification in lines 7-8 to show the link between the sea and the town.
- D The poet uses personification in lines 11-12 to explain the moon's control over the speaker.

148. Based on the first two stanzas, what can be inferred about the relationship between the moon and the sea?

- A The relationship between the moon and the sea is equal and mutually beneficial.
- B The relationship between the moon and sea is exploitive and wrong.
- C The relationship between the moon and sea is harmonious and loving.
- D The relationship between the moon and sea is tense and difficult.

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149. How does line length impact the overall meaning of the poem?

- A The line length quickens the pace of the poem.
- B The line length mirrors the moon's push and pull of the sea.
- C The line length lists the events in the order in which they occurred.
- D The line length emphasizes the distance between the moon and sea.

150. In the final stanza, to whom is "Thine" referring?

- A the speaker
- B the sea
- C the moon
- D the gentleman

151. Which statement *correctly* evaluates the author's point of view in the final stanza?

- A The author asserts the moon controls not just the sea but her own life as well.
- B The author implies that a loving relationship is based upon respect and obedience.
- C The author expresses fear of being controlled by some other external force.
- D The author suggests that she is like the sea because she has given up her independence.

152. How does the structure of the poem contribute to its meaning?

- A The chronological structure shows the value of companionship and relying on others to help navigate life's difficult choices.
- B The cause and effect structure illustrates what can happen if people do not assert their own needs and desires to others.
- C The compare and contrast structure demonstrates the connection between personal relationships and those found in the natural world.
- D The problem and solution structure shows the acceptance and adaptations that all people must make in order to maintain peace.

153. How does the poet use figurative language to emphasize the theme of the poem?

- A The poet uses imagery to convey her appreciation for the beautiful golden moonlight reflecting off the ocean waters.
- B The poet uses metaphor to compare the relationship between the moon and the sea to her feelings for the gentleman.
- C The poet uses personification to describe the moon as a masculine figure that dominates the distant sea below.
- D The poet uses simile to express the childishness of the sea as it is pulled to and from the shore by the moon.

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Read the passage(s) below and answer the question(s) that follow.

Excerpt from *David Copperfield* by Charles Dickens

In this excerpt from Dickens' novel David Copperfield, the narrator recalls his earliest memories of his home, where he lived with his mother and their housekeeper, Peggotty.

1 Looking back, as I was saying, into the blank of my infancy, the first objects I can remember as standing out by themselves from a confusion of things, are my mother and Peggotty. What else do I remember? Let me see.

2 There comes out of the cloud, our house—not new to me, but quite familiar, in its earliest remembrance. On the ground-floor is Peggotty's kitchen, opening into a back yard; with a pigeon-house on a pole, in the centre, without any pigeons in it; a great dog-kennel in a corner, without any dog; and a quantity of fowls that look terribly tall to me, walking about, in a menacing and ferocious manner. There is one [rooster] who gets upon a post to crow, and seems to take particular notice of me as I look at him through the kitchen window, who makes me shiver, he is so fierce. Of the geese outside the side-gate who come waddling after me with their long necks stretched out when I go that way, I dream at night: as a man environed by wild beasts might dream of lions.

3 Here is a long passage—what an enormous perspective I make of it!—leading from Peggotty's kitchen to the front door. A dark store-room opens out of it, and that is a place to be run past at night; for I don't know what may be among those tubs and jars and old tea-chests, when there is nobody in there with a dimly-burning light, letting a mouldy air come out of the door, in which there is the smell of soap, pickles, pepper, candles, and coffee, all at one whiff. Then there are the two parlours: the parlour in which we sit of an evening, my mother and I and Peggotty—for Peggotty is quite our companion, when her work is done and we are alone—and the best parlour where we sit on a Sunday; grandly, but not so comfortably.... One Sunday night my mother reads to Peggotty and me in there, how Lazarus was raised up from the dead¹. And I am so frightened that they are afterwards obliged to take me out of bed, and show me the quiet churchyard out of the bedroom window, with the dead all lying in their graves at rest, below the solemn moon.

4 There is nothing half so green that I know anywhere, as the grass of that churchyard; nothing half so shady as its trees; nothing half so quiet as its tombstones. The sheep are feeding there, when I kneel up, early in the morning, in my little bed in a closet within my mother's room, to look out at it; and I see the red light shining on the sun-dial, and think within myself, 'Is the sun-dial glad, I wonder, that it can tell the time again?'....

5 And now I see the outside of our house, with the latticed bedroom-windows standing open to let in the sweet-smelling air, and the ragged old rooks'-nests still dangling in the elm-trees at the bottom of the front garden. Now I am in the garden at the back, beyond the yard where the empty pigeon-house and dog-kennel are—a very preserve of butterflies, as I remember it, with a high fence, and a gate and padlock; where the fruit clusters on the

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trees, riper and richer than fruit has ever been since, in any other garden, and where my mother gathers some in a basket, while I stand by, bolting furtive gooseberries, and trying to look unmoved. A great wind rises, and the summer is gone in a moment. We are playing in the winter twilight, dancing about the parlour. When my mother is out of breath and rests herself in an elbow-chair, I watch her winding her bright curls round her fingers, and straitening her waist, and nobody knows better than I do that she likes to look so well, and is proud of being so pretty.

6 That is among my very earliest impressions. That, and a sense that we were both a little afraid of Peggotty, and submitted ourselves in most things to her direction, were among the first opinions--if they may be so called—that I ever derived from what I saw.

1In the Christian Gospel of John, Jesus brings Lazarus back to life.

154. Part A

Read this excerpt from paragraph 5.

...[W]here the fruit clusters on the trees, riper and richer than fruit has ever been since, in any other garden, and where my mother gathers some in a basket, while I stand by, bolting furtive gooseberries, and trying to look unmoved.

What does "bolting" mean as it is used in this sentence?

- A picking
- B enjoying
- C smelling
- D sneaking

155. Part B

What is the BEST evidence for the meaning of bolting?

- A "clusters on the trees"
- B "my mother gathers"
- C "in a basket"
- D "trying to look unmoved"

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156. Read this sentence from paragraph 6.

That, and a sense that we were both a little afraid of Peggotty, and submitted ourselves in most things to her direction, were among the first opinions—if they may be so called—that I ever derived from what I saw.

The word derived comes from the Latin verb *derivare*, which means "to draw from its source." What is the meaning of "derived" as it is used in the sentence?

- A developed
- B guessed
- C received
- D delivered

157. In paragraph 5, the narrator notices his mother "winding her bright curls round her fingers." In the narrator's mind, what does this action show about his mother?

- A She often ignored the young David.
- B She was proud of her appearance.
- C She acted in a childlike manner.
- D She prized her hair above all things.

158. Read this sentence from paragraph 3.

Then there are the two parlours: the parlour in which we sit of an evening, my mother and I and Peggotty—for Peggotty is quite our companion, when her work is done and we are alone—and the best parlour where we sit on a Sunday; grandly, but not so comfortably....

Which word has the same connotations as "grandly" as it used in paragraph 3?

- A honorably
- B selfishly
- C impressively
- D pleasurablely

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159. Which statement BEST explains how the setting helps develop the theme?

- A The rural setting shows that children are better suited to life in the country than the city.
- B The familiar setting shows how a child can fill the simplest places and things with great importance.
- C The complex setting shows how children can develop a confused point of view.
- D The dark and mysterious setting shows that childhood can be full of fear and uncertainty.

160. Part A

Which statement BEST sums up the young David Copperfield's memory of the fowls in the back yard?

- A None of them had any interest in him.
- B They stand out as his first memories.
- C They occupied a large doghouse.
- D They were very frightening to him.

161. Part B

Which evidence from the text BEST supports the answer?

- A "the first objects I can remember as standing out"
- B "a pigeon-house on a pole"
- C "walking about, in a menacing and ferocious manner"
- D "waddling after me with their long necks stretched out"

162. In paragraph 3, David Copperfield recalls hearing the story of Lazarus. Select TWO reasons that his response to the story shows a childlike perspective.

- A This story of a great miracle frightens the young child.
- B The story leads David to want to get out of bed.
- C The story leads David to think of the moon as sad and serious.
- D The story causes David to be concerned about the dead rising from their graves.
- E The story leads David to think about Lazarus rising from the dead.
- F The story leads David to extended memories of the churchyard.

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Read the passage(s) below and answer the question(s) that follow.

Excerpt from *O Pioneers!* by Willa Cather

In this excerpt from O Pioneers! by Willa Cather, Carl has returned from New York City to visit his childhood friend, Alexandra, who manages her family's farm in rural Nebraska. Alexandra offers to take him to the farm where his family once lived.

1 Carl dropped the end of his cigar softly among the castor beans and sighed. "Yes, I suppose I must see the old place. I'm cowardly about things that remind me of myself. It took courage to come at all, Alexandra. I wouldn't have, if I hadn't wanted to see you very, very much."

2 Alexandra looked at him with her calm, deliberate eyes. "Why do you dread things like that, Carl?" she asked earnestly. "Why are you dissatisfied with yourself?"

3 Her visitor winced. "How direct you are, Alexandra! Just like you used to be. Do I give myself away so quickly? Well, you see, for one thing, there's nothing to look forward to in my profession. Wood-engraving is the only thing I care about, and that had gone out before I began. Everything's cheap metal work nowadays, touching up miserable photographs, forcing up poor drawings, and spoiling good ones. I'm absolutely sick of it all." Carl frowned. "Alexandra, all the way out from New York I've been planning how I could deceive you and make you think me a very enviable fellow, and here I am telling you the truth the first night. I waste a lot of time pretending to people, and the joke of it is, I don't think I ever deceive anyone. There are too many of my kind; people know us on sight."

4 Carl paused. Alexandra pushed her hair back from her brow with a puzzled, thoughtful gesture. "You see," he went on calmly, "measured by your standards here, I'm a failure. I couldn't buy even one of your cornfields. I've enjoyed a great many things, but I've got nothing to show for it all."

5 "But you show for it yourself, Carl. I'd rather have had your freedom than my land."

6 Carl shook his head mournfully. "Freedom so often means that one isn't needed anywhere. Here you are an individual, you have a background of your own, you would be missed. But off there in the cities there are thousands of rolling stones like me. We are all alike; we have no ties, we know nobody, we own nothing. When one of us dies, they scarcely know where to bury him. Our landlady and the delicatessen man are our mourners, and we leave nothing behind us but a frock-coat and a fiddle, or an easel, or a typewriter, or whatever tool we got our living by. All we have ever managed to do is to pay our rent, the exorbitant rent that one has to pay for a few square feet of space near the heart of things. We have no house, no place, no people of our own. We live in the streets, in the parks, in the theatres. We sit in restaurants and concert halls and look about at the hundreds of our own kind and shudder."

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7 Alexandra was silent. She sat looking at the silver spot the moon made on the surface of the pond down in the pasture. He knew that she understood what he meant. At last she said slowly, "And yet I would rather have [my brother] Emil grow up like that than like his two brothers. We pay a high rent, too, though we pay differently. We grow hard and heavy here. We don't move lightly and easily as you do, and our minds get stiff. If the world were no wider than my cornfields, if there were not something besides this, I wouldn't feel that it was much worth while to work. No, I would rather have Emil like you than like them. I felt that as soon as you came."

163. Read the sentence from paragraph 6.

All we have ever managed to do is to pay our rent, the exorbitant rent that one has to pay for a few square feet of space near the heart of things.

Which word has the same meaning as "exorbitant"?

- A consistent
- B fair
- C excessive
- D reasonable

164. Read the sentences from paragraph 6.

But off there in the cities there are thousands of rolling stones like me. We are all alike; we have no ties, we know nobody, we own nothing.

What is another term that could be used to describe a rolling stone?

- A worker
- B loner
- C debtor
- D renter

165. Read this sentence from paragraph 2.

Alexandra looked at him with her calm, deliberate eyes.

In the sentence, the word "deliberate" means

- A accusing.
- B indifferent.
- C thoughtful.
- D tired.

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166. Read these sentences from paragraph 3 of the text.

Her visitor winced. "How direct you are, Alexandra!"

In this case, Carl winced because he felt

- A amusing.
- B interesting.
- C unbelievable.
- D uncomfortable.

167. Which theme do Carl's words suggest most strongly?

- A Hard work breeds satisfaction.
- B City life can be isolating.
- C There is hope for a brighter tomorrow.
- D Owning land builds pride.

168. Read the first and second sentences from paragraph 3. What impact does Alexandra's directness have on Carl's behavior?

- A It makes him try to change the subject so he can avoid embarrassment.
- B It makes him regret having come back to his family's farm.
- C It makes him tell her the truth about himself instead of pretending.
- D It makes him miss the life he left behind in the big city.

169. What does paragraph 6 reveal about Carl?

- A He cherishes his independence.
- B He fears close contact with other people.
- C He appreciates the cultural life of the city.
- D He feels useless and unimportant.

170. Read these sentences from paragraph 3.

Her visitor winced. "How direct you are, Alexandra! Just like you used to be."

What impact does Alexandra's directness have on Carl's behavior?

- A It makes him tell her the truth about himself instead of pretending.
- B It makes him regret having come back to his family's farm.
- C It makes him miss the life he left behind in the big city.
- D It makes him try to change the subject so he can avoid embarrassment.

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171. Which sentence from the text MOST contributes to the mood of sadness?

- A Alexandra looked at him with her calm, deliberate eyes.
- B Her visitor winced.
- C Carl shook his head mournfully.
- D Alexandra was silent.

172. Which technique does the author MOST use to develop each character's point of view?

- A The author uses their body language to show their inner feelings.
- B The author describes their facial expressions to show their emotions.
- C The author describes life in New York City to explain their backgrounds.
- D The author uses dialogue to voice their thoughts and opinions.

173. Alexandra's point of view is not revealed until the final paragraph. In what way is Alexandra's point of view MOST similar to Carl's?

- A Both think that living in the city provides more freedom.
- B Both think that work is pointless and not worthwhile.
- C Both feel they are paying too much rent.
- D Both are dissatisfied with what they have.

174. Which sentence is the BEST summary of the text?

- A Two friends, Carl and Alexandra, discuss Carl's dissatisfaction with his life in New York, and Alexandra's with her rural life.
- B Two friends sit and talk about the man's job, possessions, and apartment in New York.
- C While talking one night, Carl confesses his plan to deceive his friend Alexandra.
- D Carl returns from New York with plans to buy Alexandra's farm.

175. Which phrase from paragraph 6 best supports the inference that living in New York is expensive?

- A rolling stones
- B exorbitant rent
- C few square feet
- D heart of things

176. Which sentence from the text BEST shows that Carl is unhappy in New York?

- A I'm cowardly about things that remind me of myself.
- B I'm absolutely sick of it all.
- C I couldn't buy even one of your cornfields.
- D But off there in the cities there are thousands of rolling stones like me.

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177. Which quote from the text BEST supports the idea that Carl initially wants to impress Alexandra?

- A It took courage to come at all, Alexandra. I wouldn't have, if I hadn't wanted to see you very, very much.
- B Alexandra, all the way out from New York I've been planning how I could deceive you and make you think me a very enviable fellow.
- C I waste a lot of time pretending to people, and the joke of it is, I don't think I ever deceive anyone.
- D I've enjoyed a great many things, but I've got nothing to show for it all.

Read the passage(s) below and answer the question(s) that follow.

From *The Nile* By Julia Waterlow

River of Life

1 Looking at a map, you can see why the ancient Egyptians thought the Nile River was like a flower: its long stem curves north through the African desert and finally blossoms in a fan-shaped spread of water channels as it reaches the Mediterranean Sea. But the Egyptians were never able to discover where the "roots" of their river lay. Now we know that the Nile rises far to the south, on the equator. It is the longest river in the world, flowing a distance of 4,160 miles, about as far as the distance from New York to London.

2 Today, as throughout history, the people of the Lower Nile would be helpless without the river. So little rain falls in this northern part of Africa that if there were no Nile, there would be no water and nothing could grow. Lining either side of the river is a green ribbon of vegetation where people grow their crops; beyond lies barren desert.

3 For over five thousand years there has been civilization along the Nile, making it one of the oldest occupied places on Earth. Throughout history, the people of the Nile Valley have been measuring and recording water levels because their lives depended on the river. No other river has been studied so carefully over such a long period of time.

4 For just as long, people have been trying to control the river. Building canals, embankments, basins, and barrages has always been part of the life beside the Nile. In the last hundred years, new technology has led to the invention of bigger controls with much greater effects. Projects like the huge Aswan Dam have changed the river, its valley, and people's lives more than anything else in the last few thousand years. Big dam and irrigation projects provide benefits, but cause problems too, some of which are difficult to solve.

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The Upper Nile

5 Far south on the equator, in the middle of Africa, mountains covered in snow and ice rise from the plains. These are the Ruwenzori Mountains on the borders of Uganda and Zaire. Also called the Mountains of the Moon, the highest peaks reach 17,075 feet. From this point streams run down and feed a huge lake, Lake Victoria. Each stream can claim to be a source of the Nile, but the great river's real journey begins where it pours north of Lake Victoria, in Uganda.

6 There are many lakes and waterfalls in this area. Leaving Lake Victoria, the Nile once cascaded down the Ripon Falls (these are now covered by a reservoir behind the dam). After passing through marshy Lake Kyoga, the young Nile roars over the Murchison Falls, dropping about 130 feet. Even after the next great lake, Lake Albert, the Nile continues to churn up white water as it meets a series of rapids farther downstream.

7 Lying almost on the equator, the area surrounding the Upper Nile is always wet (with an average of 50 inches of rainfall per year) and, except high in the mountains, very warm. The vegetation is lush and tropical. There is plenty of wildlife too. Elephants, lions, rhinoceros, buffalo, and antelope can be seen in game reserves like the Murchison Falls National Park. The lakes and the river are teeming with many types of fish. The river is also home to the wallowing hippopotamus and the basking crocodile.

8 Not long after entering the Sudan, the Nile begins to slow down and spread out over flat land. The river has reached the Sudd, an Arabic word which means "obstacles." The Sudd is certainly an obstacle: It is the biggest area of swamp in the world, stretching about 435 miles from north to south. This vast marshy area is a maze of thick papyrus reeds and grasses. The Nile zigzags through the swamp in channels that constantly change as plants grow over them. Huge grass islands floating in the water are almost firm enough to hold elephants. It is hot here and very wet in the rainy season. There is too much water for large land animals, but it is a paradise for many types of water birds, including herons, storks, and pelicans.

9 Although there is so much water flowing into the Sudd, large amounts are continually being lost by evaporation. The Nile River that finally finds its way out of the swamp only carries about one-seventh of all the water that reaches Egypt. The rest of the Nile's water is carried in streams and smaller rivers called tributaries that join the Nile north of the Sudd. Most of these tributaries come from the Ethiopian mountains to the east.

Tributaries

10 The river flowing from Lake Victoria is known as the White Nile; about halfway to the sea it is joined by its most important tributary, the Blue Nile. The Blue Nile is much shorter than the White Nile, but it is important because it carries more water. The two other main Nile tributaries, the Sobat and the Atbara, also carry much of the water that feeds the Nile. In an average year, the Blue Nile supplies fifty-nine percent, the Sobat fourteen percent, the Atbara thirteen percent, and the White Nile only fourteen percent of all the water that finally reaches Egypt.

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11 All these rivers have high and low seasons. At certain times of the year there is particularly heavy rainfall in the mountainous areas that feed the rivers and they swell to several times their normal size. At its peak in August and September, the Blue Nile provides 95 percent of the total Nile water. Its effect is rather like a tidal wave rushing downstream.

178. What does the phrase "a green ribbon of vegetation" in paragraph 2 mean?

- A The author uses the image of a green ribbon to remind the reader that the people of Africa grow great amounts of vegetables, which sustains their towns.
- B The author uses the image of a green ribbon dancing in the wind near the river to show the joy and enthusiasm the water brings to the people.
- C The author uses the image of a green ribbon running alongside the narrow banks of the river to show life is sustained only by the river's water.
- D The author uses the image of a green ribbon to remind the reader that only a portion of the land is designated for growing plants, which keeps the land surrounding the river uninhabited.

179. Read the sentence from paragraph 7.

The lakes and the river are teeming with many types of fish.

What is the meaning of the word *teeming* as it is used in the sentence?

- A combining
- B growing
- C multiplying
- D overflowing

180. Which quotation from paragraph 8 supports the claim that "the Sudd is certainly an obstacle"?

- A "...slow down and spread out over flat land."
- B "...stretching about 435 miles from north to south."
- C "...a maze of thick papyrus reeds and grasses."
- D "...very wet in the rainy season."

181. What does the author emphasize in the passage when she uses the phrase "where the 'roots' of their river lay" in paragraph 1?

- A how long the river has existed
- B where the river begins
- C the types of plants found in the river
- D the changes observed in the river

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182. In paragraph 8, how does the author develop the idea that the Nile River changes route through the swamp?

- A by providing a list of the animals able to thrive in the swampland
- B by describing the effects of the vegetation found in the swamp
- C by including the total number of miles of swampland
- D by explaining the extreme temperatures found in the swamp

183. How does paragraph 10 refine the idea of the Nile spreading out?

- A It provides the specific details about the waterways that flow into the Nile.
- B It provides the names of rivers located around the Nile.
- C It provides a list of the countries sustained by the Nile.
- D It provides the locations of the cities in Egypt affected by the Nile.

184. How do paragraphs 8-9 support the author's purpose?

- A by explaining how the weather ranges from very hot to very rainy
- B by explaining how the Nile extends for so many miles
- C by explaining why the Sudd is not suitable for animals
- D by explaining why the Sudd produces a small amount of the Nile's water

185. Read the claim from paragraph 4.

For just as long, people have been trying to control the river.

Does the author provide sufficient evidence to support the claim?

- A Yes. The author provides specific examples of how people have manipulated the river.
- B Yes. The author explains how long people have depended on the river.
- C No. The author fails to provide the effects of restricting the river.
- D No. The author focuses on the past rather than the current conditions of the river.