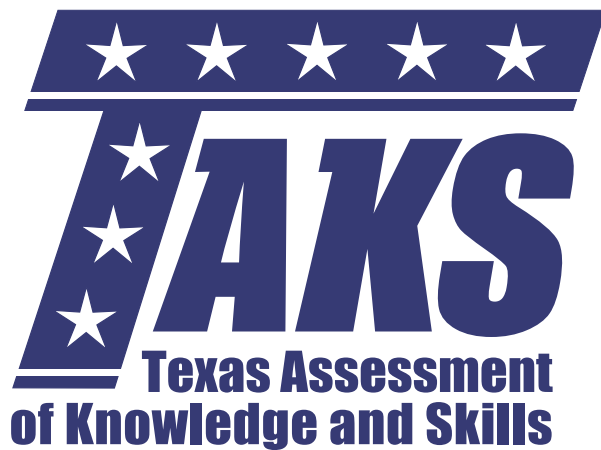


STUDENT NAME _____



**GRADE 5
READING**

Administered March 2009

READING

Words of Their Own

- 1 Sequoyah took the eagle’s feather and dipped it in black ink. He made a mark on the paper in front of him. His daughter Ah-yoka peered intently over his shoulder, watching him work on the last of the symbols that made up his Cherokee alphabet. Now that the alphabet was almost finished, Ah-yoka could see the excitement on her father’s face.
- 2 Sequoyah had been working on the alphabet for 12 years—longer than Ah-yoka had been alive. When he finished writing the symbol, he turned to his daughter with a smile. “It is ready,” he said. He looked at the 86 symbols on the paper. “I want with all my heart to give the Cherokee people this gift of writing and reading our own language. Our people need words of their own.”
- 3 Seeing a glint of tears in her father’s eyes, Ah-yoka put her arms around him and kissed his cheek. “It will be wonderful!” she exclaimed. “Wait and see.”
- 4 Sequoyah and Ah-yoka would soon use the symbols in a public demonstration. They would show people that this new writing system worked and would benefit the tribe. However, both father and daughter wondered how people would react. Would they understand the importance of the alphabet Sequoyah had spent so many years working on, or would they agree with Salali?
- 5 Salali was a member of their tribe. He had spent as much time criticizing Sequoyah’s alphabet as Sequoyah had spent perfecting it. Salali had told everyone that Sequoyah could not be trusted. While creating his alphabet, Sequoyah had often walked around scowling in concentration as he scratched symbols on trees, in the dirt, and on rocks. Sometimes he would be so deep in thought that he walked into things. He was only concentrating on the symbols, but some people thought Sequoyah was strange. When they saw Sequoyah behave this way, people believed Salali’s words.
- 6 On the day of the demonstration, Sequoyah’s moccasins were covered in dust from his restless pacing. Sequoyah and Ah-yoka

stood and faced the crowd full of doubting faces. Salali placed himself prominently in the front where everyone could see him.

7 Sequoyah’s stomach was knotted up, but he smiled and began telling the audience about the alphabet. “To show you that my alphabet works, I will send my daughter far enough away so that she cannot hear anything that is said here. Then one of you will tell me what to write on this paper. You will take the paper to her, and she will be able to read exactly what is written there,” Sequoyah explained. Then he watched Ah-yoka walk away. “Now I need a volunteer.”

8 Salali raised his hand. “I’ll help you show how useful this alphabet of yours is,” Salali said with a sly smile on his face.

9 As Salali made his way toward Sequoyah, he turned and looked over his shoulder at the audience, rolling his eyes around to remind them that Sequoyah was weird. People snickered, but Sequoyah ignored the laughter. He knew he would just have to prove himself.

10 “Say the words you would like me to write,” Sequoyah said calmly. Then Salali spoke his words loudly so that both Sequoyah and everyone in the crowd could hear them. Sequoyah carefully formed each word. Sequoyah then rolled up the paper and handed it to Salali. “Please take this to Ah-yoka. She will read your exact words back to you.”

11 Salali strolled confidently to where Ah-yoka was waiting. Moments later the crowd turned to see Salali, twisted paper in hand, stomping back to the gathering with Ah-yoka trailing him. Sequoyah studied his daughter’s face for some indication of the result. But the sign he was looking for didn’t come from his daughter. The evidence was on Salali’s face.

12 Ah-yoka smiled and simply said, “It worked.”

13 The crowd gasped and now turned to stare at Salali. He nodded his head and tossed the crumpled paper to the ground. Ah-yoka picked it up and smoothed out the wrinkles. Then, in a clear voice, she read the words on the paper. Sequoyah had not known how wonderful it would be to hear his only daughter read aloud the words he had written.

- 14 There was a long, silent pause as the members of the audience looked at one another. Then they began to cheer. Sequoyah saw tears of joy and relief in Ah-yoka's eyes, and he hugged her.
- 15 Then one man broke the silence. "Sequoyah, why did you spend so long working on a way for our people to write to each other?" he asked. "We speak. We understand each other. Why do we need to write?"
- 16 "Ah, you have come straight to the heart of the matter," Sequoyah replied. "The man who can put his thoughts on paper can keep his thoughts forever. They will never be lost. Our children can read them. Their children can read them. We can send news to our relatives in the East. Our tribe can remain strong."
- 17 That day Cherokee leaders asked Sequoyah to teach their sons the new symbols. After only a few months, Sequoyah had taught the young men the new alphabet. It wasn't long before the members of the Cherokee nation were sending letters and recording their stories and history.
- 18 Over the years Sequoyah and Ah-yoka were filled with pride as the Cherokee alphabet traveled around America. Sequoyah's many years of effort had certainly been worthwhile.

The Cherokee alphabet is the only alphabet in existence that can be credited to one person. Sequoyah understood the power of the written word. He spent the rest of his life encouraging his people to read and to write down their thoughts—so they would never be lost.

- 1 The audience becomes excited about Sequoyah's alphabet when —
- A the last symbol is written
 - B Salali volunteers to help
 - C Ah-yoka reads the words on the paper
 - D the young men learn the symbols
- 2 How does Salali feel about Sequoyah?
- F Salali likes to joke with Sequoyah.
 - G Salali does not respect Sequoyah.
 - H Salali is afraid of Sequoyah.
 - J Salali is nervous around Sequoyah.
- 3 Which sentence from the story shows that Salali is angry that the demonstration is a success?
- A *Then Salali spoke his words loudly so that both Sequoyah and everyone in the crowd could hear them.*
 - B *Salali strolled confidently to where Ah-yoka was waiting.*
 - C *Moments later the crowd turned to see Salali, twisted paper in hand, stomping back to the gathering with Ah-yoka trailing him.*
 - D *The crowd gasped and now turned to stare at Salali.*
- 4 Which of the following is the best summary of this story?
- F Sequoyah spends years creating a Cherokee alphabet so his people will be able to read and write. Although doubtful at first, the tribe accepts the alphabet after Sequoyah and his daughter successfully demonstrate it. Soon many Cherokees use this system to communicate.
 - G Ah-yoka is excited that Sequoyah, her father, has created a new alphabet that will allow Cherokees to write. Some Cherokees do not think the alphabet is needed, especially Salali, who dislikes Sequoyah's work.
 - H Sequoyah spends 12 years creating a Cherokee alphabet. While working, Sequoyah often walks around scowling and bumping into things. Salali tries to convince the tribe that Sequoyah is strange. Some members of the tribe begin to question the usefulness of Sequoyah's alphabet.
 - J Sequoyah and his daughter give their people a demonstration of Sequoyah's new writing system. Sequoyah writes down the words spoken by a volunteer, and Ah-yoka reads what he wrote. Sequoyah and his daughter are relieved when the audience members cheer and approve of the new alphabet.
- 5 One important idea present throughout the story is that —
- A Sequoyah was determined to help the people of his tribe
 - B Salali refused to learn the Cherokee alphabet
 - C Ah-yoka was helpful to her tribe
 - D reading is harder to learn than writing

- 6 The author organizes paragraphs 7 through 11 by —
- F explaining the reasons why Ah-yoka is sent away
 - G comparing Sequoyah's actions with those of Salali
 - H describing the events during Sequoyah's demonstration
 - J listing the words that Ah-yoka reads from the paper

- 7 Sequoyah has Ah-yoka walk away from the crowd so that —
- A she can surprise the people in the crowd
 - B he can concentrate on writing the words
 - C Salali will have a difficult time with the crowd
 - D she will not hear the words that Salali says

- 8 The fact that Sequoyah worked on his alphabet for 12 years helps the reader understand —
- F why Salali dislikes Sequoyah's alphabet
 - G why the Cherokeees wanted an alphabet
 - H the meaning of the symbols in the Cherokee alphabet
 - J Sequoyah's dedication to his alphabet

- 9 In paragraph 6, the word prominently means —
- A loud
 - B always helpful
 - C easily noticed
 - D painful

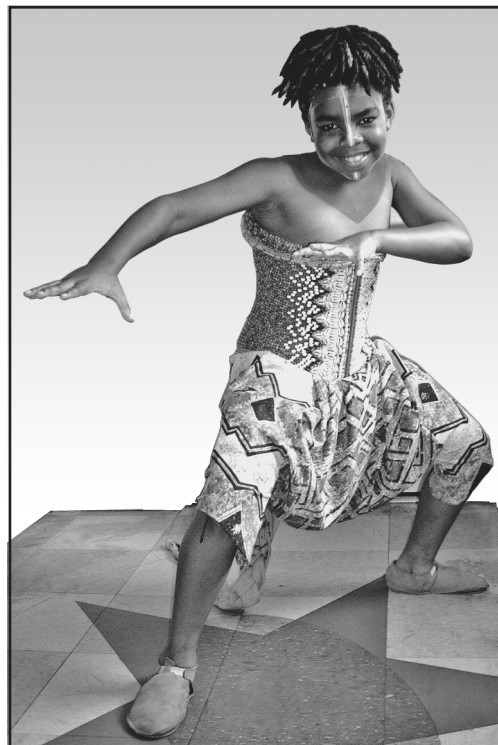
- 10 Which idea from the story shows that most Cherokeees never thought about having a written language?
- F The tribe comes to watch Sequoyah's demonstration.
 - G Sequoyah teaches Ah-yoka the alphabet.
 - H People look at one another after Ah-yoka finishes reading.
 - J A man asks Sequoyah why the tribe needs to know how to write.



In the Spotlight

The Full-Time Star

- 1 Many kids earn spending money by babysitting or mowing lawns. But one young person does much more than work for spending money. He has a full-time job that requires training, hard work, imagination, and most importantly, a love of performing. This 11-year-old, Aaron Conley, is a child actor.
- 2 Aaron has performed various roles more than 300 times. He currently plays the part of Young Simba in the musical *The Lion King*. Several other children are in this production, and like Aaron, many have taken years of acting, dance, and singing lessons. These young actors audition, or try out, for parts in plays, television commercials, and movies. If chosen for a part, the children must work hard. For instance, Aaron, a sixth grader, must juggle the demands of both his acting career and his schoolwork. It's not easy keeping up with the demands of two very time-consuming activities.



Aaron Conley dressed as Young Simba from *The Lion King*

Photograph by Niki White © Disney. Used by permission.

■ see Spotlight, page 38

3 In fact, going to school became difficult when Aaron began receiving acting jobs in New York City. Many child actors are enrolled in private schools that allow them to have flexible schedules. These schools are expensive, though, so Aaron's mother signed him up to attend public school. But the regular school schedule was difficult to follow since Aaron sometimes needed to leave in the middle of the school day for play practices or afternoon performances. Eventually his mother decided to teach Aaron at home. He still must complete assignments just like any other student his age. But now he has a flexible schedule and often completes his lessons before and after rehearsals, auditions, and performances.

4 Aaron arrives at the theater early to prepare for his performances. He dresses in his costume. Then special makeup is applied to make him look like the young lion cub he plays. Aaron, who shares the role of Young Simba with another child actor, acts in at least half of the eight

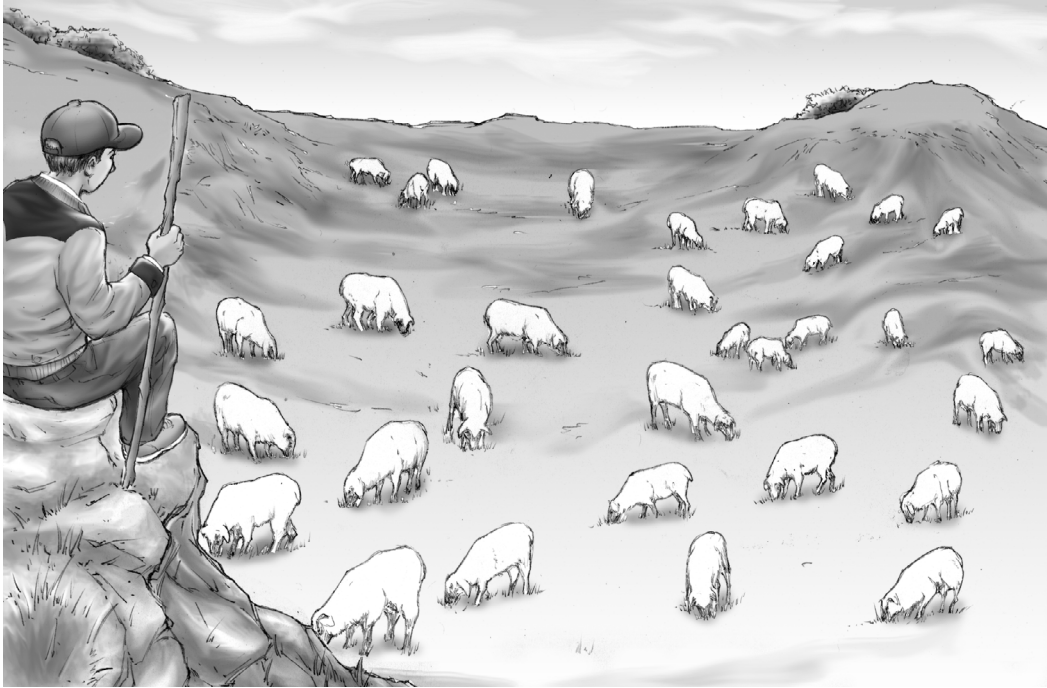
shows every week. Aaron takes his job as seriously as the adult actors he works with in this professional theater environment. His acting job is not limited to stage performances, though. Sometimes he also has to attend cast parties, auditions, or events where he signs autographs.

Child actors and their families make many sacrifices. One of the biggest sacrifices that Aaron's family has made was moving from Mississippi to New York City. Aaron needed to live close to his acting jobs. This meant leaving behind family and friends. Also, because of his busy acting schedule, Aaron isn't always able to participate in activities, which makes it difficult to make friends in a new place.

Night after night, show after show, Aaron Conley is reminded of the difficulties of his job, but he loves what he does. And that makes it worth the effort.

The Shepherd

- 1 Luke is giving up a Saturday to help his grandfather. Unlike many of his friends in Pinedale, Wyoming, who will be watching TV or playing video games today, Luke will be herding sheep. A few of his friends are also shepherders, but they don't take their sheep to a meadow like Luke does. They just move their sheep from one area of their pasture to another. Also, some of Luke's friends take care of small flocks with fewer than 10 sheep, so they have more time for other activities. Luke, however, tends dozens of sheep. He follows in the footsteps of many family members who have herded sheep before him.
- 2 On this chilly morning Luke steps out of his grandfather's house and walks quickly to the pen where the sheep are held. The denim fabric of his jeans rustles with each step he takes. Approaching the large pen, Luke is greeted by a chorus of bleating sheep. As he swings open the gate, he is careful to avoid the mass of sheep that push their way through.
- 3 At first, the sheep seem out of control. Luke takes a staff, or a long stick, that is leaning against the fence and gently taps and prods the sheep, herding them close to one another. He then takes a quick count. Satisfied that all the sheep are present, Luke whistles to them. Moving as a unit, the woolly white animals start walking together up a well-worn path. Luke strolls behind the sheep.
- 4 Despite his easy gait, Luke isn't relaxed. His pace is slow, but he is alert as he makes sure that the sheep don't stray too close to the edge of a rocky ledge. Although bear and wolf attacks are rare, they still happen. A lone sheep would be easy prey for these animals.
- 5 Luke walks a mile or so to the nearest meadow. He has made this trek on several Saturdays, bringing his lunch and some snacks for the long day ahead.
- 6 When his sheep reach the meadow, Luke whistles again, and the sheep spread out in the field and graze. Luke circles them and scans the area for danger. A couple of sheep wander too far from the flock, so Luke uses his staff to nudge them toward the rest of the animals. Finally, he sits on a rock to watch them.



- 7 Luke enjoys the freedom he has been given. There are many jobs he isn't old enough to do, but shepherding makes him feel grown up. He is proud that he has earned his grandfather's trust, and Luke will stop at nothing to do a good job—even on a Saturday.
- 8 "I'll take shepherding over video games any old day," he thinks. "Keeping up with the sheep's tricks and watching out for wild animals is much more interesting than sitting in front of the television."

Use “In the Spotlight” (pp. 9–10) to answer questions 11–15.

- 11 What is probably the most difficult part of Aaron’s lifestyle?
- A Trying out for musical performances
 - B Putting on costumes for each performance
 - C Finding time to complete both school assignments and acting work
 - D Attending cast parties and other events
- 12 In paragraph 2, the word juggle means to —
- F have an idea
 - G study carefully for a part
 - H dance onstage
 - J do several things at once
- 13 What is paragraph 4 mainly about?
- A What Aaron does for his job
 - B What part Aaron plays in a show
 - C Why Aaron must wear makeup
 - D How Aaron shares his job with other actors
- 14 The author probably wrote this article to —
- F share information about a boy who has a demanding job
 - G teach the reader how to manage time between activities
 - H entertain the reader with a funny story about the theater
 - J convince kids to try out for plays and musicals
- 15 Which sentence shows that Aaron is dedicated to his work?
- A *These young actors audition, or try out, for parts in plays, television commercials, and movies.*
 - B *In fact, going to school became difficult when Aaron began receiving acting jobs in New York City.*
 - C *Aaron needed to live close to his acting jobs.*
 - D *Night after night, show after show, Aaron Conley is reminded of the difficulties of his job, but he loves what he does.*

Use “The Shepherd” (pp. 11–12) to answer questions 16–19.

- 16 Read this sentence from paragraph 6 of the selection.

Luke circles them and scans the area for danger.

This sentence shows that Luke is —

- F confused
- G playful
- H stubborn
- J cautious

- 17 Read this dictionary entry for the word unit.

unit \ˈyü-nət\ *noun* **1.** a single quantity or group regarded as a whole **2.** a part of a military group with a set purpose **3.** a part of a school course focused on a central idea **4.** an area of a hospital equipped for a particular type of care

Which definition most closely fits the way the word unit is used in paragraph 3?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

- 18 Why does Luke’s grandfather allow Luke to take care of a large herd of sheep?

- F He has no one else to do the job.
- G Luke has not shown interest in any activities besides shepherding.
- H He believes Luke will learn as he works.
- J Luke has proved that he is skilled at the work.

- 19 Luke whistles to —

- A keep himself from getting bored
- B prevent other animals from approaching
- C give commands to the sheep
- D signal that he needs help

**Use “In the Spotlight” and “The Shepherd”
to answer questions 20–22.**

- 20** Both authors organize their writing by —
- F** comparing how the boys have changed because of their work
 - G** discussing how the boys solve their problems
 - H** listing the steps the boys take to learn the skills needed to do their jobs
 - J** describing the work done by the boys and telling how they feel about it

- 21** Both Aaron and Luke view the work they do as —
- A** surprising
 - B** rewarding
 - C** puzzling
 - D** tiring

- 22** What do the selections have in common?
- F** They both teach a lesson about young people needing to work harder.
 - G** They both tell about young people successfully doing their jobs.
 - H** They both describe the difficulty of moving from one place to another.
 - J** They both examine the idea of young people needing free time.

No Time for Fear

- 1 Carly heard the buzzer, which was the signal to begin her descent. The thoughts whirling around in her head quickly disappeared, and she dug her ski poles into the packed snow. She leaned forward and began speeding down the steep snow-covered mountain. Her heart was thumping. Her breathing came in quick gulps, and she knew that there was no turning back. No time for fear.
- 2 “Relax,” she whispered, trying to push the unwanted thoughts away. But the memory of her brother Alex’s accident came back. She remembered him tumbling down the slope, clutching his leg and screaming in agony. Waiting to see him at the hospital, Carly had realized that the same thing could happen to her. Now Alex was working hard to recover. He was determined to once again be the town’s best young skier. Although Alex seemed to have put the accident behind him, Carly relived it every time she thought about downhill skiing.



- 3 As she raced downhill, Carly saw that the first turn was coming faster than she had expected. A spray of snow filled the air as she skidded wildly around the flag. For one horrifying moment she thought she had leaned too far to the left and would crash. However, she managed to shift her weight and regain her balance. “Stupid!” she told herself angrily, but there was no time to think about what she had done wrong. She was already rushing toward the next flag.
- 4 “I don’t belong here,” Carly thought as she made the next turn. “What use is a team member who’s afraid to ski?” She remembered what Coach Bennett had said a few days earlier. Since Alex’s accident Coach Bennett had been kind and understanding. However, Carly knew he wouldn’t stay that way for long. He had asked Carly whether she was having doubts about staying on the ski team. She had wanted to say yes, but instead she said, “I don’t know.”
- 5 “You need to find out,” Coach Bennett had said. “I’m making you an alternate in Saturday’s competition. Tonya hasn’t been feeling well. You’ll race if she can’t make it. And, Carly,” he added as she started to walk away, “after the race I expect you to tell me whether you want to stay on the team.”
- 6 When Carly had arrived at the race earlier this morning, she was greeted by the news that Tonya was home with the flu. “Get your skis on and get warmed up,” Coach Bennett had instructed. “This is a good day for your first race.”
- 7 Carly couldn’t have disagreed more. Her teammates had skied well. They actually had a chance to win—if Carly didn’t let them down. She didn’t have to be the fastest, but she couldn’t creep down the slopes, either. Only Alex’s expression—half pride, half jealousy—had kept Carly from quitting right then. Alex loved to compete more than Carly ever would.
- 8 Carly remembered when she and Alex were little and just learning cross-country skiing. Every time it snowed, their father loved to take them skiing in the woods. There were no mountains to speed down, and the snow always seemed smooth, unlike in downhill skiing. She had loved the flat whiteness and the silence. She had felt peaceful and calm there.

- 9 Before she knew it, Carly had sped across the finish line. She glanced at the big electronic clock and saw that her time was too slow. Her team would finish in second place. Carly was disappointed but thought she had skied well for her first race.
- 10 Her teammates rushed up to her. “Carly! That was amazing!” exclaimed Brandi, the team’s captain.
- 11 “Awesome!” said Alex, giving her a big hug. “How did it feel?”
- 12 “Scary,” Carly answered without thinking.
- 13 “It gets easier,” Alex promised. “Next time won’t be so bad.”
- 14 As Coach Bennett walked over, Carly saw the question in his eyes. Did she want there to be a next time? Did she like the fear and excitement of competition?
- 15 Again she pictured herself skiing through the peaceful woods and knew that that was what she wanted to do. She knew what she would tell Coach Bennett. She wasn’t like Alex, and that was O.K. It would not matter if others didn’t understand her decision. Following her heart would take courage, too—just as much as, or maybe even more than, racing down a snowy mountain.

23 After his accident Carly's brother Alex —

- A** wants to ski again
- B** will never be able to ski again
- C** is nervous about skiing
- D** enjoys cross-country skiing the most

24 In paragraph 12, the reader is not surprised when Carly says the race is scary because Carly —

- F** knows that Coach Bennett is watching carefully to see how she does
- G** would rather be cross-country skiing with her father
- H** wants people to think she is brave
- J** is worried the whole way down the mountain about crashing

25 Why do the other team members rush to Carly after she has finished skiing?

- A** They think she has skied well.
- B** Carly helps them win the competition.
- C** They want her to choose to stay on the team.
- D** Carly is wondering if she skied well enough.

26 Paragraphs 4 and 5 are mostly about —

- F** Carly learning that she may have to race for Tonya
- G** how Coach Bennett has been kind to Carly
- H** why Tonya has not been feeling well
- J** Carly remembering a conversation with her coach

27 One difference between Carly and Alex is that —

- A** Carly does not enjoy downhill ski racing but Alex does
- B** Carly is good at skiing fast but Alex is good at skiing smoothly
- C** Carly does not care about her teammates but Alex does
- D** Alex enjoys all types of skiing but Carly doesn't enjoy skiing at all

28 The reader can tell that other members of Carly's family —

- F** hope Carly focuses on cross-country skiing
- G** want Alex to quit skiing
- H** enjoy the sport of skiing
- J** expect Carly to win the race

29 In paragraph 15, "following her heart" means that Carly is —

- A** working hard to improve her skills
- B** doing what she believes is right
- C** staying healthy and strong
- D** ignoring the fear she feels

30 What is the most likely reason the author wrote this story?

- F** To tell readers a story about why some people learn to ski
- G** To share with readers a story about making a difficult decision
- H** To inform readers about the dangers of ski competitions
- J** To persuade readers to compete in sports

31 It is important that the story takes place at a ski competition because this —

- A** shows the reader why downhill ski racing is important to Alex
- B** helps the reader understand how Carly learned to ski
- C** shows the reader that Alex is determined to recover
- D** helps the reader understand Carly's fears about downhill ski racing

32 An idea presented throughout this story is —

- F** competing for fame
- G** making friends
- H** winning for others
- J** facing challenges

Read this selection. Then answer the questions that follow it.

Five Days to Four

Kody's social studies class had an assignment to write about how schools are different across the world. While most students chose to learn about schools in different countries, such as Denmark, Ireland, or Kenya, Kody wanted to learn more about the school his friend Monte attends. Monte, who moved recently from Texas to Colorado, attends his new school only four days a week. Here is the telephone interview that Kody had with Monte for the report.



- 1 **KODY:** Hey, dude! What's up?
- 2 **MONTE:** Hey, Kody! Not much. I just got home.
- 3 **KODY:** Just got home? Are you kidding me? It's so late!
- 4 **MONTE:** Yeah, our school day is long—we start at 8:10 and don't get out until 4:10. After school I have band practice for an hour. Then it takes us about 45 minutes to get home on the school bus. Anyway, I can't talk very long. I still have to finish my science homework.
- 5 **KODY:** I got out of school hours ago. Then I had Spanish Club for an hour. After that I hung out and played basketball with Josh and Chris. I got home at 5:00. Since then, I've eaten dinner and finished my math homework. After I finish talking to you about

my social studies project, I'm probably going to watch TV and chat online for a while.

- 6 **MONTE:** Well, my school days are long, but remember, I have only four of them. You have five. So tomorrow, while you're sitting in class, I'll be skiing. I can't wait to hit the slopes!
- 7 **KODY:** Snow skiing?
- 8 **MONTE:** Yeah. Everyone in my class got a free pass to go to the ski park. The bus goes right by it, so it's pretty accessible. Several of us are going together. In fact, we actually get passes pretty often, and most of the kids spend their day off skiing. Maybe that's why our ski team does so well at competitions. We get plenty of practice inside and outside of school.
- 9 **KODY:** Cool! So what time do you usually finish your homework?
- 10 **MONTE:** Most nights it's a little before my bedtime. But I'm not allowed to watch TV or anything because it's too late by the time I finish. After school I only have time for my homework and extracurricular activities. Two days a week, I have band practice, and the other two days are for soccer practice. Sometimes we have soccer tournaments or band contests on Fridays.
- 11 **KODY:** Wow—so you don't get any free time to just hang out during the week. Is that right?
- 12 **MONTE:** That's about right. The school days are long, and the evenings are short. There's always a lot of stuff to get done.
- 13 **KODY:** That must be terrible. I like having a little time to do things with my friends before I start my homework.
- 14 **MONTE:** Well, I get time to hang out—all day on Fridays!
- 15 **KODY:** O.K., O.K. Enough about all the fun you'll have tomorrow when I'm in class. It sounds like you really like having a four-day school week. Is it very different from school last year?
- 16 **MONTE:** Yes, and it's great! I love having a three-day weekend every week! Our principal likes it, too. He says having the four-day school week is economical.
- 17 **KODY:** In what way?

- 18 **MONTE:** The school saves lots of money on Fridays because it doesn't have to serve lunch. And because there's no school, the school doesn't need to buy gas for the school buses and pay the bus drivers. Also, the school doesn't use as much electricity on those days, so the electricity bill is lower. Sometimes the teachers do their training sessions and parent conferences on Fridays so that they don't have to use class time or time on the weekends.
- 19 **KODY:** I can understand why a principal would like that. What else is good about the four-day school week?
- 20 **MONTE:** There's been a reduction in the number of student absences. Doctor and dentist appointments can be scheduled for Fridays, so not as many kids miss school. Unless I'm really sick, Mom never makes doctor appointments on a school day.
- 21 **KODY:** I guess the doctors and dentists stay busy on Fridays!
- 22 **MONTE:** They do. But the best thing about the four-day school week is that sometimes my parents take our family for a long-weekend trip. But tomorrow while you're in school—
- 23 **KODY:** O.K., I get it! You can quit rubbing it in. I have a test tomorrow, and I am *not* looking forward to it.
- 24 **MONTE:** You know I'm only teasing you.
- 25 **KODY:** Yeah, you haven't changed. Listen, your school sounds great. But there has to be at least one disadvantage.
- 26 **MONTE:** Yeah, there is one problem. I get five days' worth of schoolwork to finish in four days. By the end of the day, I'm wiped out. I fall into bed like a ton of bricks. I'm usually asleep before Mom even gets a chance to yell at me about bedtime. But I'm still loving it.
- 27 **KODY:** That sounds great. Hey, it was good talking to you. I've got to go. I'll look for you online over the weekend.
- 28 **MONTE:** Cool! Talk to you later.

- 33** Kody calls Monte because Kody —
- A** needs to do research for his homework
 - B** has nothing else to do after school
 - C** could not talk to him on the computer
 - D** has exciting news to share

- 34** The reader can tell that Kody and Monte —
- F** like to joke with each other
 - G** have all the same interests
 - H** used to play on the same basketball team
 - J** dislike going to the dentist

- 35** In paragraph 8, what does the word accessible mean?
- A** Necessary
 - B** Difficult to use
 - C** Easy to get to
 - D** Successful

- 36** Look at this part of an outline of information from the interview.

- B.** _____
1. School building uses less electricity
 2. Students do not need to be brought to school
 - a. No need to pay bus drivers
 - b. No need to buy gasoline for buses
 3. Student lunches are not necessary

Which heading belongs on the blank line?

- F** Why Closing Schools on Fridays Helps Students
- G** How Schools Save Money When Closed on Fridays
- H** Why Students Like the Shorter School Week
- J** What Students Do When They Are Not at School

- 37 Which of these is the best summary of the interview?
- A Kody calls his friend Monte in Colorado to ask him about the interesting school Monte goes to. Monte has just returned home from school. Monte can't talk for a long time because he has to finish his science homework.
 - B Kody speaks with his friend Monte in Colorado about the school Monte attends. Monte tells Kody that he has band practice after school two days a week and soccer practice after school two other days. Most Fridays, Monte goes skiing.
 - C Kody's class is learning about how schools are different around the world. He asks his friend Monte in Colorado about attending school four days per week. Kody discovers that there are both advantages and disadvantages to this type of schedule.
 - D Kody learns that his friend Monte usually receives free passes to a local ski park on Fridays. Sometimes Monte is unable to ski because he has a band contest or a soccer tournament. Kody discovers that Monte will be skiing while Kody is taking a test at school.

- 38 How might Kody have to change if he attended Monte's school?
- F He would need to learn a new language.
 - G He would not like having a three-day weekend.
 - H He would not have time to watch television at night.
 - J He would not be able to participate in any after-school activities.

- 39 In paragraph 10, the word extracurricular means activities that —
- A are needed for good health
 - B are done outside of regular classes
 - C cost a lot of money
 - D have to do with learning a new language
- 40 The reader can conclude that Monte and Kody —
- F played on the same soccer team in Texas
 - G learned to ski in Texas
 - H made an effort to stay friends
 - J scheduled doctor appointments on the same day
- 41 This selection is organized by —
- A explaining all the interesting parts of a topic
 - B describing a problem and possible solutions
 - C presenting questions and answers between two people
 - D listing the discussions from most important to least important
- 42 One thing the boys have in common is that they both —
- F participate in after-school activities
 - G drive a long distance to school
 - H watch TV in the evenings
 - J play an instrument in the band

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



