

GRADE 7
Reading

Administered May 2016

RELEASED

READING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Playing for Peace

- 1 For eight weeks of every school year, teacher John Hunter's fourth-grade students take a break from their normal curriculum in order to solve the world's problems. Hunter created the World Peace Game in 1978 as a way for his students in Virginia to think about major world issues. Year after year, class after class, students continue to play for peace.

What Is the World Peace Game?

- 2 The World Peace Game is a hands-on political simulation of the global community. It is played on a 4-foot-by-4-foot plexiglass cube with four layers. There are four countries, and students play a role in developing solutions for the problems in their assigned country. Hunter provides students with a 13-page crisis document that lists 50 interconnected problems. This means that attempting to solve one problem can trigger or affect another problem. The problems could be political, economic, social, or environmental in nature. The goal of the game is to rescue each country from dangerous circumstances. Participants move game pieces while they interact and negotiate. Global prosperity must be achieved with a minimum of military interference. When all 50 problems are solved, peace reigns. The game is over.

Know the Consequences

- 3 You might think the challenge of solving real-world crises would be daunting to world leaders, let alone fourth graders. Julianne Swope, one of Hunter's former students, agrees. "Sometimes World Peace Game feels like, you know, the weight of the world on your shoulders: This is exploding over here, this is firing over there, this is spilling oil," she says. "And I just look at the board and . . . I say to myself, 'Oh my gosh, I need to fix this.'" The game demonstrates that young children have the desire to make the world a better, more peaceful place.
- 4 The game's design encourages students to collaborate and communicate with one another. Students must think about questions that have no clear answer, which often leads to lengthy discussions. They end up considering deep moral questions in the process and thinking critically about the possible outcomes of their decisions. Swope says that Hunter always tells the class, "Know the consequences." Students learn that antagonism has negative results. And so they try to develop creative solutions that lead to a resolution that is satisfactory to all.



John Hunter with the World Peace Game Board

© Eric Kelley/World Peace Game Foundation

Expanding Beyond Its Origins

- 5 It is no surprise that both Hunter and the World Peace Game are becoming well known beyond the borders of Virginia. In 2010 filmmaker Chris Farina released a documentary about the World Peace Game and Hunter's life. Titled *World Peace and Other 4th-Grade Achievements*, it has played on PBS stations across the country. In 2012, Hunter and his students visited the Pentagon at the invitation of defense strategists. When students met with Secretary of Defense Leon Panetta, they explained how to play the World Peace Game and discussed how they solved the realistic problems they encountered in the game. The students also participated in a mock news conference and asked the press secretary questions about real-world issues. After the visit the students were confident that they helped Pentagon officials start thinking about new ways to solve world problems.
- 6 The World Peace Game Foundation, established in 2010, is "dedicated to sharing the mission of peace, developing self-awareness, and the life work of teacher John Hunter." Hunter now spends part of his time teaching the World Peace Game to other teaching professionals through a partnership with schools in other Virginia counties. A summer academy allows students to play a two-week version of the game. Schools as far away as Hong Kong and Hawaii have embraced their own versions of the game as well. *Time* magazine named Hunter one of the 12 education activists to watch in 2012.

A Vision for the Future

- 7 Hunter hopes that by playing for peace, students learn "how to make people not suffer so much." He adds, "I think I now hope the game helps people be more compassionate and kinder." One of his former students, Irene Newman, is now studying peace, war, and defense at the University of North Carolina at Chapel Hill. She played the game as a student, and she now wonders whether the world would be more peaceful if young people were in charge of solving its problems.

1 Which words from paragraph 3 help the reader understand the meaning of the word daunting?

- A *challenge of solving real-world crises*
 - B *make the world a better, more peaceful place*
 - C *demonstrates that young children*
 - D *have the desire*
-

2 Which of these is an opinion the author expresses about the World Peace Game?

- F *Hunter now spends part of his time teaching the World Peace Game to other teaching professionals through a partnership with schools in other Virginia counties.*
 - G *It is no surprise that both Hunter and the World Peace Game are becoming well known beyond the borders of Virginia.*
 - H *Time magazine named Hunter one of the 12 education activists to watch in 2012.*
 - J *The students also participated in a mock news conference and asked the press secretary questions about real-world issues.*
-

3 The photograph of Hunter and his game helps the reader understand that the game —

- A involves a detailed setup
- B requires a specific number of players
- C leads to thought-provoking discussions
- D includes a great amount of physical activity

- 4 Hunter most likely believes that students who play the World Peace Game will —
- F be motivated to find careers that are involved with promoting world peace
 - G think of new rules and scenarios for the game as they play
 - H be more aware of the events taking place in the world around them
 - J create their own version of the game to share with their friends and families
-

- 5 Read these sentences from the selection.

This means that attempting to solve one problem can trigger or affect another problem. (paragraph 2)

They end up considering deep moral questions in the process and thinking critically about the possible outcomes of their decisions. (paragraph 4)

These sentences help the reader understand that playing the World Peace Game —

- A can be an intense experience for players as they consider the impact of their choices
 - B often leads players to become discouraged by the results of their choices
 - C can be frustrating to many of the players because of its complexity
 - D often results in players changing what they value in life
-

- 6 Based on the details in paragraph 6, the reader can conclude that Hunter most likely —
- F thinks it is important to share the ideas and values of the World Peace Game with others
 - G enjoys teaching others how to facilitate the World Peace Game more than playing the game himself
 - H feels responsible for making sure people around the world follow the rules of the World Peace Game
 - J knows that students will continue playing the World Peace Game when they are older

- 7 The author includes the quotation in paragraph 3 to —
- A explain how students are able to achieve the goals of the game
 - B demonstrate that the game is a valuable way to teach students about world cultures
 - C suggest that playing the game has motivated students to create their own games
 - D provide insight into how students react to playing the game
-

8 What is the best summary of the selection?

- F John Hunter, a fourth-grade teacher, created the World Peace Game in 1978. In the game the students find solutions to world problems. His students spend eight weeks each year playing the game. The World Peace Game has attracted the attention of many different people around the world.
- G In 1978 teacher John Hunter created the World Peace Game and shared it with his students. The game requires students to collaborate in order to solve simulated world problems. The game has attracted the interest of people all over the world. Hunter hopes playing the game will have a positive, lifelong impact on students.
- H Every year teacher John Hunter’s students play the World Peace Game in his fourth-grade class. In the game students are assigned to a country and make decisions that will solve problems their country faces. Students must work together to solve the problems in the game. When all the problems are solved, the game is over.
- J Since 1978 teacher John Hunter’s students have been playing the World Peace Game. The game has gained Hunter attention from TV producers, and students around the world are now playing it. Hunter and his class have even been asked to explain the rules and purpose of the game to U.S. government officials.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

From Here to the Sargasso

by Andrew S. Williams

- 1 We walk onto the beach in the late evening, as the last rays of the sunset scatter a vivid red amongst the clouds. The beach itself is already dark, shaded from the final remnants of daylight by a dense row of condos pressed against the edge of the dunes.
- 2 It's the first day of a week in Florida, a brief respite from jobs and lives to get together as a family. Mom is walking next to me, but worry lines her face. I can tell her mind is on my little brother, Charlie. He couldn't join us; instead, he's driving across the country to Los Angeles, where a suddenly opened spot in a dance school awaits him. For the rest of us, the beach awaits instead.
- 3 We cross from the wooden walkway onto the warm white sand. The heat of the day has given way to a cooling breeze, and the worry in the air fades under the calm of an evening shore.
- 4 The beach is nearly deserted. There are only two other figures visible in the dark: one tall, one short, watching a nearby patch of sand. It looks like a mother and child. The child runs toward us. "They're hatching!" she yells, before hurrying back to her mom.
- 5 As we approach, I see a roped-off area about four feet square, where a shallow hole has been dug into the sand. In the middle is something small and dark. "Look," says the mother, "it moved!"
- 6 The child stops running around to stare at it for a moment. The woman looks up at us. "Do you have a cell phone on you?"
- 7 We don't, and she laughs. "Figures. The one day my husband decided not to come with us, they hatch. 'Oh no,' he said, 'they'll never hatch tonight.'" She points to one of the corners of the square, where a wooden stake marks the line that humans shall not cross (under pain of fines and/or imprisonment from Volusia County). On it is written a series of dates.
- 8 "See," she says, "June 22nd is when the nest was discovered. August 7th is the earliest they could have hatched, and August 31st is the most likely date. They're ten days early. On the one night we have no flashlight, no cell, no car . . ." She sighs. "Are you all here on vacation?"
- 9 "Yes," I nod. "We just got here today."
- 10 "We've been coming down here for years," she says. "We're locals. And we've never seen a nest of sea turtles hatch."

- 11 We wait for a few minutes. The baby turtle seems to be taking a break from his attempts to free himself from the nest. "Why don't we keep walking," Mom suggests, "then come back and see how they're doing?"
- 12 We start down the beach, but a moment later the little girl shrieks, "They're coming!"
- 13 We hurry back to the nest, where a few other beachwalkers have been drawn in as well. A baby turtle, no bigger than a half-dollar coin, has made it out of the nest and about one foot toward the water.
- 14 "Where's he going?" the little girl asks.
- 15 "Into the ocean," her mother says. "He has a long way to swim to reach his home."
- 16 "But where's his home?"
- 17 "Many miles away," she answers softly. "A place far out in the ocean, called the Sargasso Sea."
- 18 "Wow . . ." the girl says. She hurries off to the water to dip her feet in the surf, and then runs back to join her mother, watching the baby turtle make its slow progress along the sand.
- 19 The turtle doesn't notice his group of fans, this somber assembly of a few quiet adults and a rambunctious little girl. He's operating on instinct, and instinct doesn't tell him to stop and wave. So he scrambles over sand dunes half an inch high and massive clumps of seaweed the size of my foot, single-minded in his determination to reach the breaking waves.
- 20 Behind him, one of his siblings has made it out of the nest and started toward the water. It doesn't seem to be as strong, though, and the first turtle is putting an increasing amount of distance between them. Family ties aren't very strong in sea turtle families.
- 21 Behind me, Mom snuffles. "It makes me think of Charlie leaving the nest."
- 22 The turtle has reached the water's edge, where the remnants of a wave are soaking into the sand. He scrambles forward, and a wave washes over him. It pushes him backward, then pulls him toward the ocean. Then another, pushing the turtle backward, then pulling him forward as it recedes.
- 23 "That one's Freddy," the little girl says to her mother, as the turtle, caught on the wave, recedes out of reach.
- 24 We lose sight of Freddy almost instantly in the dark water. I know he's out there, paddling furiously, rocked and tumbled by the back and forth of the waves, trying to reach a destination over the horizon. The odds are against him, but I can't help rooting for him, hoping he's one of the turtles who beats those odds.

25 Freddy’s sibling has reached the water, and without looking back, I know there are more on the way. But I can’t take my eyes off the horizon, hidden by the murky darkness of twilight.

26 Come on, Freddy. You can do it.

“From Here to the Sargasso” by Andrew S. Williams, from *Every Day Fiction*, copyright © 2011 by Andrew S. Williams. Used by permission.

- 9** How does the setting advance the plot of the story?
- A** It allows the characters to witness an uncommon event.
 - B** It gives the characters the opportunity to identify a problem.
 - C** It offers the characters a chance to develop new relationships.
 - D** It causes the characters to feel unsafe.
-

- 10** Which sentence shows that the narrator is aware of the feelings of others?
- F** *It doesn't seem to be as strong, though, and the first turtle is putting an increasing amount of distance between them.*
 - G** *The baby turtle seems to be taking a break from his attempts to free himself from the nest.*
 - H** *We hurry back to the nest, where a few other beachwalkers have been drawn in as well.*
 - J** *I can tell her mind is on my little brother, Charlie.*
-

- 11** Why doesn't the narrator watch the other turtles hatch at the end of the story?
- A** He is consumed by his thoughts about the first turtle's destiny.
 - B** He doesn't have the patience to observe such a long process.
 - C** He is concerned that his mother has started worrying again.
 - D** He doesn't want to ruin the experience for the little girl.

12 What is the primary theme of this story?

- F** The young must make their own path in life.
 - G** Home is wherever a person feels accepted.
 - H** People have a responsibility to protect nature.
 - J** Strangers can bond while sharing an experience.
-

13 What is the best summary of the story?

- A** While on vacation the narrator and his mother come across a nest of hatching sea turtles. The narrator listens as a woman explains to her young daughter that the small turtles will travel far across the ocean. A small crowd watches the turtles make their way across the sand. The narrator tries to continue watching the first turtle after the waves pull it out to sea, but the creature is soon hidden from view.
- B** The narrator is on a family vacation in Florida. While on an evening walk along the beach, the narrator and his mother have the opportunity to watch baby sea turtles hatch and struggle toward the ocean. The turtles remind the mother of her younger son, who is traveling alone to Los Angeles. The narrator hopes that the first newly hatched sea turtle will overcome the odds and survive in the ocean.
- C** The narrator and his mother decide to walk on the beach at sunset, but it soon becomes dark. They meet a little girl and her mother, who explains that a nest of sea turtles has unexpectedly begun to hatch. The woman asks whether the narrator and his mother have a cell phone so that she can call her husband, but they do not. The narrator and his mother leave, but they return when the little girl yells that a turtle is out of the nest.
- D** A little girl tells people walking on the beach that some baby turtles are hatching. The narrator and his mother join the girl and her mother in watching the turtles, which are hatching about 10 days earlier than expected. The girl asks her mother where the first turtle is going and learns that it must swim to the Sargasso Sea. The narrator admires the small turtles' determination to cross the sand and reach the water.

- 14** Using the first-person point of view allows the author to —
- F** describe the occasion’s importance to the local residents
 - G** explain the narrator’s complex relationship with his mother
 - H** present each character’s thoughts about the event
 - J** help the reader feel closely connected with the narrator’s experience
-

- 15** Why are the woman’s comments about the nest in paragraphs 6 through 10 important to the story?
- A** They explain why it is problematic that the turtles are hatching early.
 - B** They establish that the woman is knowledgeable about the life cycle of turtles.
 - C** They reveal the significance of seeing the turtles hatch from their nest.
 - D** They show that the local residents think tourists disregard the safety of the turtles.

- 16** In paragraph 19, the author refers to the turtle’s onlookers as a “group of fans” to show that —
- F** people are leading the turtle to the ocean
 - G** the crowd wants the turtle to succeed
 - H** the narrator feels like part of the crowd
 - J** the narrator wishes more people could see the event
-

- 17** The narrator’s observations in paragraph 2 are important to the story because they —
- A** imply that Charlie values his personal interests more than family
 - B** suggest that the narrator envies his brother
 - C** illustrate the family’s desire to spend time together
 - D** convey the mother’s anxiety about Charlie

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

http://thoughtsandmusingsblog.com

Alicia's Thoughts and Musings
My Blog of Everything

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A Recipe for Life

1 I admit it. I've spent most of my life with no idea how to cook. My mother tried to teach me when I was a kid, but I never really paid attention. I took it for granted that she knew all the ins and outs of broiling and baking. When she wasn't around, it was all I could do to toss something prepackaged into the microwave. I grew up and ventured into adulthood without the basic life skill of cooking. Young adults today, myself included, have not made learning to cook a priority.

2 Even though my cooking skills were limited to dropping pasta into a pot of boiling water, I loved watching cooking shows. One day I saw an advertisement for a show featuring kids ages 8 to 13 in a cooking competition. These young chefs were making garlic aioli, king crab capellini, squash soufflé, and other things I can't even pronounce. I was floored. If these pint-size cooks could prepare a perfect three-course meal at a high-end restaurant on national television, then surely I could make a measly meal for myself in my own kitchen on a regular Tuesday night.

3 I found a simple recipe on the Internet and went to the grocery store. That night I made my dinner from scratch. While I was cooking, I started thinking about the lessons and tips my mother had tried to teach me, and I wished that I had been more patient. I'm not saying that all kids should be master chefs, but I do think young people should try to understand and utilize basic cooking skills. These skills will be extremely useful and will lead to more economical and healthful choices.



4 After that first attempt at becoming a cook, I did some research. A Zagat survey of Texas restaurants in 2012 found that the average cost of a meal out is \$32.34. The survey also found that the average Texan eats at a restaurant nearly four times a week. That's an average of \$120 a week spent on meals at restaurants! For that price I can buy groceries for two or three weeks' worth of meals. Soon I was preparing breakfast, lunch, and dinner for myself, and I started attempting more complicated recipes. I still make mistakes, such as scorching the vegetables or making the hamburger meat too spicy to eat. But even though I may never be perfect, I feel a sense of satisfaction eating a meal that I've cooked and that didn't cost me a small fortune.

5 I have to admit that I resorted to the convenience of prepackaged food at times. On days when I came home particularly tired, I would take out a frozen dinner or a package of noodles and hover impatiently around the microwave—that is, until I started reading the nutritional information on the back of my noodle package. One serving of noodles has 875 milligrams of sodium, or 36% of my recommended daily sodium intake. Sodium, or salt, is an essential nutrient, but it needs to be consumed in moderation because too much can cause health problems. According to the U.S. Food and Drug Administration (FDA), food products with more than 20% of the recommended daily allowance of sodium are considered high in sodium. Convenience foods typically have more sodium than the FDA recommends.

6 I have found that by preparing my own meals, I can control the amount of salt in my food. After experimenting with different spices and flavors, I have found ways to make my meals taste delicious without the excess salt. On weekends, when I have the time, I make extra food and store it in the freezer. It's like having the convenience of microwavable food without the preservatives!

7 Recently I came across an article on the Internet about a cooking and gardening program involving several schools in the Berkeley Unified School District in California. Since 1998 the district has promoted using the classroom as a place to connect food, education, and childhood well-being. The article featured photographs of kids tending gardens and learning to cook. I'd love to see this happen in schools all over the United States. Cooking classes would bolster the skills students need to save money and stay healthy as adults.

8 <http://thoughtsandmusingsblog.com>

My cooking journey has just begun, and I still have a long way to go. Young people should take the opportunity to start this journey now. Parents, make sure you include your children in the cooking process. Young people, get involved with cooking and ask questions. Go to the grocery store with your parents, ask if you can perform some simple cooking tasks, and don't be afraid to taste new ingredients. Go get that apron on. You'll thank me later.



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Young People Getting Involved in the Cooking Process

18 Read this sentence from paragraph 4.

But even though I may never be perfect, I feel a sense of satisfaction eating a meal that I've cooked and that didn't cost me a small fortune.

The sentence suggests that the author believes cooking —

- F is a good way to learn about new food
 - G has immediate and practical rewards
 - H should involve trying to make complex meals
 - J leads to healthier eating habits
-

19 The author's main purpose for writing the blog entry is to —

- A urge young people to make an effort to learn basic cooking skills
 - B offer support for young people aspiring to become professional chefs
 - C encourage young people to avoid eating convenience foods
 - D convince young people that learning to cook is simple
-

20 Which sentence from the blog entry supports the idea that learning to cook is an ongoing process?

- F *On weekends, when I have the time, I make extra food and store it in the freezer.*
- G *I'm not saying that all kids should be master chefs, but I do think young people should try to understand and utilize basic cooking skills.*
- H *While I was cooking, I started thinking about the lessons and tips my mother had tried to teach me, and I wished that I had been more patient.*
- J *I still make mistakes, such as scorching the vegetables or making the hamburger meat too spicy to eat.*

21 What does the phrase resorted to mean in paragraph 5?

- A** Do something as a last option
 - B** Make something important
 - C** Do something as a favor
 - D** Make something last longer
-

22 Which sentence from the blog entry is an example of stereotyping?

- F** *I'd love to see this happen in schools all over the United States.*
 - G** *Young adults today, myself included, have not made learning to cook a priority.*
 - H** *The survey also found that the average Texan eats at a restaurant nearly four times a week.*
 - J** *One day I saw an advertisement for a show featuring kids ages 8 to 13 in a cooking competition.*
-

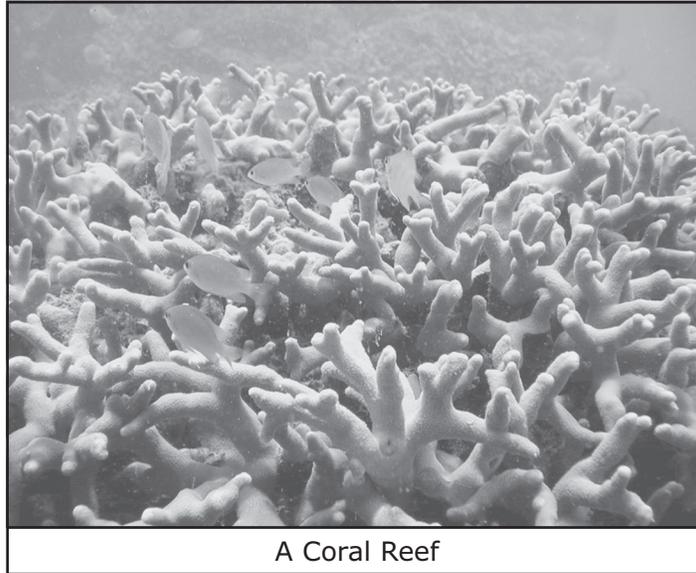
23 Why did the author include paragraph 8 in the blog entry?

- A** To emphasize that few people have the patience to become good chefs
- B** To restate the benefits of learning to cook from a young age
- C** To give some suggestions and to encourage the reader to take action
- D** To make a distinction between the roles of parents and children in the kitchen

Read the next two selections. Then choose the best answer to each question.

Robots on the Reef

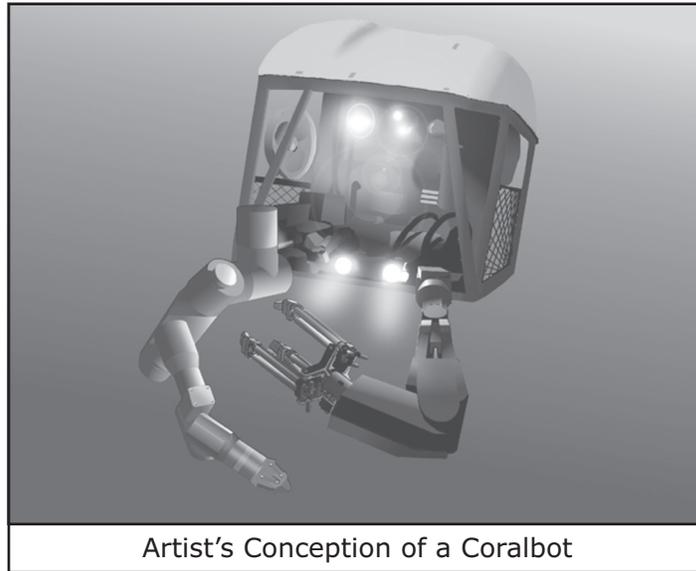
- 1 In the waters off the western coast of Scotland, reef-forming coral is home to thousands of types of fish. These reefs can be damaged by natural disasters such as hurricanes, or they can be affected by human-related activities such as large ships running their hulls along a reef or fishing equipment scraping the sea floor. Although coral can regenerate, the process can take many decades.



A Coral Reef

© iStockphoto.com/Ramsey

- 2 Scientists and volunteer divers work to reassemble damaged coral, but their success has been minimal. Cementing the broken pieces is a lengthy process, and divers cannot spend prolonged periods of time underwater. Divers are also restricted in how deep they can dive to repair reefs.
- 3 Enter the Coralbots.
- 4 Coralbots are small robots designed to piece together damaged coral in the oceans. The Centre for Marine Biodiversity and Biotechnology (CMBB) has piloted a program exploring the use of such robots to efficiently and safely restore coral reefs. Scientists at CMBB hope to program Coralbots to locate colonies of endangered coral and reconstruct them. Following a simple set of rules, several robots would work as a team to seek out coral fragments that have broken off and cement the pieces to reefs. Coralbots would also be programmed to discriminate between coral and non-coral objects. Scientists believe these robots could someday repair a reef in just a few weeks.
- 5 The idea of working as a team is not new in nature. Insects work together to build hives, and birds work together to build nests. Noel Sharkey, a scientist working on the Coralbots project, said, "Look at termites—a termite follows a simple rule, pushing a little ball of dirt until it meets another ball of dirt. And you end up with these huge mounds that termites build and live in." Sharkey says that the Coralbots would work in a similar way.

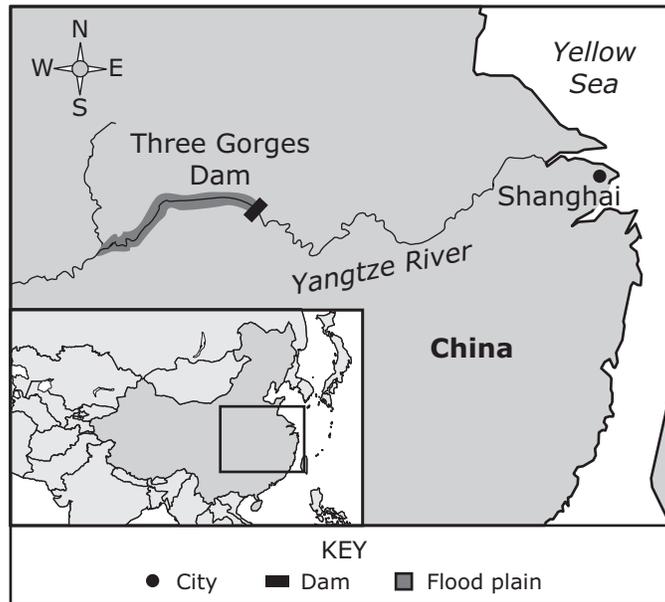


Courtesy of Coralbots.org

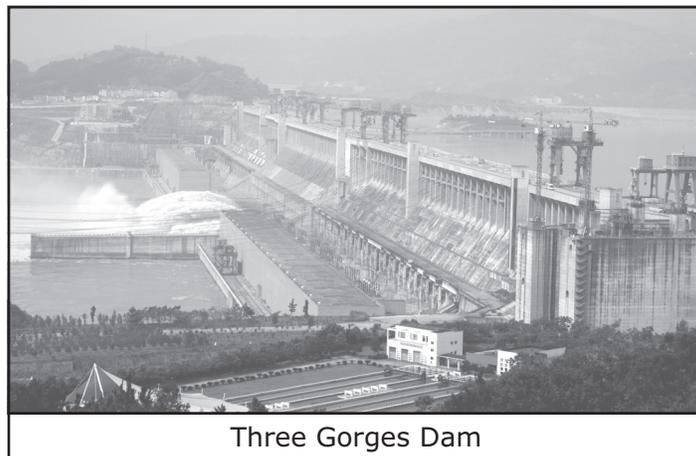
- 6 Coral reefs are home to one-fourth of all marine life on the planet and serve as a natural barrier against damage caused by storms, hurricanes, and typhoons. As important as reefs are, their destruction cannot be avoided completely. Even though Coralbots are still in development, they have the potential to minimize that destruction by helping restore reef ecosystems. Life both in and out of the ocean depends on the future and health of our coral reefs.

Something Fishy

- 1 China's Three Gorges Dam is the largest hydroelectric dam in the world. It was built to produce electricity and limit downstream floods. The dam, while deemed a technological success, has been criticized for the negative impact it has had on the local ecosystem. The dam is located on the Yangtze River, one of the most important rivers in China, famed for its diverse wildlife.



- 2 When Three Gorges Dam began altering the flow of water, it also changed the environment, particularly for the fish population. For many of the Yangtze River's estimated 350 species of fish, the dam obstructs the path they travel to reproduce. The dam also affects the water level and water temperature of fish habitats. These conditions have led to a decrease in the number of fish in the river. For some fish the Yangtze is their only natural habitat. Other fish are important for maintaining the fishing industry, a major part of the economy for cities on the river.



- 3 Because the massive dam is a permanent fixture on the water, researchers are looking for ways to reverse some of its effects on the ecosystem. One way is to change the timing and amount of water released from the dam, which researchers at the Yangtze River Water Resources Commission have been experimenting with since 2011. They hope to determine the right amount of water to release from the dam in order to support the natural breeding of the fish.
- 4 For three years Brian Ickes, an American research ecologist, has worked with the Great Rivers Partnership to help scientists in China develop ways to monitor the fish population in the Yangtze River. "Our colleagues in China have known for a long time that there are serious problems with fish populations in the Yangtze," commented Ickes, "but they haven't had the tools they need to understand the nature of the problem." Ickes helped researchers embed transmitters into a small sample of fish in the Yangtze River basin. This allows researchers to track the fish. They hope the data will provide insight into the direct causes of the drop in the fish's reproduction rates. Then they hope to collaborate with Three Gorges Dam management to find a way to support the growth of the fish population.



A fish with an embedded transmitter is released back into the Yangtze River.

Brian S. Ickes

- 5 A solution is still many years away, but scientists are hopeful that the fish population will thrive once again. Even though Three Gorges Dam provides clean energy to many people in China, monitoring the dam's impact on the local ecosystem is an important part of the process.

Use “Robots on the Reef” (pp. 19–20) to answer questions 24–27. Then fill in the answers on your answer document.

24 What is one reason scientists are excited about the idea of using Coralbots to restore reefs?

- F** Coralbots will imitate insects and birds.
- G** Programming Coralbots takes less time than training a diver.
- H** Coralbots are unlikely to cause more damage to a reef.
- J** Coralbots will be able to repair reefs more effectively than divers can.

25 Noel Sharkey’s comment in paragraph 5 helps the reader understand how Coralbots would —

- A** work in groups to perform a task
- B** be preprogrammed to follow a set of rules
- C** give researchers a new way to collect data about coral reefs
- D** be used to perform difficult tasks on land as well as in the water

- 26** The author organizes this selection mainly by —
- F** discussing the activities that cause damage to coral reefs
 - G** explaining how damage to coral reefs has become more severe over time
 - H** describing how Coralbots could solve some problems associated with restoring coral reefs
 - J** comparing the methods that divers use to repair coral reefs to the methods used by Coralbots
-

- 27** Which sentence from the selection best explains why the health of coral reefs is of great concern to scientists?
- A** *Coral reefs are home to one-fourth of all marine life on the planet and serve as a natural barrier against damage caused by storms, hurricanes, and typhoons.*
 - B** *These reefs can be damaged by natural disasters such as hurricanes, or they can be affected by human-related activities such as large ships running their hulls along a reef or fishing equipment scraping the sea floor.*
 - C** *Scientists at CMBB hope to program Coralbots to locate colonies of endangered coral and reconstruct them.*
 - D** *Scientists and volunteer divers work to reassemble damaged coral, but their success has been minimal.*

Use “Something Fishy” (pp. 21–22) to answer questions 28–31. Then fill in the answers on your answer document.

- 28** What is the author’s primary purpose for writing this selection?
- F** To highlight the importance of the fishing industry in cities along the Yangtze River
 - G** To describe how Three Gorges Dam uses the flow of the Yangtze River to create energy for people in China
 - H** To provide information about the different species of fish that populate the Yangtze River
 - J** To explain how scientists monitor the impact of Three Gorges Dam and determine strategies for reversing its effects
-
- 29** Which sentence from the selection best supports the idea that careful adjustments to Three Gorges Dam can improve the quality of the Yangtze River?
- A** *Ickes helped researchers embed transmitters into a small sample of fish in the Yangtze River basin.*
 - B** *They hope to determine the right amount of water to release from the dam in order to support the natural breeding of the fish.*
 - C** *The dam is located on the Yangtze River, one of the most important rivers in China, famed for its diverse wildlife.*
 - D** *Other fish are important for maintaining the fishing industry, a major part of the economy for cities on the river.*

30 The Latin word *ob*, meaning “in the way,” helps the reader understand that the word obstructs in paragraph 2 means —

- F** reverses
 - G** defeats
 - H** lengthens
 - J** hinders
-

31 By using transmitters to track the fish in the Yangtze River, researchers most likely will be able to —

- A** monitor the number of fish living in the river basin
- B** estimate how many fish are needed to sustain the population
- C** determine how changes to the river disrupt the life cycle of the fish
- D** learn which types of fish are preferred by the fishing industry in the surrounding cities

Use “Robots on the Reef” and “Something Fishy” to answer questions 32–36. Then fill in the answers on your answer document.

- 32** How are the problems discussed in “Robots on the Reef” and “Something Fishy” different?
- F** In “Robots on the Reef,” scientists have a plan to solve the problem, while in “Something Fishy,” scientists still need to determine the solution to the problem.
 - G** In “Robots on the Reef,” experts are seeking a permanent solution to a problem, while in “Something Fishy,” experts are looking only for a temporary solution to a problem.
 - H** In “Robots on the Reef,” the problem mainly affects life in the water, while in “Something Fishy,” the problem mainly affects life on land.
 - J** In “Robots on the Reef,” the problem was caused intentionally, while in “Something Fishy,” the problem was caused accidentally.
-

- 33** How are the Coralbots discussed in “Robots on the Reef” and the fish transmitters discussed in “Something Fishy” similar?
- A** Both are designed to independently complete a task.
 - B** Both assist scientists in tracking the amount of ocean life in a specific area.
 - C** Both are meant to be used by scientists to help restore an environment.
 - D** Both are programmed to model the behavior of insects.

34 Read these sentences from the selections.

Robots on the Reef

Following a simple set of rules, several robots would work as a team to seek out coral fragments that have broken off and cement the pieces to reefs.

Something Fishy

They hope the data will provide insight into the direct causes of the drop in the fish's reproduction rates.

Both of these sentences describe —

- F** how a new technology is supposed to function in a specific environment
 - G** the intended outcome of a project related to an environmental problem
 - H** how an environmental problem is a direct effect of the misuse of technology
 - J** the challenges scientists have encountered while trying to solve an environmental problem
-

35 One difference between the coral reefs and Three Gorges Dam is that only the dam —

- A** has been studied by scientists
 - B** is used as an energy source
 - C** affects the wildlife in the area
 - D** is a significant part of an ecosystem
-

36 In both selections, the researchers involved in the projects —

- F** lack the necessary support to complete their work
- G** can use the data gathered to address problems around the world
- H** think the issues related to the affected ecosystems will be resolved quickly
- J** will continue monitoring the health of the affected ecosystems

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Copyright restrictions prevent “Ribbon Snake Asleep in the Sun” from being displayed in this format. Please refer to *Thirst* by Mary Oliver, accessible at your local library.

37 Which of these best describes how the speaker feels about the snake?

- A** Frightened that it will cause her harm
 - B** Eager to offer it assistance
 - C** Sympathetic to its situation
 - D** Impatient because it is in her way
-

38 Why does the poet include the words “though the books say/it can’t be done” in lines 5 and 6?

- F** To hint that the speaker enjoys learning about nature
 - G** To show that the speaker knows her encounter with the snake is unusual
 - H** To emphasize that the speaker wishes she were at home reading instead
 - J** To imply that the speaker is an argumentative person
-

39 The point of view of the poem helps the reader understand the —

- A** threat the ribbon snake represents
- B** ribbon snake’s ability to anticipate the speaker’s actions
- C** types of places the ribbon snake can be observed in nature
- D** aspects of the ribbon snake’s behavior that the speaker finds interesting

- 40** What does the break between stanzas 2 and 3 help the poet convey?
- F** A shift in focus from the slow movements of the snake to the speaker's quick reaction
 - G** A contrast between the stillness of the scene and the sudden movement of the snake
 - H** A difference in the snake's behavior as it becomes increasingly curious
 - J** A change in the speaker's appreciation for the snake's beauty
-

- 41** Read these lines from the poem.

What I would speak of, rather,
is the weightless string of his actually soft and
nervous body; the nameless stars of its eyes.

The imagery in these lines contributes to a sense of —

- A** relief
- B** gloom
- C** wonder
- D** discomfort

42 Read the dictionary entry below.

flow \ˈflō\ *n*
1. the movement of liquid 2. an amount that passes through a specific point
3. uninterrupted progress 4. an energy transfer

Which definition best matches the way the word flow is used in line 14?

- F Definition 1
 - G Definition 2
 - H Definition 3
 - J Definition 4
-

43 At the end of the poem, the speaker realizes that the snake is —

- A a fragile creature
- B seeking a companion
- C aware of its surroundings
- D unlikely to return to that spot

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

The Fruit Is Sweet

by Lynsey Steinberg

- 1 I believe that patience is bitter, but its fruit is sweet.
- 2 Growing up in the Pine Barrens I was surrounded by trees. Although surrounded by foliage, my mother felt the need to fill our house with plants. She would plant towering cacti, these gorgeous pink lotus flowers, and so many plants that I couldn't begin to name them all. Every year in early summer, she would create a makeshift garden in our backyard. She would even buy a little wire fence to help keep out the deer and rabbits, which, to her exasperation, found their way over anyhow. Her guilty pleasure was tomatoes—red, plump and juicy with ripeness. She would treasure her little garden and the life she could create with tiny seeds that came from other fruits and vegetables. She planted them time and time again, and I remember the happiness on her face and the joy in her voice when she wanted to show me what had grown, though I really didn't ever express any interest. I never understood her gardening obsession.
- 3 One year in high school, I had passed through a gardening store, hoping to find a mirror that I could use for my current art piece. I had no luck finding one, so I decided to grab packets of flower seeds instead. I have no idea why; I had never planted anything in my life. For some reason, these colorful seed packets grabbed my attention, demanding that I purchase them. I bought many packets: morning glories, foxgloves, geraniums, daffodils, and even some moonflowers.
- 4 When I got home, my mother forewarned me that, if I was going to plant these flowers, it would have to be on my own. Not discouraged, I planted the different seeds in different pots, and placed them outside on the porch in a neat little row. Every day, I watered those tiny pots hoping that the next day, a little green stem would pop out to say "hello." But each day, I became glum when I saw that my flowers hadn't grown. After about three weeks, when I was ready to give up on them, my mom said to me, in that oh-I-want-to-gloat voice, "Patience is a virtue."
- 5 I did wait and one sunny afternoon as I came home from school balancing the mail in my arms, walking up to the house, I took a quick glance at the pots, really not expecting to see that anything had grown. To my amazement, there was a long green stem in one of the planted pots. A twitch of a smile graced my face and I put the mail down to get a better peek at the morning glory vine that had suddenly spurted while I had been at school.

6 In the past few years, I've learned that mothers are usually right, and they're usually proud of that fact. My mother taught me well, even though she really didn't have to use much effort. I know what it's like to treasure those little lives that you create. She taught me to wait. I believe that patience is bitter, but its fruit is sweet.

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44 Which word best describes the author’s decision to buy the flower seed packets?

- F** Thoughtful
 - G** Obsessive
 - H** Manipulative
 - J** Unplanned
-

45 The author includes the description in paragraph 2 to convey that she —

- A** had difficulty understanding her mother’s fascination with gardening
 - B** believed her mother’s constant gardening was an inconvenience
 - C** resented that her mother paid so much attention to the plants
 - D** appreciated some of the plants her mother grew more than others
-

46 What is the best summary of the selection?

- F** The author grew up watching her mother take pleasure in growing many kinds of plants, but she did not share her mother’s interest in gardening. When she was a teenager, she decided to plant several flowers. After waiting several weeks, the author finally got to appreciate the joy of finding a sprouted seed.
- G** The author describes how she grew up surrounded by the many beautiful plants that her mother loved growing. One day the author bought flower seeds and planted them. The author realized the plants require care.
- H** Growing plants gave the author’s mother great joy and happiness, and she tried to share this experience with the author. The author was not interested in learning about gardening from her mother. One day the author decided to buy packets of flower seeds.
- J** The author’s mother loved gardening and grew many different kinds of plants, especially tomatoes. When the author came home with packets of flower seeds, her mother told her she would have to grow them on her own. After waiting several weeks, the author finally saw her flower seeds begin to grow.

47 What does the word forewarned mean in paragraph 4?

- A** Explained after the fact
 - B** Informed in advance
 - C** Told at a later date
 - D** Understood at the same time
-

48 The author's reaction when she found a morning glory vine in her pot suggests that she was —

- F** concerned that the other seeds might not grow
- G** eager to start growing more flowers
- H** certain that her mother would be pleased by her success
- J** surprised by how happy she felt when she saw the flower sprout

- 49** When the author brought the flower seeds home, her mother reacted in a way that —
- A** forced the author to seek help elsewhere
 - B** showed she was pleased by the author’s attempt to care for the seeds
 - C** demonstrated her lack of interest in the author’s hobbies
 - D** showed she expected the author to be responsible for the care of the seeds
-

- 50** Read this sentence from the selection.

I believe that patience is bitter, but its fruit is sweet.

The author begins and ends the selection with this idea in order to emphasize that —

- F** finding an interesting hobby may take many years
- G** positive results take time but are worth the wait
- H** many people focus on what they want in the present
- J** completing a long-term goal is difficult for most people



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