

Released Form

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



Student Booklet



Academic Services and Instructional Support
Division of Accountability Services





Song (1914)

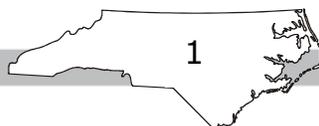
by Rupert Brooke

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

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

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

***frore:** frozen

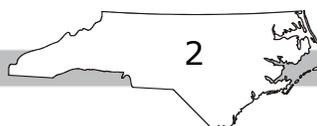


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- S1 What can be inferred from line 5?
- A The speaker's heart is asleep.
 - B The speaker's heart is afraid.
 - C The speaker's heart is paralyzed.
 - D The speaker's heart is extremely cold.
- S2 In the second stanza, how does the poet's choice of words impact the meaning of the poem?
- A It gives the differences between Winter and Spring.
 - B It describes how cold it gets during Winter.
 - C It explains how the speaker views the different seasons.
 - D It emphasizes the despair the speaker feels about the loss of Spring.

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Excerpt from “In the Old Valley”

by Lucy Maud Montgomery

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

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

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

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





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

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

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





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



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

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

- A The wind is rolling.
- B The wind is frightening.
- C The wind is gentle.
- D The wind is powerful.

- 6 In the sentence below, why did the man feel foolish?

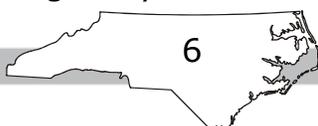
“It had been a foolish whim to come at all—foolish, because the object of his quest was not to be found there or elsewhere.”

- A He realizes that he cannot solve his problems by coming home.
- B He finally understands that coming home was a mistake.
- C He discovers that his home is not as wonderful as he had thought.
- D He believes that his life is better now than when he was young.

- 7 What do the sentences below reveal about the character?

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

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





Padre Island National Seashore, Texas

Park Geology

Profile of a Barrier Island

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

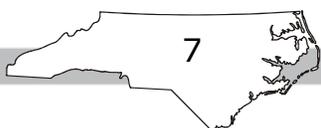
Padre Island, like all barrier islands, is a dynamic place where you can witness change:

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

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

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

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





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

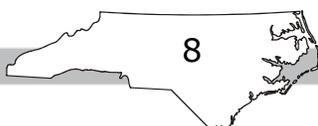
- If you're a beach-lover, the sun, sand, and surf of Padre Island are ideal for swimming and sunbathing almost all year.
- If you're a fisherman, you can choose between the Gulf of Mexico and the shallow, extremely salty waters of Laguna Madre—both are renowned for their bounty of game fish.

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

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

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

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





9 Which event creates dramatic changes on Padre Island?

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

10 Which statement explains the sentence below?

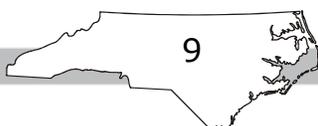
“The many environments of Padre Island—beach, dunes, grasslands, and tidal flats—are shaped and reshaped daily in response to these natural sculptors.”

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

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

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

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





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



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



A Pinch of Salt

by Robert Graves

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



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



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



Queen's English

by Janice Weaver

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



Queen's English

by Janice Weaver

- 26 According to the selection, why is English one of the world's most well-documented languages?
- A It is a blend of so many other languages.
 - B There have been many publications of dictionaries.
 - C There are about 200,000 words in everyday use.
 - D It is spoken by a half billion people.
- 27 Why was Webster unable to convince people to accept his spellings of certain words?
- A He was inaccurate with many of his spellings.
 - B People were unable to understand the words.
 - C He was not a good salesman of his ideas.
 - D The Queen did not agree with his spellings.



Queen's English

by Janice Weaver

28 What does the author mean by *linguistic* as used in the sentence below?

"We hang on to many of our oddest spellings because, for one thing, they reflect the English language's far-reaching linguistic ancestry."

- A using a dialect
- B pertaining to grammar
- C using jargon
- D pertaining to language

29 Which statement supports the author's claim below?

"English is often accused of being an impossibly complicated language, horribly difficult for non-native speakers to learn."

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



Queen's English

by Janice Weaver

- 30 How does the author prove her claim that English users resist simplifying English spelling?
- A She uses examples of English and American spelling.
 - B She uses examples of spelling changes that people did not receive well.
 - C She explains how some words derive from foreign languages.
 - D She explains how language users dislike dictionary writers.
- 31 How does paragraph 5 refine the author's idea?
- A It gives the cause of a problem and then the solution.
 - B It spatially arranges the information, beginning in Europe and moving to Asia.
 - C It provides a fact and then gives an example.
 - D It presents dialogue from well-known dictionary creators and language experts.



A Poetic City

by Erika Samovici, 13

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

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

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



A Poetic City

by Erika Samovici, 13

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

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

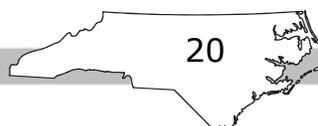
- A noticeable
- B subtle
- C superb
- D intricate

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

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

37 How does the author create excitement in the text?

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





A Poetic City

by Erika Samovici, 13

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



Splashy River Town

by Kim Cross

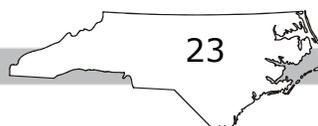
- 40 According to the selection, what describes the transformation that has recently taken place in Chattanooga?
- A from nature trails to crowded industrial center
 - B from sophisticated cultural center to rural residential area
 - C from industrial wasteland to visitor-friendly playground
 - D from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



Splashy River Town

by Kim Cross

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

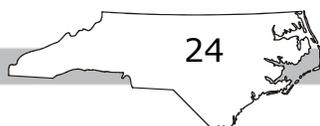




Splashy River Town

by Kim Cross

- 46 How does the author's use of descriptive language impact the selection?
- A It allows the reader to visualize the details the author is emphasizing.
 - B It catches the reader's attention and encourages him or her to continue reading.
 - C It encourages the reader to visit Tennessee.
 - D It justifies the author's position about Chattanooga.
- 47 Which statement is irrelevant to the author's claim that "Chattanooga just keeps getting better"?
- A "This is what every city strives to be: a safe haven, a vibrant gathering spot, a place where people want to bring their kids and dogs and friends. This is the new Chattanooga."
 - B "In 1969, Walter Cronkite declared Chattanooga the nation's dirtiest city. Soot from the iron mills stained the air."
 - C "Now a U.S. Senator, Corker set in motion a plan for a cleaner, greener, friendlier Chattanooga."
 - D "Restaurants, shops, and attractions sprang up like wildflowers around a stream."



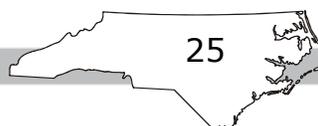


Splashy River Town

by Kim Cross

- 48 Which statement from the selection supports the author’s position about Chattanooga being a place other towns should mimic?
- A “Take a walk down Chattanooga’s Riverfront to meet a city that dared to dream big.”
 - B “Now a U.S. Senator, Corker set in motion a plan for a cleaner, greener, friendlier Chattanooga.”
 - C “The energy spread across the river to the North Shore, where cafes and shops popped up along Frazier Avenue.”
 - D “An utterly inspiring turnaround, Chattanooga proves that a vision, a plan, and a community that cooperates can make big dreams happen.”

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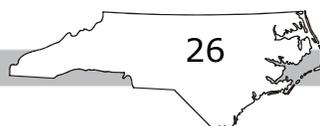


This is the end of the English Language Arts/Reading test.

Directions:

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

RELEASED



ACKNOWLEDGMENTS

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Excerpt from "In the Old Valley" from *Lucy Maud Montgomery Short Stories, 1905-1906* by Lucy Maud Montgomery. Project Gutenberg, 2008. <http://www.gutenberg.org/ebooks/24876> (01/19/2012).

"Padre Island National Seashore, Texas" courtesy of the National Park Service. <http://www.nature.nps.gov>.

"A Pinch of Salt" by Robert Graves from *Modern British Poetry* edited by Louis Untermeyer. Project Gutenberg, 2008. <http://www.gutenberg.org/ebooks/26785> (07/15/2010).

"Queen's English" from *The A to Z of Everyday Things* by Janice Weaver, illustrated by Francis Blake. Copyright © 2004. Reprinted by permission of Tundra Books.

"A Poetic City" by Erika Samovici, 13, from *Creative Kids*, fall 2010; includes author's poem, "A Wondrous City." Copyright © 2010 Prufrock, Inc. http://www.prufrock.com/client/client_images/CK/Poetic.pdf (08/26/2011). Reprinted by permission of Prufrock Press, Inc.

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

Item number	Type	Key	Primary Standard
S1	MC	C	
S2	MC	D	
1	MC	D	RL — Reading: Literature
2	MC	B	RL — Reading: Literature
3	MC	A	RL — Reading: Literature
4	MC	B	L — Language
5	MC	C	L — Language
6	MC	A	RL — Reading: Literature
7	MC	A	RL — Reading: Literature
8	MC	A	RI — Reading: Informational Text
9	MC	D	RI — Reading: Informational Text
10	MC	A	RI — Reading: Informational Text
11	MC	C	L — Language
12	MC	B	RI — Reading: Informational Text
13	MC	D	RI — Reading: Informational Text
14	MC	C	RI — Reading: Informational Text
15	MC	B	RI — Reading: Informational Text
16	MC	D	RI — Reading: Informational Text
17	MC	A	RL — Reading: Literature
18	MC	D	RL — Reading: Literature
19	MC	C	L — Language
20	MC	B	RL — Reading: Literature
21	MC	C	RL — Reading: Literature
22	MC	D	L — Language
23	MC	D	RI — Reading: Informational Text
24	MC	A	RI — Reading: Informational Text



Item number	Type	Key	Primary Standard
25	MC	C	L — Language
26	MC	B	RI — Reading: Informational Text
27	MC	C	RI — Reading: Informational Text
28	MC	D	L — Language
29	MC	B	RI — Reading: Informational Text
30	MC	B	RI — Reading: Informational Text
31	MC	C	RI — Reading: Informational Text
32	MC	A	RL — Reading: Literature
33	MC	C	RL — Reading: Literature
34	MC	B	RL — Reading: Literature
35	MC	C	L — Language
36	MC	D	RL — Reading: Literature
37	MC	B	RL — Reading: Literature
38	MC	C	L — Language
39	MC	A	RL — Reading: Literature
40	MC	C	RI — Reading: Informational Text
41	MC	D	L — Language
42	MC	A	L — Language
43	MC	A	RI — Reading: Informational Text
44	MC	C	RI — Reading: Informational Text
45	MC	B	RI — Reading: Informational Text
46	MC	A	RI — Reading: Informational Text
47	MC	B	RI — Reading: Informational Text
48	MC	D	RI — Reading: Informational Text

Item Types:

MC = multiple choice

Note about selections:

Reading for literature texts can be stories or poems.

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