

VIRGINIA STANDARDS OF LEARNING

Spring 2008 Released Test

GRADE 8 READING

Form R0118, CORE 1

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Directions

Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.

SAMPLE A

Mia’s Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. “I won first place in the art contest!” she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn’t sure what the project involved. “That’s wonderful, Mia! What was the subject of your art project?” her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

This story is mostly about Mia —

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read these sentences.

Michael was almost ready to leave when he realized that he had misplaced his keys. After searching for ten minutes, he found the keys in his backpack.

What does the word misplaced mean?

- F lost
- G changed
- H broken
- J hidden

**Go to the next
page and continue
working.**

Directions: Read the story and answer the questions that follow.

Signs of Change

- 1 Jason knelt and examined the winter grass on the baseball field. Yes, there it was, a small strand of green mixed with the yellow and brown blades. He reached out and lightly touched it. Finally, the first signs that spring had arrived. He gazed out at the field, his eyes gravitating to the spot where his team's season had ended last year. It was his spot, second base.
- 2 Jason could almost hear the slap of leather from baseballs popping into gloves as he remembered warming up with his teammates for the big playoff game. The stands behind him had been a sea of parents, teachers, and fellow students. They were there to watch the Northglenn Knights take on the West Hills Hornets. The winner would play for the city's Junior League Championship. The buzz of the crowd and the chatter of the players filled the air, putting a bounce in everyone's step. Jason felt wonderful, joking with his teammates, waving at people in the crowd. He was even bantering lightheartedly with the other team, keeping up small talk. As usual, he was generally clowning around, going through the warm-up drills at half-speed, showing off by making catches behind his back and flipping balls to his teammates.
- 3 "Knock it off, Jason," Coach Fowler warned. As usual, Jason paid little attention. He was the Knights' best player and knew Coach wouldn't put him on the bench in a playoff game. Besides, it had been that way all season. Jason didn't really do anything wrong; he just didn't try as hard as the other players. He didn't need to try because he had what the coach called "natural talent."
- 4 He was shocked when Coach Fowler announced the starting lineup and left Jason sitting on the bench. *Never fear*, he told himself, *Coach is just trying to teach me a lesson*. Jason was confident he would get into the game soon. As the game progressed, though, Jason began to worry. Maybe Coach Fowler had finally had enough.
- 5 As the Knights came to bat for the last time, Coach Fowler called Jason. "Grab a bat," he instructed. "You go in for Reuben," he added, nodding toward Jason's teammate. "He's not feeling well right now."
- 6 "Don't worry, Coach," Jason said. "I'll get a hit."
- 7 "Jason," Coach Fowler warned, "keep your focus. The team is counting on you." When it came his turn to bat, Jason forgot Coach's words. He strutted up to the plate, grinned, and gave a thumbs-up sign to the cheering crowd. Despite his antics, Jason hit a ball that allowed two of his teammates to score, putting the Knights in the lead.

- 8 *I don't even need to play the whole game to help us win*, Jason thought as the team took the field. Three more outs and the Knights would go to the championship. The first two outs came easily. The Knights' pitcher struck out the first batter. The second batter hit a high pitch, and the catcher caught it for the second out. The third batter hit one to left field and made it to first base. Then came the play that had seared Jason's memory like a red-hot coal. He had been looking into the crowd for his friends, when . . . *Thwack!* The fourth batter connected. As Jason looked back, he saw the ball coming at him fast. "No problem," he whispered. He put out his glove, already dreaming about the championship. Then to his surprise, the ball sailed over his glove into the outfield, rolling all the way to the fence. The outfielder chased it down and threw it to the catcher, but it was too late. Both Hornet players had scored, and the Knights' season was over.
- 9 Jason had felt terrible. He knew he had not concentrated, and he had let his team down. He had promised himself that the next season would be different. Besides apologizing to his coach and teammates, he had worked hard to improve his skills. In addition to helping Coach Fowler clean and check the equipment, he had volunteered to work in the park, tending the field and cleaning and painting the bleachers. Never before had he considered all the people who worked hard and gave their time so that he and his friends could play on a first-rate field.
- 10 Jason finally began to understand what it meant to be part of a team. He helped raise money for uniforms and equipment by working at car washes and bake sales, activities he had always avoided in the past. All the while he counted the days on the calendar, staring out at the winter grass on the field.
- 11 Now, at last, a few blades were pushing their way through the hard, cold ground. Jason felt his spirits soar. He couldn't wait for the new season to begin. He was so focused on the grass that he hadn't noticed Coach Fowler walk up behind him. "Won't be long now," Coach Fowler said.
- 12 Jason looked up. "It sure was a long winter," he said, looking back at the field.
- 13 "Yes, it was," Coach Fowler said, "but I'm seeing signs of change." When Jason looked up again, though, Coach Fowler wasn't looking at the new spring grass. He was looking at Jason.

1 What does the word bantering mean in paragraph 2?

- A** chatting
- B** practicing
- C** disagreeing
- D** competing

2 Which excerpt from paragraph 2 contains a metaphor?

- F** Jason could almost hear the slap of leather . . .
- G** The stands behind him had been a sea of parents . . .
- H** The winner would play for the city's . . .
- J** Jason felt wonderful, joking with his teammates . . .

3 The italics in the story are primarily used in order to —

- A** emphasize the coach's instructions
- B** highlight unfamiliar baseball terms
- C** create the voice of the announcer
- D** identify the main character's thoughts

4 The author uses third-person limited point of view because —

- F** Jason's thoughts provide the main conflict
- G** Jason's actions are not important to the plot
- H** Coach's thoughts can be expressed by dialogue
- J** Coach's actions are not important to the theme

5 How will Jason *most* likely be described in the upcoming baseball season?

- A** Dedicated
- B** Courageous
- C** Generous
- D** Patient

6 Which sentence *best* shows that Jason intentionally ignores Coach Fowler’s warnings?

- F** As the game progressed, though, Jason began to worry.
- G** He strutted up to the plate, grinned, and gave a thumbs-up sign to the cheering crowd.
- H** As Jason looked back, he saw the ball coming at him fast.
- J** Besides apologizing to his coach and teammates, he had worked hard to improve his skills.

7 Which is *most* important to the structure of the story?

- A** Irony
- B** Flashback
- C** Setting
- D** Foreshadowing

8 What does this story suggest is *most* important to Coach Fowler?

- F** Talent
- G** Style
- H** Cooperation
- J** Strength

9 The author includes details about baseball in paragraph 8 to —

- A** explain the game
- B** create humor
- C** develop the characters
- D** build suspense

10 Why does Coach Fowler decide to put Jason in the game?

- F** The team has begun to lose the game.
- G** Jason has finally focused on the game.
- H** One of the players has started to feel sick.
- J** Jason has promised to stop clowning around.

**Go to the next
page and continue
working.**

Directions: Read the article and answer the questions that follow.

Australia's Number 1 Rabbit-Proof Fence

- 1 It was 1901, and Australia was facing a huge problem. Rabbits! Hundreds of thousands of them! They were threatening to overrun pastures, orchards, crops, and plantations that provided food and income for farmers living on the western side of the continent.

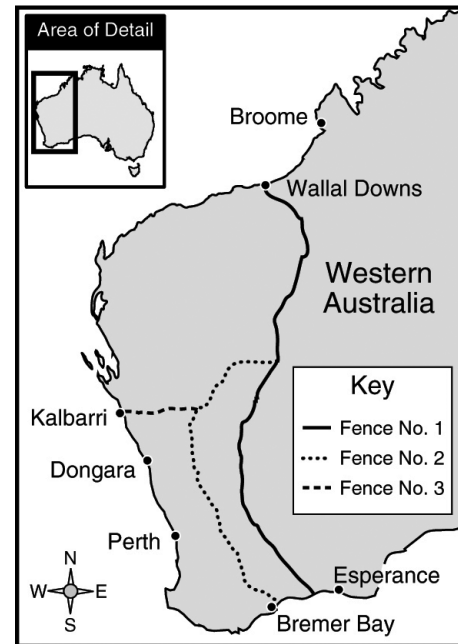
Rabbits Introduced to Australia

- 2 Back in 1859, an Englishman, Thomas Austin, brought 24 rabbits to Australia's eastern state of Victoria. Never before had there been any rabbits on the Australian continent. Austin and other homesick English settlers thought rabbits would remind them of the green fields of home. They also felt the creatures would provide them with game to hunt.
- 3 There was one problem. The rabbit population swelled. Before long, the rabbits spread through Victoria, New South Wales, southern Queensland, and South Australia. Worse, the animals had begun marching west.

The Grey Blanket

- 4 Austin had no idea that the rabbits would multiply so swiftly and overpopulate the land. Yet there were no natural predators to stop them. Like an enormous army, hordes of rabbits advanced westward. The furry creatures crawled through the wheat that covered most of Western Australia. They were so numerous that they were referred to as a "grey blanket."
- 5 Like a giant lawnmower, the multitude of little creatures easily plowed through pastures and crops. They devoured everything in their path. They evicted wallabies and other now-endangered species, moving in and taking over their burrows. The rabbits selectively grazed on certain grasses and shrubs. This radically changed the ecosystem, as inedible woody weeds grew in their place. In times of drought, the rabbits dug deep into the ground to find moisture in the roots of plants. They killed trees and shrubs by stripping off bark. As the vegetation cover was systematically stripped bare, erosion became a serious problem. By 1894 the menace had reached Western Australia's border.

Australia's Number 1 Rabbit-Proof Fence



A Far-Reaching Solution

- 6 The rabbit problem had become such a serious threat to all of Australia’s native plants and animals that something had to be done to stop the rabbit plague. Australia’s Royal Commission met to formulate a solution. A decision was made to build a rabbit-proof fence that would eventually cross the continent from north to south. Private contractors were hired, and in late 1901 construction of the Number 1 Rabbit-proof Fence began.

Bridges to Cross

- 7 Building the fence was extremely difficult. The project required 400 camels, 150 horses, 50 donkeys, and 4 teams of oxen. Posts made of bush timber had to be cut by ax then tapered on top like a pencil point to prevent moisture from seeping into the wood. These posts were driven into the ground at twelve-foot intervals. Wire netting that extended three and a half feet above the ground and one foot into the ground was strung between the posts. To prevent it from rusting, the bottom section of netting was dipped in a mixture of hot coal tar and kerosene.
- 8 In some places, no bush timber was available. Eight thousand tons of wire netting and iron posts had to be transported by ship and rail to depots. Teams of 14 camels pulled each of the 40 wagons that hauled these materials from the depots to the construction area. The camels plodded 10 to 12 miles a day across desert and sand dunes. It took up to two months to move five tons of fencing material from the coast to the fence.

More Struggles to Endure

- 9 Weather conditions and loneliness were major obstacles. The weather was often hot and dry, with temperatures well over 100 degrees in the shade. Workers endured constant heat and the relentless buzzing of flies. They were hundreds of miles from home with no motor vehicles, refrigerators, or radios, and little contact with family or friends. In some areas, there were spans of hundreds of miles between water wells. This made it difficult to locate sufficient water for the working teams of camels. One worker reported that his camels survived 14 days on three buckets of water each.
- 10 By 1907 the rabbit-proof fence was completed. A second and third fence line had been added when rabbits were found west of the original fence. With the Number 2 and Number 3 fences, Australia was totally divided by 2,023 miles of netting. In 1907 the three parts of the rabbit-proof fence made up the longest fence in the world. Today it is a barrier not only for wild rabbits but also for wild dogs, goats, kangaroos, and emus.
- 11 No one could have imagined the consequences of Thomas Austin’s decision to bring rabbits to Australia in 1859. Who could have known what it would take to contain 24 rabbits?

11 Which sentence *best* summarizes paragraphs 2 and 3?

- A** English citizens introduced rabbits to Australia to remind them of home.
- B** An English immigrant first introduced rabbits to Australia in 1859.
- C** After rabbits were introduced to Australia, their increasing numbers caused a problem.
- D** After moving rapidly through Victoria, rabbits began traveling west.

12 The use of the word “marching” in paragraph 3 presents the rabbits as —

- F** a band of musicians
- G** an unorganized group
- H** a holiday parade
- J** an advancing army

13 What does the word radically mean in paragraph 5?

- A** drastically
- B** slowly
- C** probably
- D** easily

14 Which word from paragraph 6 *best* shows that the rabbit problem seemed to be spreading out of control?

- F** serious
- G** plague
- H** solution
- J** cross

15 In paragraph 6, the word formulate means —

- A** figure out
- B** take a vote on
- C** decide against
- D** run tests on

16 In paragraph 9, the weather conditions and loneliness were hardships faced by —

- F** the increasing numbers of rabbits
- G** the animals whose homes were ruined
- H** the people who built the fences
- J** the farmers whose crops were destroyed

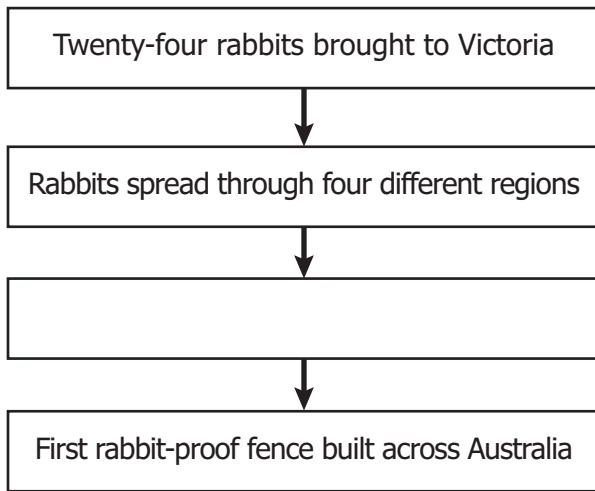
17 Which of these contributed *most* to the growing rabbit population?

- A** Lack of natural predators
- B** The construction of fences
- C** Laws against hunting rabbits
- D** Farmers raising rabbits

18 Finding water for camels was difficult because —

- F** the water supplies dried up at certain times of the year
- G** water wells were often located hundreds of miles apart
- H** the project involved too many animals that needed water
- J** water sources had been damaged by the burrowing of rabbits

19 Look at this flow chart about the article.



Which phrase belongs in the blank space?

- A** Rabbits began moving west
- B** Rabbits arrived from England
- C** Rabbits discovered in eastern Australia
- D** Rabbits declined in numbers

20 Which of these is the *best* prediction based on the article?

- F** The rabbit population in Australia will be in danger of disappearing altogether.
- G** Citizens of Australia now believe that rabbits are aggressive and dangerous.
- H** Australia now prohibits people from bringing wild animals into the country.
- J** The rabbit population in England will soon pose as great a threat as in Australia.

21 Which of these *best* states the main idea of this article?

- A** A large amount of work is required to build a fence across a country.
- B** Introducing animals to a foreign land has widespread consequences.
- C** Rabbit populations increase more rapidly than other types of animals.
- D** Three fences added together make up the longest fence in the world.

22 The purpose of this article is to —

- F** convince people that rabbits are dangerous
- G** relate facts about a historical event
- H** share events in the life of Thomas Austin
- J** build sympathy for Australia's rabbits

23 Complete the following analogy.

Problem is to solution as —

- A** question is to answer
- B** bus is to transportation
- C** difficult is to troubling
- D** equation is to symbol

Directions: Read the instructions and answer the questions that follow.

MOTOCROSS

BIKEWAY DLX

Object of the Motocross Bikeway DLX Game:

The object of the game is to finish the races as quickly as possible while maneuvering your bike around obstacles and other bikers.

Five Modes of Play:

Tyro—This is a great place to begin as you blaze your way through remote outdoor areas with few obstacles or difficult challenges.

Flex—This intermediate course has you ride several different bikes and execute sixteen exciting stunts to become #1.

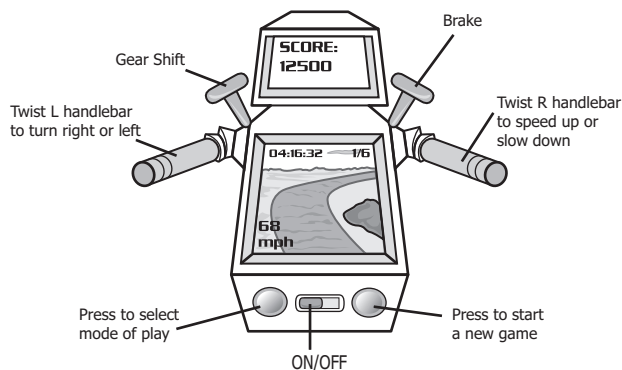
Hurdle—This advanced course has many obstacles to overcome. The course winds through heavily populated areas with intersections, train tracks, road construction, airports, and other impediments. Speed is not the only way to run this course.

Endurance—This advanced track is set up to challenge the rider. It twists, turns, and offers extreme challenges like multiple jumps in a row, tight turns, and big elevation changes.

Super-Moto—The most difficult course, the Super-Moto is a tight stadium course that puts all your skills to the test. Accurate speed calculations and flawless execution of every jump are crucial to gaining the victory.

Playing the Game:

1. Press the **ON/OFF** button. A fanfare plays.
2. Choose **PRACTICE** or one of the five **PLAY MODES**. Your choice appears on the small upper screen.
3. Press **START** to begin a new game.
4. Twist the **R HANDLEBAR** to increase your speed. The indicator will light up showing your current speed, the time elapsed, and your place in relation to the other racers.
5. If a caution sign flashes, prepare to maneuver around an obstacle. Use the **R HANDLEBAR** to decrease your speed and your **L HANDLEBAR** to manipulate your bike around the obstruction.
6. If you finish the course faster than previously, your record time will appear in the small upper window. It will reappear at the start of each game until you break your current record. Your fastest speed will always be displayed.
7. When you finish playing, center the handlebars, wait for the concluding fanfare, and press the **ON/OFF** button.



- 24 Under the subheading “Hurdle,” the word impediments refers to things that —**
- F** block the way
 - G** refresh a tired biker
 - H** make the pavement hot
 - J** announce road conditions
- 25 Which of these questions is *not* answered in the “Five Modes of Play” section?**
- A** How many stunts are there in the Flex mode?
 - B** What type of bike is used in the Super-Moto mode?
 - C** Are there many challenges in the Tyro mode?
 - D** What types of obstacles are common in the Hurdle mode?
- 26 If a player has trouble with the Flex mode, he or she will *most likely* —**
- F** be unable to win the Tyro mode
 - G** have little difficulty playing the Super-Moto mode
 - H** be ready to win the Endurance mode
 - J** need practice before playing the Hurdle mode
- 27 A flashing caution sign alerts the player that —**
- A** an intersection is ahead
 - B** a new mode of play is beginning
 - C** the course has obstructions
 - D** the game will end in 10 seconds

28 According to the instructions, a player would choose “Flex” mode if he or she wanted to —

- F** encounter multiple roadblocks
- G** bike through remote areas
- H** demonstrate all bike skills
- J** ride multiple bikes

29 The word intersections under “Hurdle” mode is composed of a —

- A** root word meaning *count* and a suffix meaning *capable of*
- B** root word meaning *drive* and a suffix meaning *relating to*
- C** prefix meaning *between* and a root word meaning *to cut*
- D** prefix meaning *against* and a root word meaning *person*

30 According to the diagram, which of these could easily be operated with either the right or left hand?

- F** Brake
- G** On/Off Button
- H** Gear Shift
- J** Mode Switch

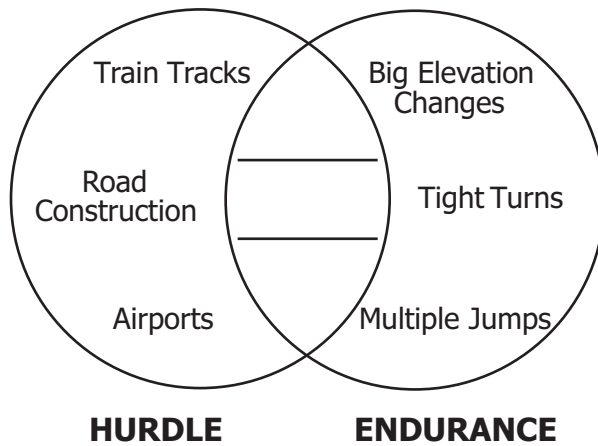
31 Which of the following readouts appears when the game begins and ends?

- A** Current speed
- B** Position of racers
- C** Time elapsed
- D** Record time

32 Which question is *not* answered in the illustration of the Motocross Bikeway DLX?

- F** How many gears are there?
- G** What button turns the game on and off?
- H** How are the handlebars operated?
- J** Does the game have a brake?

33 Look at this Venn diagram based on the instructions.



Which words belong in the blanks?

- A** Obstacles, Challenges
- B** Different Bikes, Jumps
- C** Intersections, Populated Areas
- D** Outdoor Course, Stadium Course

Directions: Read the story and answer the questions that follow.

Lightning Strikes Twice

- 1 I walked all the way home from school with my eyes planted on the ground. It had to be here somewhere. It had to be.
- 2 "Watch out!" someone yelled. As I stopped to turn around, a truck whizzed right by me. I hadn't realized I was already at Riceville Road. In a few more blocks, I would be home, and Mother would want to know why I was late leaving school.
- 3 My lab partner Meheer bicycled up behind me. "You need to look where you're going, Kari."
- 4 "I know," I said. I was usually glad to see Meheer. He could always make me laugh, even while we were working in class. But today, nothing could cheer me up.
- 5 Meheer hopped off his bike. "What's wrong?"
- 6 "Oh, I lost a necklace that used to belong to my grandmother. I thought it might have fallen off on the way to school this morning."
- 7 "What's it look like? I'll help you find it."
- 8 We searched the clover around the path but found only foil gum wrappers and pop tabs from soda cans. Then we crossed Riceville Road into our neighborhood and scanned every curb, every sidewalk, and every flower bed. No necklace.
- 9 "There's always tomorrow," said Meheer, patting my shoulder. "I have a feeling it'll turn up."
- 10 "I doubt it," I said.
- 11 Alone, I stood on the front walk for a minute. I had promised my mother I'd be more responsible. What would she think of me now? Slowly, I walked to the front door, pressed the handle, and stepped inside.
- 12 My mother was in the kitchen, chopping carrots for her famous vegetable soup. "You're late," she said. "You didn't tell me you had anything after school today."
- 13 "I'm sorry. I guess I should have called."
- 14 "Kari, you may be in eighth grade now, but I still need to know where you are. I'm responsible for what happens to you."
- 15 That was my mother: never failing in her responsibilities. I, on the other hand, couldn't even manage the smallest thing.
- 16 "So," she said, "what was it that kept you at school?"

- 17 Here we go. I would have to tell her the truth. I hated it when my mother lectured me, but I couldn't lie to her, not to my mother.
- 18 "I lost Grandma's necklace," I blurted out. "I'm so sorry. I looked everywhere for it."
- 19 She stopped chopping. The helpless carrots lay waiting under the sharp edge of her knife. Her expression was one I'd never seen before. She said nothing.
- 20 "Mom, please don't be angry with me. It was an accident."
- 21 Then she walked out of the room. Oh, this was worse than I thought. She couldn't even stand to look at me.
- 22 A moment later, she reappeared in the doorway. "Do you remember what I said when I gave you the necklace?"
- 23 I nodded.
- 24 "I said you were old enough now to be trusted with greater responsibilities."
- 25 As I brushed away a tear, my mother smiled at me. She held out her hand, and in the middle of her palm was my grandmother's silver necklace with the heart-shaped pendant. "I found this on the driveway," she said. She fastened the necklace around my neck. Hanging from the chain, the heart sparkled in the light. "It looks very pretty on you."
- 26 The next day, I showed Meheer the necklace before the start of third period. He laughed at me. "I told you it would turn up. Meheer Singh is never wrong!"
- 27 That period, Mr. Keeling gave us a brief lecture about lightning. Halfway through, I felt for my grandmother's necklace. It was gone! I flipped up my textbook, but it wasn't underneath. I searched the floor by my feet and book bag, but it wasn't there. I began rifling through my bag when Mr. Keeling noticed me. "Kari, is there something wrong?"
- 28 Nothing except that all my inner organs were shrinking to the size of raisins! "No, sir," I said. "I'm sorry."
- 29 I stared at my open textbook. I can't remember much of what Mr. Keeling said, except for his answer to Tim Brown's question: "So while it is highly unlikely that lightning will ever strike the same place twice, it is not impossible." I was doomed. How could I make it in the world if I couldn't even keep up with one necklace?
- 30 When we broke into our lab groups, I pulled Meheer aside. "I can't find my necklace. I've lost it—again!"
- 31 "Now don't freak out, Kari."
- 32 "You don't understand how important this is!"
- 33 "Okay, fine. Be upset if you want," he said. "But wait until I show you this." And he held up my grandmother's necklace. The silver chain swung back and forth, the heart-shaped pendant flashing and glinting in the light.

- 34 "Where was it? I looked all over."
- 35 "It was on the floor." Then he held the clasp in front of me. "Look at this. The clasp is broken. It doesn't stay closed. See, it's not your fault you keep losing it."
- 36 I thanked Meheer and put the necklace carefully in my pocket. This time, I wasn't going to lose anything.

34 In paragraph 1, the phrase "eyes planted on the ground" shows Kari is —

- F** staring intently
- G** looking carelessly
- H** crying dramatically
- J** walking hopelessly

35 Which type of figurative language is used in paragraph 19?

- A** Simile
- B** Alliteration
- C** Personification
- D** Hyperbole

36 What is the main idea of paragraph 25?

- F** Kari's mother forgives her for losing the necklace.
- G** Kari tells her mother that she lost the necklace.
- H** Kari's mother is upset with Kari for losing the necklace.
- J** Kari fears telling her mother about the lost necklace.

37 What is the effect of using first person point of view in this story?

- A** It takes the focus off the emotions in the story.
- B** It helps the reader better understand each character.
- C** It keeps the location of the necklace a surprise.
- D** It allows the reader to pick a favorite character.

38 In paragraph 31, why does Meheer say, "Now don't freak out, Kari"?

- F** Meheer thinks the necklace is not really valuable.
- G** Meheer thinks Kari is very irresponsible.
- H** Meheer knows the necklace is no longer lost.
- J** Meheer knows Kari's mother has the necklace.

39 Which words *best* describe Kari's mother?

- A** Poor but generous
- B** Young and forgetful
- C** Strict but kind
- D** Responsible and amusing

40 Which of these adds to the rising action of the plot?

- F** Kari first receives the necklace.
- G** Kari loses the necklace the second time.
- H** Kari thanks Meheer for finding the necklace.
- J** Kari puts the necklace in her pocket.

41 What is the central conflict in this story?

- A** Individual vs. society
- B** Individual vs. nature
- C** Individual vs. supernatural
- D** Individual vs. self

42 Which line from the story *best* shows Meheer's positive attitude?

- F** My lab partner Meheer bicycled up . . .
- G** Meheer hopped off his bike.
- H** "What's wrong?"
- J** "There's always tomorrow . . ."

You do not need to read a passage to answer the following questions. Read and answer the questions.

43 Read this sentence and dictionary entry.

Vangie won the journalism award for her profile of Senator Miles, which she wrote for the school newspaper.

pro•file (prō'fīl') *n.* **1.** A side view of an object. **2.** An outline. **3.** Degree of exposure to public notice. **4.** A brief biographical essay.

Which definition entry *best* fits the word profile as it is used in this sentence?

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

44 Read this sentence.

The Amazon River snakes 4,000 miles through South America.

The word "snakes" is used to show that the Amazon River —

- F has the potential to cause harm
- G makes very little sound
- H flows at a very rapid pace
- J curves in its direction

45 Look at these results from an online search.

Search: Results: 1–4 of 71,600,000

Selected Civil War Photographs
Selected **American Civil War** photographs. Over one thousand made under the supervision of Matthew Brady. Scenes of military personnel, preparations for battle, and battle aftereffects.
<http://www.thecivilwarinphotos.org>

Civil War Battlefields
Information about **American Civil War** battlefields in Maryland, Virginia, Pennsylvania, North Carolina, South Carolina, and Washington D.C. Tour more than 250 battlefield locations. Stand in a fort overlooking the Atlantic Ocean, see where the first shot was fired, and...
<http://www.nationalbattlefields.org/civilwar>

The Civil War Reenactments Homepage
We are the largest Civil War Battle Reenactment organization in the United States. Join us and learn what it was like to be a Confederate or Union soldier during the **American Civil War**...
<http://www.civilwarreenactments.org>

Civil War Diaries
This site contains the actual diaries kept by both Union and Confederate soldiers during the **American Civil War**. Over 20,000 authentic documents for students to view and use as research tools.
<http://www.civilwardiaries.org/civilwar/soldiers>

Which Internet source would *most* likely help a student who wanted to visit Civil War sites in person?

- A** Selected Civil War Photographs
- B** Civil War Battlefields
- C** The Civil War Reenactments Homepage
- D** Civil War Diaries



Answer Key-8065-R0118

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	A	001	Use word analysis strategies and information resources
2	G	001	Use word analysis strategies and information resources
3	D	002	Demonstrate comprehension of printed materials
4	F	002	Demonstrate comprehension of printed materials
5	A	002	Demonstrate comprehension of printed materials
6	G	002	Demonstrate comprehension of printed materials
7	B	002	Demonstrate comprehension of printed materials
8	H	002	Demonstrate comprehension of printed materials
9	D	002	Demonstrate comprehension of printed materials
10	H	002	Demonstrate comprehension of printed materials
11	C	002	Demonstrate comprehension of printed materials
12	J	002	Demonstrate comprehension of printed materials
13	A	001	Use word analysis strategies and information resources
14	G	002	Demonstrate comprehension of printed materials
15	A	001	Use word analysis strategies and information resources
16	H	002	Demonstrate comprehension of printed materials
17	A	002	Demonstrate comprehension of printed materials
18	G	002	Demonstrate comprehension of printed materials
19	A	002	Demonstrate comprehension of printed materials
20	H	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	G	002	Demonstrate comprehension of printed materials
23	A	001	Use word analysis strategies and information resources
24	F	001	Use word analysis strategies and information resources
25	B	002	Demonstrate comprehension of printed materials
26	J	002	Demonstrate comprehension of printed materials
27	C	002	Demonstrate comprehension of printed materials
28	J	002	Demonstrate comprehension of printed materials
29	C	001	Use word analysis strategies and information resources
30	G	002	Demonstrate comprehension of printed materials
31	D	002	Demonstrate comprehension of printed materials
32	F	002	Demonstrate comprehension of printed materials
33	A	002	Demonstrate comprehension of printed materials
34	F	002	Demonstrate comprehension of printed materials
35	C	001	Use word analysis strategies and information resources
36	F	002	Demonstrate comprehension of printed materials
37	C	002	Demonstrate comprehension of printed materials
38	H	002	Demonstrate comprehension of printed materials
39	C	002	Demonstrate comprehension of printed materials
40	G	002	Demonstrate comprehension of printed materials
41	D	002	Demonstrate comprehension of printed materials
42	J	002	Demonstrate comprehension of printed materials
43	D	001	Use word analysis strategies and information resources
44	J	001	Use word analysis strategies and information resources
45	B	001	Use word analysis strategies and information resources

Grade 8 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	101
2	146
3	173
4	194
5	210
6	223
7	235
8	246
9	256
10	264
11	273
12	281
13	288
14	295
15	302
16	309
17	316
18	322
19	328
20	335
21	341
22	347
23	353
24	359
25	365
26	372
27	378
28	384
29	391
30	398
31	405
32	412
33	420
34	428
35	436
36	445
37	455
38	466
39	478
40	492
41	508
42	528
43	556
44	600
45	600

