VIRGINIA STANDARDS OF LEARNING

Spring 2009 Released Test

END OF COURSE ENGLISH: READING

Form R0119, CORE 1

Property of the Virginia Department of Education

©2009 by the Commonwealth of Virginia, Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may reproduce any portion of these released tests for non-commercial educational purposes without requesting permission. All others should direct their written requests to the Virginia Department of Education, Division of Student Assessment and School Improvement, at the above address or by e-mail to Student_Assessment@doe.virginia.gov.

Directions

Read the passage. Then read each question about the passage and choose the best answer.

SAMPLE A

Lost in Grand Central Station

1 Rachel stared at her watch in disbelief. It had been almost three hours since she had separated from her tour guide and the rest of the group. "Let's all meet at Grand Central Station — the main train station here in New York — at 3:00 P.M.," the guide had said. Now it was 3:30 P.M., and Rachel still hadn't been able to find her group. Was she in the right place? She wanted to ask for help but wasn't sure if anyone would be able to give her the information she needed. She carefully watched the passersby and hoped that her tour guide was looking for her too.

This paragraph is mostly about a

A train leaving the station
B group of tourists
C girl looking for her group
D tour guide

Directions

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

SAMPLE B

Read these sentences.

> **Mr. Roberts stresses the value of a good education and reminds his students that an education is crucial to future success. He often says that students need to learn basic knowledge and skills in order to achieve their goals.**

In these sentences, the word crucial means

F optional
G extremely rare
H restricted
J very important

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

Personal/Development.com

Home | Forums | Articles | Archives | About | Contact

Links

- How to Establish Good Sleep Habits
- Finding the Right Job for You
- How to Make the Most of Your Leisure Time
- Health and Fitness
- How to Manage Your Finances
- Diet and Nutrition
- General Topics

Get Organized!

Is your room a wreck? Has your locker become a disaster? Does your backpack resemble a trash bag? Such problems can be more than just embarrassing; they can be the source of serious trouble. The best way to solve these problems is to organize your work.

Why Organize

- **Lost materials:** Messy backpacks, lockers, and desks often lead to the loss of important handouts, worksheets, and notes. Often these materials are mistakenly thrown away. Other times they are found, too late to be of any use.
- **Lost time:** Searching for lost or misplaced items is frustrating and time consuming. Experts estimate that people waste an average of 150 hours each year trying to overcome disorganization. Squandered time could be used for working on assignments, studying for tests, or enjoying some free time.
- **Lost productivity:** Energy spent trying to overcome disorganization diminishes the amount of energy you have for important tasks and distracts from the focus needed for schoolwork.
- **Lost money:** Disorganization leads directly to lost money, including library fines and late fees for DVDs. Money is also lost when it is wasted on replacing misplaced items (tape, scissors, pens, highlighters, etc.).

Organization Made Easy

Think you don't have time to organize? The fact is, you don't have time not to! However, an extremely disorganized locker, backpack, or desk may seem overwhelming. The task will seem less daunting if you start by choosing one problem area, such as your backpack, to organize. Then follow these three easy steps:

Step 1 – **Divide and Conquer.** Empty your backpack of all its contents. Divide the contents into three groups: (1) *Obvious Trash*; (2) *Obvious Need*; and (3) *Uncertain*. *The Obvious Trash* group should be thrown away. Next make an honest assessment of the *Uncertain* group. Chances are that most of this material belongs in the trash group; dispose of these materials as well. Anything that remains should go in the *Obvious Need* group. If it's not a definite need by now, it probably belongs in the trash.

Step 2 – **Define and Combine.** Now that you've sorted through the clutter, it's time to combine the items you need into useful groups. You probably already have notebooks and binders for each subject. Move the papers, handouts, and worksheets into their proper place. It's best to secure them, so a portable three-hole punch is essential. If you're feeling ambitious, you may want to organize by date, but don't expect to become a super-organizer overnight.

Step 3 – **Devise and Continue**. Now that you've organized your backpack, you need to devise a plan or system to keep it that way. Start simply. A few pocket folders are all you need. Use one for each subject. These folders will not replace notebooks or binders. They are your quick system for separating and storing materials while at school or in class. Each day as soon as you get home, spend a few minutes going over the contents of these folders. Much as you did in Step 1, determine which items are needed and which are trash. Needed items should be transferred into their appropriate notebooks or binders. Trash items should be—you guessed it—transferred into the trash.

Test Your New Skills

Now that you have conquered the chaos of your backpack, apply the same system to your locker, work desk, or bedroom. You might even want to share these three steps with your friends and family. The key to taming disorder is simple: eliminate and separate. Once you have removed unnecessary materials, it is easy to group items together. Grouping items makes them easier to find when they are needed.

Beware the Ghosts of Clutter Past

You'll be surprised at how quickly you can tame the clutter beast. However, you'll be equally surprised at how fast you can lose control if you fall back into old habits. Reject the "I'll do it later" syndrome. Procrastination is usually the root of disorganization. Poor organization is not only caused by lack of a system, but also by failure to use the system. Maintain your system daily, and it will not seem like a chore. Neglect the system, and the clutter creature will return, wreaking mayhem and commotion on your free time.

Keep the Ultimate Goal in Mind

Remember that organization is not a goal in itself. Organization is a tool to realize other goals, such as more free time, better grades, or less stress. Organizing your work may require a little up-front time, but it will pay dividends later. Think of the task as an investment: spending a little time now will save time, money, and frustration in the weeks ahead.

If you enjoy the free information available on this website, you're sure to enjoy the newsletter as well.

Sign up right here: Enter Email Sign Up Now

1 In the section "Why Organize," the word Squandered means —

A physically inactive
B commonly ignored
C wastefully spent
D briefly available

2 Which question is *not* answered in the section "Why Organize"?

F How does disorganization cost money?
G What steps are necessary to overcome disorganization?
H How does disorganization decrease productivity?
J What items are commonly lost because of disorganization?

3 Which *most* likely belongs on the list of commonly misplaced items in the "Why Organize" section?

A Binoculars
B Backpack
C Camera
D Eraser

4 In the "Organization Made Easy" section, pocket folders are needed to —

F dispose of unnecessary materials
G replace notebooks and binders
H separate and store school materials
J free space in lockers at school

5 Which question is *not* answered in the section "Organization Made Easy"?

A How much time is wasted each year because of disorganization?
B What can be done to organize a messy backpack?
C How should materials be grouped to maintain organization?
D What should be done daily to overcome disorganization?

6 According to the "Test Your New Skills" section, what is the *best* way to maintain organization?

F Make a list of all items needing to be organized
G Separate unneeded items and dispose of them
H Store important items in an easily accessible place
J Organize items according to their importance

7 Which question is answered in the section "Beware the Ghosts of Clutter Past"?

A What is embarrassing about untidy belongings?
B What place tends to become disorganized first?
C What should be done with unneeded items?
D What often causes disorganization?

8 According to the section "Keep the Ultimate Goal in Mind," organization leads to —

F more confidence
G better memory
H improved attitude
J reduced stress

9 Which organizational plan is used in the section "Keep the Ultimate Goal in Mind"?

A Explaining
B Listing
C Spatial layout
D Chronological order

10 What is the main purpose of the section "Test Your New Skills"?

F To inform the reader of the importance of organization

G To explain to the reader the basic steps to organization

H To encourage the reader to apply organization to other areas

J To persuade the reader to make time for organization each day

11 Which sentence *best* expresses the thesis of the webpage?

A Searching for lost or misplaced items is frustrating and time consuming.

B Grouping items makes them easier to find when they are needed.

C Poor organization is not only caused by lack of a system, but also by failure to use the system.

D Organizing your work may require a little up-front time, but it will pay dividends later.

Go to the next page and continue working.

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

The following is a draft of a report written by a tenth-grade student for his geography class.

Jason Wong
Mrs. Jefferson
World Geography
16 April 2009

The Mysterious Creature of Lake Champlain

1 When we think of lake monsters, most of us think of Nessie, the long-necked serpent that allegedly resides in the waters of Scotland's Loch Ness; however, we might have our own lake serpent right here in North America! Over hundreds of years, numerous recorded sightings of monsters have occurred at Lake Champlain.

2 Lake Champlain, located between New York's Adirondack Mountains and Vermont's Green Mountains, empties into the St. Lawrence River in Canada. According to reports, a prehistoric monster named Champ, strikingly reminiscent of Nessie, may live in this lake. In 1609 the French adventurer Samuel de Champlain explored the lake and reportedly saw the monster (Stephenson 30). Before him, however, the native people in the area had long been familiar with the lake's unusual inhabitant. "The mythology of the Iroquois Indians, who lived on the western shores of Lake Champlain, included a belief in giant underwater serpents" (Tiburon 49). One of these storied creatures, the "Great Horned Serpent" (50), has similarities to some of the later eyewitness descriptions of Champ. Both were reported to have long necks and ears or horns at the tops of their heads.

3 During the 1800s trying to catch a glimpse of Lake Champlain's monster was a popular pastime. The famous showman P. T. Barnum wanted "to display the creature in his museum, [and] offered a $50,000 reward to anyone who could capture the creature and deliver it to him" (Bernelli 51). Needless to say, the reward was never paid. However, the offer attracted many monster hunters to the lake.

4 Interest in Champ during the twentieth century was primarily limited to these devoted monster pursuers and the people who lived near the lake or visited it for recreational purposes. On July 5, 1977, though, an event occurred that would increase the scope of Champ's notoriety. Standing at the edge of Lake Champlain near St. Albans, Vermont, a young woman named Sandra Mansi noticed a disturbance in the water. "I was scared to death," Mrs. Mansi said later, but at the time she managed to gather her wits about her and snap a picture of what she saw (Stephenson 30). The developed photograph showed a long-necked creature emerging from the water.

5 Concerned that people would consider her either crazy or dishonest, Mrs. Mansi chose to keep the photograph a secret. As more and more sightings continued to be reported during the early 1980s, Mrs. Mansi finally decided to reveal her amazing photograph. It appeared in *The New York Times* in June of 1981.

6 Photographs of Champ are rare; the Mansi photograph is considered the classic. An expert who examined the photograph could find no evidence of tampering, so it appears to be legitimate. "The image is in color, and it is fairly clear; however, because it was taken with an Instamatic camera, it is too small to reveal any details" (Drummond 10). There are two additional factors preventing any in-depth investigation of the photograph. First, Mrs. Mansi cannot recall with certitude exactly where she was standing when she took the picture. Second, the negative has, unfortunately, been lost.

7 Are the Champ sightings all part of a perpetrated hoax? This is highly unlikely because "it would have required collusion among pranksters, seemingly otherwise unrelated, scheming together secretly across several generations" (Drummond 17). This leaves two other possibilities. The first possibility is that the monster is a fantasy or an illusion—what anthropologist Aaron Drummond prefers to call an "honest misinterpretation" (17). One might say that the idea that a wide variety of people, over several hundred years, would experience the same illusion or fantasy is as unlikely as the idea that a wide variety of people worked together to create a grand hoax. The only remaining theory—perhaps the only possibility that warrants serious consideration—is that some sort of mysterious creature actually does live in the cold, deep waters of beautiful Lake Champlain.

Works Cited

Bernelli, Gwendolyn. In Search of Monsters. Atlanta: Simms, 1997.

Drummond, Aaron. "Is Champ Illusion or Reality?" Quest for Truth. July 1996: 7+.

Stephenson, Mark. "Lake Monsters." Mysteries and Wonders. Nov. 1996: 27–35.

Tiburon, Charlotte. Iroquois Legends. New York: Fremont, 1995.

Because of testing constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this report.

12 The first quotation in paragraph 2 refers to —

F a belief held by Tiburon
G a time-honored Iroquois legend
H the attraction in P. T. Barnum's circus
J the founder of Lake Champlain

13 The writer of this report uses the sources in paragraph 2 to —

A provide statistics
B summarize information
C show historical background
D compare and contrast ideas

14 Which question is answered in paragraph 3?

F When did P. T. Barnum withdraw his reward?
G Why did P. T. Barnum offer a reward for Champ?
H Why did P. T. Barnum become famous as a showman?
J How did P. T. Barnum plan to display Champ?

15 Which of the following would be the *best* heading for paragraph 4?

A Woman Scared to Death
B Famous Lake Champlain
C A Photograph of Champ
D Twentieth-Century Sightings

16 From information found in paragraphs 4 through 6, the reader may *best* infer that —

F Sandra Mansi wanted to become famous
G Lake Champlain is not open to the public
H Vermont advertises many sights that attract tourists to the state
J Instamatic cameras cannot capture specific features from a distance

17 From the context of this report, the reader can determine that <u>collusion</u> in paragraph 7 means —

A urgency
B conspiracy
C efficiency
D accuracy

18 The writer includes enough information in this report to show that —

F Mrs. Mansi was proud of her photograph of Champ and showed it to everyone
G Champ became an overnight attraction after Mrs. Mansi's 1977 photograph of him
H Champ is real because of Mrs. Mansi's ability to recall exact descriptions of him
J Mrs. Mansi's photograph might be questionable evidence of Champ's existence

19 What is the *most* likely reason that the writer of this report cites Drummond more often than the other three authors?

A Drummond is more famous than other noted researchers.
B Drummond's article is specifically about the topic.
C Drummond is published more than the other authors.
D Drummond's work is more general than the other authors' works.

20 After reading this report, the reader may *best* conclude that people —

F go to great lengths to catch sight of a lake monster
G invent stories of strange events to entertain others
H have feared lake monsters throughout history
J are curious about occurrences they cannot explain

21 Which sentence from this report is *most* likely an opinion rather than a fact?

A Lake Champlain, located between New York's Adirondack Mountains and Vermont's Green Mountains, empties into the St. Lawrence River in Canada.

B In 1609 the French adventurer Samuel de Champlain explored the lake and reportedly saw the monster.

C It appeared in *The New York Times* in June of 1981.

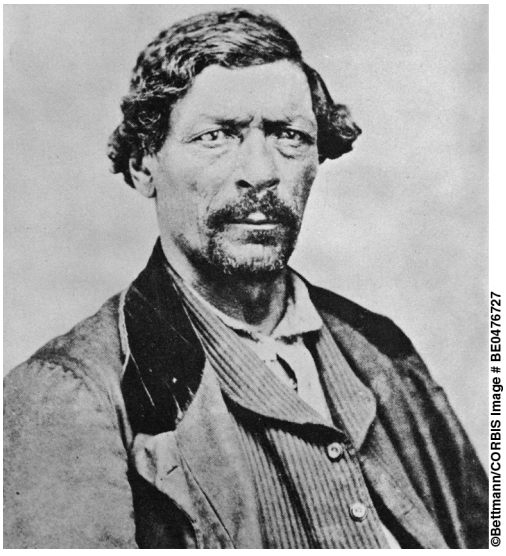
D Photographs of Champ are rare; the Mansi photograph is considered the classic.

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

The Yarn Spinner

1 In the early American West, tall tales were told over a cup of black coffee and a plate of bacon and beans. These oral histories told stories of heroic deeds performed by extraordinary men. Known as yarn spinners, these storytellers captured the spirit of their times in their wild tales, and that spirit was preserved in their stories. One of the most notable of these yarn spinners was African-American mountain man James Beckwourth.

2 Beckwourth's experiences provided the basic elements of his stories. To add interest, he embellished his stories with a heavy sprinkling of exaggerated claims. However, not many men in the 1800s could claim to have been a slave, an explorer, a trapper, and a Crow Nation war chief. Beckwourth's adventures took him from Florida to California, up the Mississippi River and across the Rocky Mountains.


©Bettmann/CORBIS Image # BE0476727

3 James Beckwourth is believed to have been born in 1798, though records are inconclusive. His mother was an enslaved African woman and his father was her Irish-American master. Beckwourth was himself a slave until the 1820s, when his father arranged to free him legally. It was around this time that Beckwourth left the family home in search of adventure.

4 As a young man, James Beckwourth was gripped by restlessness. He eventually contracted with the Rocky Mountain Fur Company to trap beaver throughout northern Colorado. Trappers lived solitary lives throughout trapping season. They came to town only to turn in their pelts, collect their pay, and purchase supplies for the next season's trapping. In an effort to bring these isolated people together, the fur company decided to convene a gathering for the mountain men at Henry's Fork of the Green River in 1825. The event drew mountain men, trappers, Native Americans, and anyone willing to swap goods and stories with the most rugged men of their time.

5 A few years later, Beckwourth experienced a dramatic change. In about 1828, Beckwourth was captured by a party of Crow warriors while on a trapping expedition with another mountain man, Jim Bridger. By Beckwourth's account, he was mistaken for the long-lost son of a tribal chieftain and adopted into the tribe. Beckwourth spent the next six to eight years with the Crow. He is believed to have gained considerable influence within the tribe, and numerous documents from his contemporaries corroborate his claims and confirm his position of leadership. Within the ranks of the Crow, Beckwourth rose to at least the level of War Chief. The tribe gave new names to its warriors for courageous acts of daring, and Beckwourth collected many Crow names, including Morning Star, Antelope, and Medicine Calf.

6 In the mid-1830s Beckwourth left the Crow and returned to a more staid, civilized life in Missouri. However, he found city life tedious. When Beckwourth heard of an opportunity to fight in the second Seminole War, he joined a Missouri contingent and headed to Florida. Beckwourth signed on as an express rider and muleteer[1] for a salary of fifty dollars per month. He soon, however, grew bored with the structured routine of the Florida military. As he would do many times in his life, James Beckwourth simply packed up his belongings and moved on to try something else as soon as he became restless and felt the need for a change.

7 When the California Gold Rush erupted in 1849, Beckwourth joined the throng of prospectors looking to make a quick fortune. Panning for gold was a laborious process, however, and it did not suit his restless nature. Instead, he discovered a pass and created a trail through the Sierra Nevada Mountains that eased wagon train travel over the last obstacle before reaching California. Beckwourth Trail became the preferred route to northern California, and Beckwourth opened a ranch and trading post to serve the travel-weary settlers. At his ranch, Beckwourth dictated his autobiography to Justice of the Peace Thomas Bonner. *The Life and Adventures of James P. Beckwourth, Mountaineer, Scout, and Pioneer, and Chief of the Crow Nation of Indians* was published in 1856.

8 Among early frontiersmen of the American West, the ability to "spin a good yarn" was a skill that was highly valued, much like marksmanship or woodsmanship. While Beckwourth certainly had a tendency to inflate numbers or to occasionally make himself the hero of events that may have actually involved other people, many of the claims made in his autobiography have been verified by later historians. Operating a trading post enabled Beckwourth to spin his wild yarns to an ever-changing audience. Whenever wanderlust overwhelmed Beckwourth, he simply moved to another post, another city, another frontier. In 1866 Beckwourth returned to Colorado to live again with the Crow, where it is reported that he died under mysterious circumstances. Because of prejudice, Beckwourth's role in American history was often dismissed by historians of the late 19th and early 20th centuries. However, the tales of James Pierson Beckwourth provide both an accurate and engaging account of what 19th-century life was like for a fur trapper, soldier, member of the Crow Nation, pioneer of the Southwest, California gold miner, and trading post operator in the American West.

---

[1]muleteer - a driver of mules

22 The main purpose of the first paragraph is to —

F detail Beckwourth's historical significance
G identify the setting of the selection
H establish the subject of the selection
J illustrate Beckwourth's storytelling ability

23 In paragraph 4, the word convene means —

A propose
B advertise
C sustain
D assemble

24 Read this sentence from paragraph 5.

> **He is believed to have gained considerable influence within the tribe, and numerous documents from his contemporaries corroborate his claims and confirm his position of leadership.**

In this sentence, the word corroborate means —

F examine
G support
H exaggerate
J question

25 Beckwourth had the *best* opportunity to tell his stories to a wider audience while he was —

A a fur trapper

B with the Crow Nation

C with the Florida military

D a trading post operator

26 What information supports the idea that Beckwourth had an important role in American history?

F Beckwourth contracted with the Rocky Mountain Fur Company in the 1820s.

G Beckwourth joined a Missouri contingent of the Florida military to fight in the second Seminole War.

H Beckwourth took part in the California Gold Rush of 1849.

J Beckwourth discovered a pass through the Sierra Nevada Mountains that became the preferred route to northern California.

27 The reader can tell this selection is biographical because it is —

A focused on the events of a real person's life

B about real geographical locations

C developed with numerous illustrative examples

D about historical events from the past

28 The author provides evidence which suggests that Beckwourth —

F felt a personal bond with the members of the Crow Nation
G longed to return to the home of his parents
H was involved in the movement to abolish slavery
J preferred operating a trading post to fur trapping

29 According to the author, *most* of what is known today about James Beckwourth comes from —

A what he says about himself
B what historians say about him
C what other mountain men say about him
D what other yarn spinners say about him

30 The author presents the events of Beckwourth's life using specific historical dates and names in order to —

F explain inconsistencies
G build tension
H create irony
J establish believability

31 Which *best* expresses the main idea of this selection?

A Beckwourth was a restless individual who had a hard time finding a place and a trade that he liked well enough to settle down.

B Beckwourth, a hero among mountain men and frontiersman, received little recognition for his achievements during his lifetime.

C Beckwourth was one of few 19th-century African-American men who could claim that he was a member of the Crow Nation.

D Beckwourth had a wide variety of experiences that helped to make him a great storyteller and a unique source on life in the 1800s.

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

Nineteen

1 Elizabeth accepted the hand the porter held out to her as she stepped down from the train.

2 "Need help with that bag, miss?" the porter asked.

3 Elizabeth smiled but shook her head. "No, thank you." Then she pointed to the man who had just stepped off the train and was struggling with two valises[1] and a gift-wrapped box. "You might've helped him, though!"

4 The porter looked at Elizabeth as if she were speaking a foreign language and then offered his hand to the next woman leaving the train.

5 *Ah, New York,* Elizabeth marveled a few moments later as she left the station and stepped out onto the avenue. She stood still for a moment, dusted a hand over her ankle-length skirt, adjusted her hat, and watched the assortment of people that the chill November wind blew past her. There was a man wrapped up tightly in his wool coat. His hands were rough and red, and Elizabeth imagined that he had just ridden into town from his upstate dairy farm. There was a preacher, his white collar propping up a face as round and red as a party balloon. A middle-aged woman in a fur-lined coat and matching gloves danced past in black, pointed-toe boots.

6 "She's going to vote" Elizabeth guessed, and the smile that had fastened itself to her lips the moment she walked off the train grew broader.

7 Elizabeth hugged her small traveling bag to her chest protectively and re-entered the stream of people moving about her. She wasn't sure exactly where to go, but the bustling crowds and parade of buildings that stretched out in front of her hinted that she was moving in the right direction.

8 This was not Elizabeth's first trip to the city, but it was her first unaccompanied. She decided to make this trip the very moment she discovered that her nineteenth birthday, on November 2, 1920, would coincide with the first presidential election in which women were allowed to vote. At nineteen, Elizabeth was two years shy of voting herself, but that didn't lessen her enthusiasm. Though she wouldn't be able to cast a ballot until the next presidential election, this day was an important one for women throughout the country, and she could think of no better way to celebrate her birthday than to share this historic occasion with the people of this great city.

9 Elizabeth knew well that this day had been nearly one hundred years in the making and that it had not come without a cost. The passage of the Nineteenth Amendment to the Constitution granting women the right to vote was the <u>culmination</u> of years of struggle. Elizabeth's mother had taught her about Susan B. Anthony and Elizabeth Cady Stanton, suffragists whose life work had been devoted to gaining rights for women. When those two pioneers had died, the mantle was passed on to Alice Paul and Lucy Burns, who placed their very lives at risk on behalf of other women.

GO ON

[1]valises – suitcases

10 Elizabeth thought about these women as she took in the sights, sounds, and smells of the city. Many storefronts boasted red, white, and blue bunting.[2] Painted storefront windows lobbied equally hard for Warren G. Harding or James M. Cox, the main party candidates. Street vendors sang out their bargains, and frequently bicycle bells trilled as delivery boys dodged pedestrians. Occasionally one of Mr. Ford's Model Ts chugged down the street, adding its deep baritone to the chorus.

11 Elizabeth held out strong against the street vendors and the beckoning storefronts, but when the sweet smell of chocolate assailed her, she could not resist. She stepped into Mario's Sweet Shoppe and, after agonizing over her choices, settled on quarter-sized chocolates, each stamped with a single rose. "Fifty cents' worth, please," she managed to say clearly, though she nearly choked on the extravagance. Oh well, she reasoned. It was a special day, and she couldn't get such chocolates at home, only bittersweet confections made with dry cocoa and far too little sugar. She watched with wide eyes as her treasures were dropped into a plain white box and tied with a gold ribbon.

12 On the street again, Elizabeth untied the box and popped two chocolates into her mouth. She wanted to drown herself in the sweet treat. She closed her eyes to concentrate on the rare pleasure. Thump! She opened her eyes just in time to see a slight, plainly dressed woman collapse backward in a heap of brown muslin as Elizabeth's chocolates exploded from the box and rolled off in a dozen directions.

13 "I'm so, so sorry," Elizabeth cried, reaching out both hands toward the shocked woman.

14 The woman took Elizabeth's hands and pulled herself up, smoothing down her skirts as she did so. "I shall never forget this day," she said dryly, inspecting her scraped and bleeding palms. "First suffrage, then suffering!"

15 Elizabeth hardly heard the words. Her mind was racing backward and forward trying to place the vaguely familiar face. In a moment, she knew. This was the face that she had seen in newspapers. This was the woman Elizabeth's mother had made as real to her as she was at this moment. This was Lucy Burns.

16 "I guess this is yours," the suffragist said, holding out the white box which held a lone piece of chocolate.

17 "Thank you, ma'am," Elizabeth whispered. Then, because she could think of nothing else to say, "Would you like the last one?"

18 The woman smiled and walked away, leaving Elizabeth staring at her back until the crowd swallowed her up. Slightly dazed, though the collision had not injured her at all, Elizabeth dropped onto an iron bench outside Leonard's Pharmacy. She slowly placed the last chocolate in her mouth.

19 Imagining herself as the center of a grand carousel, Elizabeth watched as people whirled around her. It was enough to make anyone dizzy. She was nineteen, and women could vote. The next time the country elected a president, she would cast her ballot along with every other voter. She sat for a long time savoring that thought and the disappearing chocolate, both sweet, but one far more precious than the other.

---

[2]bunting – decorative streamers

32 In paragraphs 3 and 4, why does the porter look at Elizabeth "as if she were speaking a foreign language"?

F He was not comfortable conversing with women.
G He was not accustomed to treating men and women equally.
H His job was very demanding, and he did not have time for conversation.
J His attitude was generally sour and unfriendly.

33 Which of these questions is answered in paragraph 8?

A How many times had Elizabeth been to the city?
B Why had Elizabeth decided to come to the city?
C How long was Elizabeth staying in the city?
D Where was Elizabeth staying in the city?

34 In paragraph 9, the word <u>culmination</u> means —

F conclusion or result
G beginning or cause
H unexpected consequence
J unspoken purpose

35 The main purpose of paragraph 9 is to —

A detail Elizabeth's experiences on this day
B present Elizabeth's impressions of the city
C develop the overall atmosphere of the city
D provide the historical context of this day

36 The description of the city in paragraph 10 —

F foreshadows later events in the selection
G suggests that New York City is a confusing place
H illustrates the idea that New York City is growing fast
J reinforces the sense of excitement surrounding the day

37 What conclusion may *best* be drawn from the description of the city in paragraph 10?

A The city seemed frightening and chaotic to Elizabeth.
B The delivery boys made Elizabeth nervous.
C The street vendors amused Elizabeth.
D The sounds of the city seemed musical to Elizabeth.

38 Read the sentence from paragraph 11.

> **"Fifty cents' worth, please," she managed to say clearly, though she nearly choked on the extravagance.**

The phrase "she nearly choked on the extravagance" is intended to stress the idea that Elizabeth —

F wonders whether she will like the chocolates in the city

G feels guilty about purchasing the expensive chocolates

H worries whether she will have enough money to pay for the chocolates

J fears the possibility that the chocolates will upset her stomach

39 Read this sentence from paragraph 12.

> **She opened her eyes just in time to see a slight, plainly dressed woman collapse backward in a heap of brown muslin as Elizabeth's chocolates exploded from the box and rolled off in a dozen directions.**

The use of the phrase "exploded from the box" is intended to —

A add irony

B understate the incident

C create tension

D exaggerate the incident

40 Read this sentence from paragraph 19.

> **She sat for a long time savoring that thought and the disappearing chocolate, both sweet, but one far more precious than the other.**

In this sentence, the author uses comparison/contrast to —

F express a view about women's rights in the 1920s

G stress how costly chocolates were in the 1920s

H illustrate the main character's love of chocolates

J suggest that the main character is exhausted

41 Which sentence *most* clearly places the selection in historical context?

A A middle-aged woman in a fur-lined coat and matching gloves danced past in black, pointed-toe boots.

B Elizabeth hugged her small traveling bag to her chest protectively and re-entered the stream of people moving about her.

C Occasionally one of Mr. Ford's Model Ts chugged down the street, adding its deep baritone to the chorus.

D Elizabeth held out strong against the street vendors and the beckoning storefronts, but when the sweet smell of chocolate assailed her, she could not resist.

42 Which book would be *most* useful in learning more about women gaining the right to vote in America?

F *The Voting Process in American Society*

G *The Encyclopedia of Famous American Women*

H *The Women's Equality Movement in America*

J *The Struggle for Civil Liberties in America*

43 Which sentence provides the *best* example of vivid imagery?

A Elizabeth accepted the hand the porter held out to her as she stepped down from the train.

B At nineteen, Elizabeth was two years shy of voting herself, but that didn't lessen her enthusiasm.

C This was the woman Elizabeth's mother had made as real to her as she was at this moment.

D Imagining herself at the center of a grand carousel, Elizabeth watched as people whirled around her.

44 The author provides evidence that suggests Elizabeth —

F is a very independent young woman

G does not spend money wisely when she travels

H has plans to stay in the city for an extended period of time

J does not care which candidate wins the presidential election

45 The overall tone of this selection can *best* be described as —

A melancholy
B optimistic
C scholarly
D sarcastic

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

46 Which would be the *best* source of information about ancient Roman architectural style?

F A video on the study of ancient civilizations

G A book entitled *Principles of Architecture Through History*

H A current issue of *World Architecture* magazine

J An encyclopedia entry on the culture of Italy

47 Which would be the *best* keywords to use to find more information about the early days of filmmaking?

A motion pictures

B origins of movies

C video cameras

D theater history

48 Read these results from an online search.

Search: **Galapagos**

Results:
1–4 of 71,600,000

Discover Galapagos
Galapagos Islands tours, boats, cruises, and charters.
www.tourthegalapagos.com

Jason's Vacation page
Pictures and online journal from my trip to the Galapagos.
www.jasonsgalapagos.com

Pacific University Geological Sciences
Information on the history and geology of the Galapagos.
www.geo.pacific.edu

Tour and Learn Home Page
Information on educational trips to the Galapagos, the Amazon, and more.
www.touringandlearning.edu

Which website would be *best* for finding reliable information on the Galapagos Islands?

F www.tourthegalapagos.com

G www.jasonsgalapagos.com

H www.geo.pacific.edu

J www.touringandlearning.edu

49 Which of these sentences expresses an *opinion*?

A The Incan city of Machu Picchu was inhabited for centuries after the arrival of the Spanish.

B The Spanish knew of the existence of Machu Picchu but never discovered its whereabouts.

C Machu Picchu is a region of incredible mystery and power, known for its many spectacular sights.

D One of the questions that remains unanswered about Machu Picchu is the mystery of how it was built.

50 Read this sentence.

> **The sun shone brightly through the leaves as a solitary butterfly hovered just above the newly opened blossom of a vibrant blue iris.**

In this sentence, the tone is set through the author's use of —

F simile

G allusion

H imagery

J symbolism

STOP

Answer Key-EOC030-R0119

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

EOC Reading (2002), Core 1

If you get this many items correct:		Then your converted scale score is:
0		000
1		109
2		156
3		184
4		205
5		222
6		236
7		248
8		259
9		269
10		278
11		287
12		295
13		303
14		310
15		317
16		324
17		331
18		337
19		343
20		350
21		356
22		362
23		368
24		374
25		380
26		386
27		392
28		398
29		**404**
30		410
31		416
32		423
33		429
34		436
35		443
36		450
37		458
38		466
39		474
40		483
41		492
42		**502**
43		513
44		526
45		540
46		557
47		579
48		600
49		600
50		600