

**Directions**

Read this autobiography. Then answer questions 1 through 6.

*Mary MacLane's first book, The Story of Mary MacLane, was published in 1902. Her writings, which focused on her honest portrayal of her thoughts and beliefs, became well known worldwide.*

## Excerpted from *The Story of Mary MacLane*

- 1 As I have said, I want Fame. I want to write—to write such things as compel the admiring acclamations of the world at large; such things as are written but once in years, things subtly but distinctly different from the books written every day.
- 2 I can do this.
- 3 Let me but make a beginning, let me but strike the world in a vulnerable spot, and I can take it by storm. Let me but win my spurs, and then you will see me—of womankind and young—valiantly astride a charger riding down the world, with Fame following at the charger's heels, and the multitudes agape.
- 4 But oh, more than all this I want to be happy!
- 5 Fame is indeed benign and gentle and satisfying. But Happiness is something at once tender and brilliant beyond all things.
- 6 I want Fame more than I can tell.
- 7 But more than I want Fame I want Happiness. I have never been happy in my weary young life.
- 8 Think, oh, *think*, of being happy for a year—for a day! How brilliantly blue the sky would be; how swiftly and joyously would the green rivers run; how madly, merrily triumphant the four winds of heaven would sweep round the corners of the fair earth!
- 9 What would I not give for one day, one hour, of that charmed thing Happiness! What would I not give up?

**GO ON**

- 1** What do paragraphs 1 and 2 reveal about Mary MacLane?
- A** She is taking a writing class.
  - B** She believes she can become a world-famous writer.
  - C** She thinks she can do anything.
  - D** She already has admirers of her writing around the world.
- 2** What does Mary MacLane want **most**?
- A** happiness
  - B** fame
  - C** love
  - D** money
- 3** Based on paragraph 3, the reader can conclude that Mary MacLane
- A** is not very confident
  - B** is unsure what to do next
  - C** plans to succeed quickly
  - D** dislikes starting projects

- 4** Read this sentence from paragraph 3.

**Let me but win my spurs, and then you will see me—of womankind and young—valiantly astride a charger riding down the world, with Fame following at the charger’s heels, and the multitudes agape.**

What does the word “charger” mean in this sentence?

- A** a car
  - B** a horse
  - C** fame
  - D** writing
- 5** In paragraph 5, the author
- A** tells what she wants to do next in order
  - B** compares and contrasts fame and happiness
  - C** describes qualities she would like to have
  - D** says that fame is better than happiness
- 6** Which main idea is **best** supported by paragraphs 8 and 9?
- A** Happiness lasts forever.
  - B** People can find true happiness in nature.
  - C** Most people never experience happiness.
  - D** It is worth the sacrifice to be happy even for a short time.

**GO ON**

## **D**irections

Read this poem. Then answer questions 7 through 12.

# September

by Helen Hunt Jackson

1 The golden-rod is yellow;  
The corn is turning brown;  
The trees in apple orchards  
With fruit are bending down.

5 The gentian's bluest fringes  
Are curling in the sun;  
In dusty pods the milkweed  
Its hidden silk has spun.

gentian's = violet's

The sedges flaunt their harvest,

sedges = plants that look like tall grass

10 In every meadow nook;  
And asters by the brook-side  
Make asters in the brook.

asters = small flowers

From dewy lanes at morning  
The grapes' sweet odors rise;

15 At noon the roads all flutter  
With yellow butterflies.

By all these lovely tokens  
September days are here,  
With summer's best of weather

20 And autumn's best of cheer.

But none of all this beauty  
Which floods the earth and air  
Is unto me the secret  
Which makes September fair.

25 'Tis a thing which I remember;  
To name it thrills me yet:  
One day of one September  
I never can forget.

**7** Which statement best describes the poem's rhythm?

- A** The stress is on every first syllable.
- B** The stress is on every second syllable.
- C** The stress is on every third syllable.
- D** The stress is on every fourth syllable.

**8** Read lines 5 through 8 from the poem.

**The gentian's bluest fringes  
Are curling in the sun;  
In dusty pods the milkweed  
Its hidden silk has spun.**

Based on this stanza, what does "fringes" mean?

- A** lower parts, like the leaves of a flower
- B** supporting parts, like the stem of a flower
- C** parts in the middle, like the center of a flower
- D** parts at the edges, like the petals of a flower

**9** What time of year is the speaker telling about?

- A** winter to spring
- B** spring to winter
- C** summer to autumn
- D** autumn to winter

**10** What is the **main** reason September is special to the speaker?

- A** the memory of a day
- B** the beauty of nature
- C** the warm weather
- D** the butterflies

**11** What does the speaker describe in the first two stanzas of the poem?

- A** the way flowers and vegetables smell in September
- B** the way fruits and vegetables taste in September
- C** the way flowers and plants look in September
- D** the way the weather feels in September

**12** Read lines 15–16 from the poem.

**At noon the roads all flutter  
With yellow butterflies.**

Based on the poem, the “yellow butterflies” are **most likely**

- A** golden cars driving on the road
- B** golden leaves falling on the ground
- C** golden plants on the side of the road
- D** golden coins in people’s pockets

**GO ON**

## **D**irections

Read this article. Then answer questions 13 through 18.

# Bike Sharing Is the Future of Transportation



- 1 Bicycle-sharing programs are a new kind of public transportation. They are becoming popular throughout the United States. City visitors and people going to work are taking advantage of these new programs. Cities provide many stations where bicycles can be picked up and dropped off. For example, Chicago, Illinois, has a program that includes three thousand bicycles and three hundred stations! To use one of the bicycles, people pay a fee, or a certain price. This allows them to pick up a bicycle at any station in their city.



- 2 The benefit of bicycle-sharing programs for the environment is clear. As more people use bicycles to travel from place to place, the amount of car traffic is reduced. Less gasoline is burned. So, the amount of car exhaust is reduced. Exhaust is the smoke you see coming out of the back of a car. It is the unhealthy gas left over from using gasoline. Exhaust can build up in the air of a city, causing the air to be thick and hard to breathe. This kind of air is called smog. People with asthma or other breathing problems are especially affected by smog. Riding bicycles helps reduce air pollution.
- 3 Bicycle-sharing programs also help improve the health of the community. Riding a bicycle is a good form of exercise. Regular exercise lowers stress and helps a person stay more alert during the day. It can also reduce medical costs over time. Thousands of people are hopping on for a ride, and you should, too.
- 4 Joining a bicycle-sharing program can be less expensive than other types of public transportation. In New York City, for example, a yearly bicycle-sharing membership costs \$95, while unlimited subway and bus rides cost \$1,344 per year. Joining a bicycle-sharing program is a much cheaper way to get around.
- 5 The bicycles in these programs are well made and comfortable to ride. They usually have large, adjustable seats and upright handlebars. Some have a guard to protect clothing and a basket for your things. Many riders think that the experience of going to work is more pleasant on a bicycle than riding on crowded buses or trains.

**GO ON**



- 6 It is very important for bike riders to be safe while riding. This means always wearing a helmet, and paying close attention to the rules of the road. Always follow traffic signals and road signs. Don't ride against the traffic. If you need to ride on the sidewalk, either dismount your bike or ride at a walking pace. Riders should always be aware of car doors opening onto them, so it is a good idea to stay at least four feet from parked cars. And most importantly bike riders should always be aware of their environment. Don't wear headphones in both ears. Remember to signal and make eye contact with other people using the road.
- 7 Bicycle-sharing programs have many positive effects. These programs benefit the environment and improve health. They can be cheaper than taking a bus or train. Bicycle sharing is quickly becoming the future of transportation.

- 13** Which of the following is **not** a benefit of bike sharing?
- A** Biking is comfortable to do.
  - B** Biking is a positive thing for the environment.
  - C** Bike riders must wear a helmet and follow traffic rules.
  - D** Bike riders get regular exercise, which is good for their health.

- 14** What can you tell about the bikes in the photograph?
- A** They are all the same.
  - B** There are no bikes available.
  - C** Every bike is protected by a tree.
  - D** Some have baskets, while others do not.

- 15** Read these sentences from paragraph 5 of the article.

**The bicycles in these programs are well made and comfortable to ride. They usually have large, adjustable seats and upright handlebars.**

Based on these sentences, what is the meaning of “adjustable”?

- A** constant
- B** changeable
- C** permanent
- D** uncomfortable

**GO ON**

- 16** Which phrase **best** summarizes paragraph 6?
- A** how to follow traffic rules
  - B** how to wear your headphones
  - C** how to stay safe while riding a bike
  - D** how to use a bicycle-sharing program
- 17** Based on the photograph, what is the **most likely** location of the bikes?
- A** in a rural area with farms and fields
  - B** in a neighborhood with houses
  - C** near a park in a city
  - D** near a bus stop
- 18** What can you infer about the cost of bike sharing in cities like Chicago?
- A** It costs more than other forms of transportation.
  - B** It costs the same as other forms of transportation.
  - C** It costs less than other forms of transportation.
  - D** It costs exactly \$95 for a yearly membership.

## **D**irections

Read this story. Then answer questions 19 through 24.

# Excerpted from *The Peterkin Papers*

by Lucretia P. Hale

### Introduction

- 1 It may be remembered that the Peterkins originally hesitated about publishing their Family Papers, and were decided by referring the matter to the lady from Philadelphia. A little uncertain whether she might happen to be at Philadelphia, they determined to write and ask her.
- 2 Solomon John suggested a postal-card. postal-card = a postcard  
Everybody reads a postal, and everybody would read it as it came along, and see its importance, and help it on. If the lady from Philadelphia were away, her family and all her servants would read it, and send it after her, for answer.
- 3 Elizabeth Eliza thought the postal a bright idea. It would not take so long to write as a letter, and would not be so expensive. But could they get the whole subject on a postal?
- 4 Mr. Peterkin believed there could be no difficulty, there was but one question:
- 5 Shall the adventures of the Peterkin family be published?
- 6 This was decided upon, and there was room for each of the family to sign, the little boys contenting themselves with rough sketches of their india-rubber boots.

**GO ON**

7 Mr. Peterkin, Agamemnon, and Solomon John took the postal-card to the post office early one morning, and by the afternoon of that very day, and all the next day, and for many days, came streaming in answers on postals and in letters. Their card had been addressed to the lady from Philadelphia, with the number of her street. But it must have been read by their neighbors in their own town post office before leaving; it must have been read along its way: for by each mail came piles of postals and letters from town after town, in answer to the question, and all in the same tone: "Yes, yes; publish the adventures of the Peterkin family."

8 "Publish them, of course."

9 And in time came the answer of the lady from Philadelphia:

10 "Yes, of course; publish them."

11 This is why they were published.

### **The Adventure of Elizabeth Eliza's Piano**

12 Elizabeth Eliza had a present of a piano, and she was to take lessons from the postmaster's daughter.

13 They decided to have the piano set across the window in the parlor, and the movers brought it in, and went away.

14 After they had gone the family all came in to look at the piano, but they found the movers had placed it with its back turned towards the middle of the room, standing close against the window.

15 How could Elizabeth Eliza open it? How could she reach the keys to play upon it?

16 Solomon John proposed that they should open the window, which Agamemnon could do with his long arms. Then Elizabeth Eliza should go round upon the piazza, and open the piano. Then she could have her music stool on the piazza, and play upon the piano there.

- 17 So they tried this; and they all thought it was a very pretty sight to see Elizabeth Eliza playing on the piano, while she sat on the piazza, with the honeysuckle vines behind her.
- 18 It was very pleasant, too, moonlight evenings. Mr. Peterkin liked to take a doze on his sofa in the room; but the rest of the family liked to sit on the piazza. So did Elizabeth Eliza, only she had to have her back to the moon.
- 19 All this did very well through the summer; but, when the fall came, Mr. Peterkin thought the air was too cold from the open window, and the family did not want to sit out on the piazza.
- 20 Elizabeth Eliza practiced in the mornings with her cloak on; but she was obliged to give up her music in the evenings because the family shivered so.
- 21 One day, when she was talking with the lady from Philadelphia, she spoke of this trouble.
- 22 The lady from Philadelphia looked surprised, and then said, "But why don't you turn the piano round?"
- 23 One of the little boys pertly said, "It is a square piano."
- 24 But Elizabeth Eliza went home directly, and, with the help of Agamemnon and Solomon John, turned the piano round.
- 25 "Why did we not think of that before?" said Mrs. Peterkin. "What shall we do when the lady from Philadelphia goes home again?"

**GO ON**

**19** Which character do the Peterkins rely on for solving problems?

- A** Solomon John
- B** Elizabeth Eliza
- C** Mr. Peterkin
- D** the lady from Philadelphia

**20** Which **best** summarizes paragraph 2?

- A** Everyone knows that people always read postal-cards.
- B** The family decides to send the lady from Philadelphia a postal card.
- C** Solomon John suggests sending the lady from Philadelphia a postal-card.
- D** Even if the lady from Philadelphia is away from home, she will receive the postal-card.

**21** Read paragraph 16 from the story.

**Solomon John proposed that they should open the window, which Agamemnon could do with his long arms. Then Elizabeth Eliza should go round upon the piazza, and open the piano. Then she could have her music-stool on the piazza, and play upon the piano there.**

Based on the sentences, a “piazza” is

- A** a window
- B** a grassy lawn
- C** a porch or patio
- D** the middle of a room

**GO ON**



**22** Read this sentence from paragraph 16 of the story.

**Solomon John proposed that they should open the window, which Agamemnon could do with his long arms.**

Based on the sentence, what do you know about Elizabeth Eliza and Solomon John?

- A** They don't want to open the window.
- B** They have shorter arms because they are younger.
- C** They cannot open the window without Agamemnon's help.
- D** They make fun of Agamemnon because he has longer arms than they do.

**23** Which sentence best describes the problem the Peterkins face in paragraphs 19–20?

- A** The weather is getting cooler.
- B** Mr. Peterkin wants to close the window.
- B** Elizabeth Eliza no longer wants to play the piano.
- D** The family prefers to stay indoors and not out on the piazza.

**24** What do paragraphs 21–25 reveal about the Peterkins?

- A** They do not like the lady from Philadelphia.
- B** They do not see solutions to simple problems.
- C** They are not strong enough to move the piano.
- D** They are not interested in advice from others.

**STOP**

## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your answer or writing your response.
- For written-response questions, be sure to
  - clearly organize your writing and express what you have learned;
  - accurately and completely answer the questions being asked;
  - support your responses with examples or details from the text; and
  - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on the lined response pages provided.

## **D**irections

Read this diary entry. Then answer questions 25 through 31.

# A Diary Entry from Mrs. Rodriguez, a Teacher in Los Angeles, California

- 1 You'll never guess who wrote to me today! Jay Park mailed a card and a picture out of the blue because he wanted me to know he was starting his first year of teaching. It seems like only yesterday that I helped welcome him into the world after his mom got home from the hospital. Has it really been nearly a dozen years since I last saw him?
- 2 Jay always was a favorite of mine. He had a brother, Chan, and a sister, Mina. Chan was mostly fun to be around, but sometimes he got carried away with his mischief. I remember that he was continually playing pranks on his siblings. Mina was the youngest and quite the crybaby. It sometimes seemed as though she would bawl every time she didn't get her own way. Her self-centeredness and Chan's ability to attract trouble made life in the Park household difficult more often than not, so it was no wonder that Jay gravitated toward my Victor. Over the years, Jay and Victor became close friends, and at times I felt as though I had actually adopted another son. Jay was at our home for hours and sometimes days at a time.

**GO ON**

3 The boy was a bit homely, but in a darling sort of way. He had this shock of black hair that always looked as though he had just gotten out of bed. His bushy, black eyebrows dwarfed the rest of his face, and he was a tall, skinny child back then. All of that seemed inconsequential, though, when you saw his grin. From the time, he was about four years old, he had a real gift for making everyone around him feel good. He could put people at ease no matter what. I remember one time, when he was about eight, I saw him step between two of the worst bullies in our neighborhood. I noticed from the window and was prepared to run out into the street to protect Jay. It turned out he didn't need my protection after all! The other boys were nearly at each other's throats, but Jay was able to stop the fight. To this day, I don't know exactly how he managed it, but whatever he said must have worked. They walked away without creating any kind of trouble that day. It must've been Jay's soothing manner, or perhaps his infectious grin.

4 I think Jay was about nine when I realized just how extraordinary he really is. He was in third or fourth grade when he began telling the most fascinating stories. His classmates were mesmerized and they would sit and listen whenever Jay began a tale. It was a shame that his teachers didn't recognize and nurture his talent; he spent a lot of time in the principal's office for talking during class, I think. Once, when he was visiting Victor, I overheard him tell a great story while I was in the next room. It was all about how a king had a magical hand mill that could grind out anything its owner requested. A thief stole it and tried to escape on a boat. The thief wanted to get rich and asked the mill to grind out salt that he could sell for a lot of money. Jay said the thief realized that he didn't know the magic word to turn the mill off, but it was too late. The ship filled with salt and sank, with the mill still grinding salt. That is why the sea is salty to this day. What an imagination!

- 5 I remember that Victor was devastated when the Park family had to move away. The boys had just entered their teen years. I was able to stay in touch with Elaina Park for a while, but time and distance just made it too hard to stay close. We lost touch completely a few years later. Now, here I am at sixty years old, and I still recall this boy and what he meant to me all those years ago. I think it was the card and the photo that triggered all of these memories. I'm so glad that Jay is doing so well for himself and getting a good start in his adult life.

**25** Which statement **best** expresses the main idea of "A Diary Entry from Mrs. Rodriguez, a Teacher in Los Angeles, California"?

- A A teacher is remembering a remarkable boy.
- B A teacher is remembering a great storyteller.
- C A teacher is remembering her own students.
- D A teacher is remembering her childhood.

**26** How does Mrs. Rodriguez describe Jay Park?

- A ambitious
- B a crybaby
- C easygoing
- D a bully

**27** Based on paragraph 2, why does Jay **most likely** go to the Rodriguez home often?

- A He is best friends with Victor.
- B His home life is difficult.
- C He wants to tell stories.
- D His sister is friends with Victor.

**GO ON**

- 28** Read these sentences from paragraph 3.

**To this day, I don't know exactly how he managed it, but whatever he said must have worked. They walked away without creating any kind of trouble that day.**

What does "worked" mean in these sentences?

- A** put in effort
  - B** had a job
  - C** solved a problem
  - D** caused a fight
- 29** Read this sentence from paragraph 4.

**It was a shame that his teachers didn't recognize and nurture his talent; he spent a lot of time in the principal's office for talking during class, I think.**

Which word has a prefix that means "again"?

- A** recognize
- B** nurture
- C** talent
- D** principal

**GO ON**

**30** Which phrase from paragraph 5 **best** shows that it has been many years since Mrs. Rodriguez had seen Jay Park?

- A** “had to move away”
- B** “too hard to stay close”
- C** “all those years ago”
- D** “all of these memories”

**31** Which sentence **best** expresses the theme of Jay’s story?

- A** Greed has consequences.
- B** The water in the ocean is salty.
- C** Any gift from a king is valuable.
- D** Magical objects can make people rich.



**D**irections Read this drama. Then answer questions 32 and 33.

## The Endless Tale

### CAST OF CHARACTERS

KING

PRINCESS

FIRST STORYTELLER

SECOND STORYTELLER

LORDS AND LADIES

GUARDS

- 1 *SETTING: A long time ago in the King's palace. The King sits on a cushion in the great hall. The Princess sits on a cushion by him. In front of them sits the First Storyteller. The Lords and Ladies sit nearby.*
- 2 FIRST STORYTELLER: "Then the prince married the princess and they were happy forever and ever."
- 3 *(There is a pause.)*
- 4 KING: Go on! *(The First Storyteller hangs his head.)* Go on, I say!
- 5 FIRST STORYTELLER: That is all, your Majesty.
- 6 KING: All!
- 7 FIRST STORYTELLER: The prince married the princess. There is nothing more to tell.
- 8 KING: I cannot bear so short a story!
- 9 PRINCESS: Why, Father; for three months, we have listened to it!
- 10 KING: 'Tis short, I say! I bid you make it longer, sir!
- 11 FIRST STORYTELLER: I cannot, Sire. The prince married the princess. There is nothing—

**GO ON**

- 12 KING: Throw him out of the palace, guards! Cut off his head!
- 13 (*Guards seize the First Storyteller.*)
- 14 PRINCESS: Father!
- 15 LORDS: Your Majesty!
- 16 LADIES: Sire!
- 17 PRINCESS: Spare his life!
- 18 FIRST STORYTELLER: Let me keep my head, Sire!
- 19 KING: Why should you keep it? You do not use it.
- 20 FIRST STORYTELLER: For three months I have used it, Sire!
- 21 KING: Your story is too short, I say! Away with him, guards! Away!  
(*Guards take out the First Storyteller.*) Bid another Storyteller come!  
(*A guard admits the Second Storyteller, who bows before the King and Princess.*) Sir, hear me. You must tell a story that will last forever.
- 22 SECOND STORYTELLER: I hear, O King!
- 23 KING: If you can do this, you shall marry my daughter and be king after me.
- 24 SECOND STORYTELLER: I hear, O King!
- 25 KING: If you fail, you shall lose your head. Begin! And remember, the story must go on forever. Now again I say, begin!
- 26 SECOND STORYTELLER: "Once upon a time a certain king seized upon all the corn in his country. He had it stored in a strong granary. Then came a swarm of locusts over the land. Soon they found a crack in the south side of the granary. Now the crack was just large enough for one locust to pass through at a time. So, one locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then—"
- 27 KING: (*interrupting*) Yes, yes! Now go on with the story.

- 28 SECOND STORYTELLER: The story shall go on, O King! “Then another locust went in and carried away another grain of corn. Then another locust—”
- 29 KING: (*interrupting*) I tell you to go on with the story!
- 30 SECOND STORYTELLER: I obey, great King. “Then another locust went in and carried away another grain of corn. Then another—”
- 31 KING: The story! The story, I tell you!
- 32 SECOND STORYTELLER: This is the story, O King! “Then another locust went in and carried away another grain of corn. Then—”
- 33 KING: I cannot stand it! How long will it take the locusts to carry away all the grain?
- 34 SECOND STORYTELLER: One thousand years, O King! “Then another locust went in and—”
- 35 KING: Stop! Stop! Take my daughter! Be king after me! Be king now! Anything to stop the locusts!

**GO ON**

**32**

What can the reader learn from the stage directions in the drama? Use **two** details from the play to support your response.

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**33**

How long was the first storyteller's story? Is it reasonable for the king to expect a longer story? Why or why not? Use **two** details from the play to support your response.

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