

PASSAGE 3

Read the following passage about Anita Roddick. Then answer questions 20–29.

Anita Roddick Founder of The Body Shop

by Krista McLuskey

Early Years

Anita was born in Littlehampton, England, where her parents owned the Clifton Café. Anita's father, Henry, turned the Clifton Café into an American-style diner like the ones he had seen while living in the United States. It was complete with pinball machines, a jukebox, and Coca-Cola, which was not well known in England at that time. Suddenly, the café became very popular. Anita realized that the atmosphere in a business can make it successful.

When Anita was about ten years old, her mother took over the café. All the children were expected to work there after school and on weekends to help support the family. Meanwhile, Anita was completing her education. After finishing secondary school, she attended a teacher training college in the city of Bath.

Developing Skills

After graduating, Anita decided she wanted some adventure in her life. She traveled to Tahiti, New Hebrides, Australia, Madagascar, New Caledonia, and South Africa. In these places, Anita watched the local women use natural products to clean their skin and hair. She tried them and found they worked better than the products she used back in England.

After Anita returned to England, she met and married Gordon Roddick, with whom she had two daughters. Anita and Gordon worked hard running a hotel and restaurant. One day, Gordon announced that he wanted to take two years off to ride on horseback from Buenos Aires, Argentina, to New York City. Although Anita was not thrilled at this prospect, she knew that it was his dream. She had to plan how to support herself and the children while Gordon was away. She decided to run a little shop that would be open only from 9 A.M. to 5 P.M. so that she could spend time with her daughters.

Anita decided that it would be a cosmetics shop selling products made from only natural ingredients. During her travels, she had seen how effective natural products were. She had noticed that women in those hot countries had silky smooth skin even though they were in the sun all the time.

After getting a £¹4,000 bank loan, Anita hired a chemist to develop the cosmetics. She told the chemist not to test the products on animals, even though that is normal practice in the cosmetics industry. Anita rented a store in Brighton, 20 miles (33 kilometers) from Littlehampton. She painted the inside dark green to hide stains on the walls. In March 1976, the first Body Shop opened, and it made £130 the first day.

Anita had only twenty-five products to sell. To fill the space in the shop, she packaged each product in five different sizes. She bought the cheapest containers she could find. Since she could not afford very many bottles, she asked customers to bring in their own to fill them in the store. In this way, Anita began recycling before it was commonly done.

Anita used unusual marketing tactics. To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside. She hung dried flowers from the ceiling and put bowls of scented potpourri on the counters.

Accomplishments

Within a year, Anita decided to open a second Body Shop in a nearby town. The bank refused to lend her any more money, so she teamed up with a partner who paid to set up the shop in return for half of the business. Gordon, her husband, returned from his travels and began to help by bottling the products and taking care of the finances.

Soon, people came to Anita wanting to open their own Body Shop stores with products supplied by her. Anita and Gordon agreed because this was a way of expanding the business. The first Body Shop franchises opened in 1978, one in England and one in Brussels, Belgium. Anita and Gordon always trained the new Body Shop owners, teaching them about skin and hair care, and about all the ingredients in the products.

During the next few years, the number of stores and franchises increased. Meanwhile, Anita invented new products whenever she saw a need. She created a peppermint lotion to soothe sore feet after several people, who had run a race, came into the store asking for foot lotion.

In 1984, Anita and Gordon decided to sell Body Shop shares on the stock market. By this time, they had thirty-eight shops in England and fifty-two shops in other countries. So many shares sold the first day on the stock market that overnight Anita and Gordon were millionaires.

Stock Market

Stock is the financial worth of a company divided into equal sections, called shares. One person can own all the stock in a company. If a company needs extra money to expand its business, it sometimes sells its stock to the public. Shares are sold to the public on the stock market, which is the place where people buy and sell shares in companies. When stock in a company is sold like this, many people own small parts of the company, and the profits are divided among the owners of these shares. The original owners lose some control because they have to answer to their shareholders if the company does not make a profit.

¹£—symbol for the pound sterling, the official currency of the United Kingdom, which includes England

Anita began thinking about the social responsibility that the business had. She wanted to help her community and the environment. She began by sponsoring posters for Greenpeace, which was trying to prevent hazardous waste from being dumped in the ocean. Next, she campaigned against the overhunting of whales. She put up posters in her shops and stickers on her bottles saying “Save the whales.” She also supported recycling and efforts to preserve the rain forest. Body Shop delivery trucks became billboards for Anita’s various causes. Her campaigns focused on human rights and environmental issues, such as protecting endangered species.

Anita’s business continues to grow. Today, The Body Shop has approximately 1,500 stores in forty-six countries.

Key Events

- 1976** Roddick opens the first Body Shop in Brighton, England, and a second one in Chichester.
- 1978** The first franchise of The Body Shop opens.
- 1984** The Body Shop goes public, selling shares on the stock market.
- 1986** Roddick establishes an Environmental Projects’ Department of The Body Shop; Roddick is named London’s Businesswoman of the Year.
- 1987** The Body Shop is named Company of the Year by the Confederation of British Industries.
- 1988** The first Body Shop in the United States opens.

MULTIPLE-CHOICE QUESTIONS**E05.B-C.3.1.1**

20. Read the sentence from the passage.

“During her travels, she had seen how effective natural products were.”

Which evidence from the passage **best** supports the author’s point in the sentence?

- A. Roddick trained new store owners about the ingredients in her products.
- * B. The women in hot countries had beautiful skin even though they were often in the sun.
- C. Roddick used a bank loan to hire a chemist to develop her cosmetics.
- D. Local women used natural products on their skin and hair.

The student is asked to determine evidence from the passage that best supports the author’s point given in a sentence from the passage. Option B is the correct answer. The natural products that the women used protected their skin from the harsh effects of the sun. Options A and C do not relate to the author’s point. Option D is a detail that relates to the topic of the author’s point but does not directly support it.

E05.B-V.4.1.1

21. Read the sentences from the passage.

“Anita used unusual marketing tactics. To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside.”

What does tactics mean?

- A. adventures
- B. rules
- C. slogans
- * D. ideas

The student is asked to determine the meaning of the word “tactics.” Option D is the correct answer. The sentence that gives an example of how Anita sprayed perfume to get people to come inside her store clues the reader that “ideas” is the meaning of “tactics.” Options A, B, and C do not make sense in the context of the sentences.

E05.B-C.3.1.3

22. Why is the information in the text box “Stock Market” included in the passage?
- A. to show how owning a high number of Body Shops relates to the stock market
 - B. to explain why so many Body Shop shares sold the first day on the stock market
 - C. to show why selling shares on the stock market was profitable for the Roddicks
 - * D. to explain what it means that the Roddicks sold Body Shop shares on the stock market

The student is asked to determine why the information in the text box “Stock Market” is included in the passage. Option D is the correct answer. The text box explains what shares are so that the reader can understand the meaning of the Roddicks selling shares of their company on the stock market. Options A, B, and C are not supported by information in the text box.

E05.B-V.4.1.2

23. Which word is a synonym for expanding?

- * A. growing
- B. observing
- C. planning
- D. searching

The student is asked to identify the synonym for the word “expanding.” Option A is the correct answer since “growing” means the same as “expanding” and makes sense in the context of the passage. Options B, C, and D are not supported by the context.

E05.B-V.4.1.2

24. Which word is an antonym for soothe?

- A. relax
- B. imitate
- * C. agitate
- D. transform

The student is asked to identify the antonym for the word “soothe.” Option C is the correct answer since “agitate” means the opposite of “soothe.” Option A is a synonym for “soothe.” Options B and D are not supported by the context of the passage.

E05.B-C.3.1.1

25. Which sentence from the passage **best** shows a reason for Roddick’s decision to try to preserve the rain forest?

- A. “Anita invented new products whenever she saw a need.”
- * B. “Anita began thinking about the social responsibility that the business had.”
- C. “Next, she campaigned against the overhunting of whales.”
- D. “Body Shop delivery trucks became billboards for Anita’s various causes.”

The student is asked to determine the reason for Roddick’s decision to try to preserve the rain forest. Option B is the correct answer since it was Roddick’s belief that business has a social responsibility that led her to support different causes, such as preserving the rain forest. Option A does not relate to the social responsibility of business. Option C is an example of how Roddick implemented her belief in the social responsibility of business. Option D is a detail that supports how Roddick used her business to showcase the causes she supported.

E05.B-K.1.1.1

26. Which sentence about Gordon **best** shows that he supported Anita's business endeavor?

- * A. "... began to help by bottling the products and taking care of the finances."
- B. "... she teamed up with a partner who paid to set up the shop in return for half of the business."
- C. "... Anita and Gordon decided to sell Body Shop shares on the stock market."
- D. "... overnight Anita and Gordon were millionaires."

The student is asked to identify the sentence from the passage that best supports the given inference that Gordon supported Anita's business endeavor. Option A is the correct answer since this sentence shows how Gordon helped Anita with her business. Option B does not relate to Gordon at all. Options C and D relate to Gordon, but they do not explain how Gordon supported Anita's business.

E05.B-C.3.1.3

27. What connection do the details in the text box "Key Events" have with the information in the passage?

- * A. They provide further information about Anita's career.
- B. They offer information about Anita's family life.
- C. They summarize the facts given in the passage.
- D. They give a detailed explanation for the events in the passage.

The student is asked to make a connection between the information in the text box and the passage. Option A is the correct answer since the information in the text box does have some events that are not listed in the passage. Option B is not correct since the events listed are not associated with Anita's personal life. Option C is not correct since some of the facts given are in addition to the facts provided in the passage. Option D is not correct since no detailed explanation is given with the events listed in the text box.

SELECTED-RESPONSE QUESTION

E05.B-K.1.1.2

28. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which sentence contains two main ideas of the passage?

- A. Roddick traveled around the world, and she observed women using natural products on their skin and hair.
- B. Roddick married Gordon, and they ran a hotel and restaurant.
- * C. Roddick used her knowledge to create a product line, and she used marketing strategies to develop a business.
- D. Roddick supported herself and her children, and she opened a small shop in Brighton.

Part Two

What **two** details from the passage support the answer in Part One? Choose **two** answers.

- * A. “Anita decided that it would be a cosmetics shop selling products made from only natural ingredients.”
- B. “She had to plan how to support herself and the children while Gordon was away.”
- C. “She told the chemist not to test the products on animals . . .”
- * D. “To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside.”
- E. “. . . Anita watched the local women use natural products to clean their skin and hair.”

The student is asked to determine the two main ideas of the passage and to select details from the passage that support those ideas.

Part One: Option C is the correct answer since the passage discusses how Roddick came up with the idea for her business and how she made it a success. Options A, B, and D are details from the passage and not the main ideas.

Part Two: Options A and D are the correct answers since they support the main ideas from Part One. Option B relates to why Roddick had to create a business. Option C is a detail that supports her belief in helping the environment. Option E is a detail that supports the idea that Roddick learned much during her travels.

TEXT-DEPENDENT ANALYSIS QUESTION**E05.E.1.1**

- 29.** Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on answering the question.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Putting Your Test Items to the Test

	Right Reason	Wrong Reason
Correct Student Response		
Incorrect Student Response		

Test-Savvy

- ❖ Pick “C”
- ❖ Shortest / Longest answer
- ❖ Unfamiliar / Unusual option
- ❖ Repeats word or phrase from stem
- ❖ Patterns
- ❖ Avoid absolutes
- ❖ Clues from the stem or other options / other items
- ❖ Grammatical inconsistencies
- ❖ Process of elimination
- ❖ Option that incorporates all other options

Pretend you're a student who hasn't studied and is coming to the test "cold."

How Testwise Are You?

Directions: Read each question carefully. Circle the letter of the option that you think is correct and write your reason for selecting this option on the line below the question.

1 The bower can cause the gumble to mast because

- A all bowers are don.
- B gumbles usually vint.
- C bowers must sumple.
- D no gumble will yert.

Reason: _____

2 The jumple will wanik when

- A the vertle krulls.
- B the amders are vrel.
- C the madar wimples and causes ternix or lomption to occur.
- D the hamnic tops the vormat.

Reason: _____

3 The function of the hinter in vornex process is to add

- A dousts.
- B remiles.
- C practels.
- D hintermoss.

Reason: _____

4 The raver will seam with a

- A portar.
- B everil.
- C octer.
- D umbra.

Reason: _____

5 For which reasons did the zamoc karen?

- A The poner oozed mapid tarbin.
- B The naven moped and the savil borthed.
- C Most werts bamped after tavling.
- D Few tabils became novtols.

Reason: _____

6 Which (is, are) never present when lempens are being vexed?

- A** Ram and krem
- B** Krem and pommel
- C** Tevar and krem
- D** Krem

Reason: _____

7 The seaming function of the portar is most effectively used in connection with

- A** a nova brig.
- B** a raver.
- C** the notrin.
- D** the nimmer tag.

Reason: _____

8 The total profit for Grezzle, Inc. is less than

- A** 10 million.
- B** 8 million.
- C** 5 million.
- D** 1 million.

Reason: _____

9 The pavin will typically estivate in which of these situations?

- A** When the jab strikes the vap
- B** When the voble mavils
- C** When the betam is whant
- D** When the rapple torks, if the rapple is galled or twizzled

Reason: _____

10 When exposed to yambs, the limpa will

- A**
- B**
- C**
- D**

Reason: _____

How did you do? Who got 100%? 90%? 80%? Is it possible to answer an item without content knowledge?

Item Checklist:



Content Alignment

- Does the content of the item align with the intended Eligible Content (Standards)?

Depth of Knowledge

- Does the item sufficiently align with the cognitive level as expected by the eligible content?

Estimated Difficulty

- Is the item sufficiently challenging for the grade level?

Technical Design

- Is the item clearly written, with one correct answer?
- Are the other answer options fair and appropriate?

Bias/Fairness/Sensitivity/Universal Design/Accessibility

- Is the item free from issues that may disadvantage one group of students from another?

Content Alignment

*Does the content of the item align with the Eligible Content? Each item was written to assess a particular Eligible Content statement which is indicated on the individual Item Card. Consider the degree to which the item is, in fact, aligned with the indicated Eligible Content. In making this judgment, it is important to consider whether the **content** is aligned (e.g., Do the Eligible Content and the item both deal with figurative language?) and whether the required **performance** is aligned (e.g., if the Eligible Content calls for a comparison to be made, is this reflected in the item).*

Depth of Knowledge (DOK Exercise)

Depth of Knowledge is based on the alignment work of Norman Webb. Rate each item based on the cognitive demand, using the following levels:

1. Recall – **Recall** of a fact, information, or procedure.
2. Basic Application of Skill or Concept – **Use** of information, conceptual knowledge, procedures, two or more steps, etc.
3. Strategic Thinking – Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer.
4. Extended Thinking – Requires an investigation, time to think and process multiple conditions of the problem or task, and more than 10 minutes to do non-routine manipulations. (This level is generally not assessed in on-demand assessments.)

Estimated Difficulty

Do you agree with the item's difficulty rating on the Item Card? Item Difficulty is indicated as Low, Medium, and High.

Technical Design

Correct Answer—Is there one clear, correct answer? There should be no other answer that “could” be correct. CAUTION: This does not mean that “good” distractors are unfair.

Distractors—Are distractors fair and appropriate? Distractors that are appropriate offer students reasonable choices that can be arrived at by making common errors. There should be no distractors that make no sense at all. It should be possible to examine each option and to reason how a student with some deficiency in knowledge or skill could choose it.

Bias/Fairness

■ Ensuring Fairness for All Students

Standard 7.4: Test developers should strive to identify and eliminate language, symbols, words, phrases, and content that are generally regarded as offensive by members of racial, ethnic, gender, or other groups, except when judged to be necessary for adequate representation of the domain.

Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999)

Is the item free of bias?

■ Definition of Bias

Bias is the presence of some characteristic of an item that results in differential performance for two individuals of the same ability but from different sub groups.

Types of Bias:

- ☐ Stereotyping
- ☐ Gender
- ☐ Regional or Geographical
- ☐ Ethnic, Religious, or Cultural
- ☐ Socioeconomic or Class
- ☐ Experiential
- ☐ Ageism
- ☐ Persons with disabilities

Sensitivity

Is the item free of sensitivity?

Sensitive and offensive topics should be avoided.

- ☐ highly charged or controversial topics;
- ☐ topics and/or items that appear to promote or defend a particular set of values;
- and

Special Circumstances

- ☐ Eligible Content Requirements
- ☐ Historical Contexts
- ☐ Literary Contexts

Universal Design

- Universally designed assessments are based on the premise that each student in school is a part of the population to be tested, and that testing results should not be affected by disability, gender, race, or English language ability.

Language/Graphic Demand—Is language clear, well-formatted, and precise? Does the item use correct terminology for the content area? In order for all students to enter into the questions of the assessment, they must be able to understand them. If the items are formatted poorly, use unnecessarily complex words or phrases, or use graphics or charts that are difficult to understand, some students will give incorrect answers due to these factors rather than the content that is being assessed.

After reading the passage, see if you can identify the issue associated with each item that follows the passage. Label the issue as one of the following terms:

Content Alignment
Depth of Knowledge
Estimated Difficulty
Technical Design
Bias/Fairness
Sensitivity
Universal Design

Grade 7

The Playground

The children at Roosevelt Elementary were playful puppies enjoying a new experience. The children scampered around not quite sure if what lay before them was real. As Clarence took in the scene, a great sense of pride welled up inside him. It was hard to believe that the energetic playground in front of him was all created from what he had thought one month ago was going to be “just another boring community project.”

“As a major part of your grade in social studies this semester,” Mrs. Henderson announced enthusiastically, “you will be required to complete a project focusing on improving the community.” Moans and groans filled Mrs. Henderson’s seventh grade sixth period class as she continued to describe the requirements of the assignment. She ended her description with “I think most of you will appreciate this assignment by the time you have completed it.”

“Rinnnnnnnnnnng,” the bell signaled the end of the school day. Clarence, Debbie, and David strolled out into the hallway, excited about the weekend to come but puzzled by the specifics of their recently-assigned school project.

“I can’t believe we have to do another community service project for school,” Clarence said as his mind fought to recall the combination to his locker.

Just below him, Debbie fumbled for her assignment book, opened it up, and then jotted down a note—community service project. “I think it is kind of exciting, although I don’t know what the focus of my project will be. What do you think David?”

“The jury is still out,” David answered. “But right now, if I had to vote, I would have to say that it is just another boring community project. I’ll talk to the two of you later. I have to meet my mom outside and go pick up my younger sister Rebecca from her school.”

David plopped down into the passenger seat of his mom’s vehicle and immediately began complaining about his project in social studies. His mother listened patiently and attentively as David reached for ideas. He just didn’t have a clue about the topic of his project. What did this community need anyway?

“Don’t worry, son. I’m sure you will come up with something soon,” David’s mom said with a confident smile on her face.

As David's mom parked the car in front of Rebecca's school, his mind continued to search for answers. "...David, did you hear me? I am going to the after-school program area to get your sister."

"Oh, okay. I'll just stay here and wait."

David slumped down in the seat and stared directly at the scene in front of him. A few boys and girls ran across the elementary school playground while parents looked on. Although the children seemed to be enjoying themselves, David noticed that they hovered around a worn-out, lonely swing set. The scene reminded him of the active bees' nest he had seen in his neighbor's tree the other day...and then it stung him. What if his community project was to revitalize the Roosevelt Elementary playground with a new swing set?

David's mom returned hand-in-hand with Rebecca to the car. They opened their doors and sat down. "Hi, David," Rebecca said.

"Hi, Rebecca. Hey, what would you think if your big brother helped to get a new swing set for your school?"

"That would be great. Can you make it blue? That is my favorite color."

"We'll see, sis. Mom, what do you think about my idea for my social studies project?"

"Like Rebecca said, it is a great idea."

Within four weeks, David organized a car wash to raise the money needed to purchase the new swing set for Rebecca's school. David's social studies teacher, Mrs. Henderson, was so moved by David's enthusiasm that she joined in and helped wash vehicles.

"David, I'm so proud of how much effort you have put into this project," Mrs. Henderson said as she dried off the last car. "Your actions have inspired an entire town."

"Thanks, Mrs. Henderson, but you deserve some of the credit too. You were the one that inspired me. Although, I must admit, I wasn't looking forward to the assignment at first. But you were right when you said I would appreciate the project once it was completed."

"Well, thanks, David," Mrs. Henderson said as she nodded in appreciation. "I guess we are quite a team."

David received the highest project grade in Mrs. Henderson's class. He even received recognition in the local newspaper. The article about David's efforts was titled, "Student Swings into Service." All the attention was fun, but David's greatest joy came when the last screw was placed in Roosevelt Elementary's new swing set, which happened to be the color of the sky.

Grade	7	Content	Reading	Item Type	MC
Standard	Synonym	Depth of Knowledge	1 2 <u>3</u>	EST Difficulty	L <u>M</u> H
Correct Answer	A B C <u>D</u>				

Item Stem
Which word is a synonym for <u>energetic</u> ?

A.	new
B.	colorful
C.	creative
D.	active

Grade	7	Content	Reading	Item Type	MC
Standard	Suffix	Depth of Knowledge	1 <u>2</u> 3	EST Difficulty	L <u>M</u> H
Correct Answer	A B C <u>D</u>				

Item Stem
<p>Knowing the meaning of the prefix “re-“ helps the reader know that the word “revitalize” means</p>

A.	energize frequently.
B.	one who energizes.
C.	energize completely.
D.	energize again.

Grade	7	Content	Reading	Item Type	MC
Standard	Setting Relationship	Depth of Knowledge	1 2 3	EST Difficulty	1 M H
Correct Answer	A B C D				

Item Stem
<p>This question has two parts. Answer Part One and then answer Part Two.</p> <p><u>Part One</u></p> <p>How does the author make use of the setting to advance the plot?</p> <p>A. It provides a situation that requires David to take action. *</p> <p>B. It establishes Mrs. Henderson as an obstacle to the conclusion.</p> <p>C. It creates a negative mood that Debbie must overcome.</p> <p>D. It allows David's mother to play a major role in the action.</p> <p><u>Part Two</u></p> <p>Which sentence from the passage best supports the answer in Part One? Choose one answer.</p> <p>A. "The children at Roosevelt Elementary were playful puppies enjoying a new experience."</p> <p>B. "... Mrs. Henderson announced enthusiastically, 'you will be required to complete a project focusing on improving the community.' " *</p> <p>C. " 'I have to meet my mom outside and go pick up my younger sister Rebecca from her school.' "</p> <p>D. "David's social studies teacher, Mrs. Henderson, was so moved by David's enthusiasm that she joined in . . . "</p>

Grade	7	Content	Reading	Item Type	MC
Standard	Summarize	Depth of Knowledge	1 2 3	EST Difficulty	L M H
Correct Answer	A B C D				

Item Stem
<p>Read the summary of events for the action of the passage as a whole.</p> <p>_____</p> <p>Project is assigned. David finds a topic. Swing set is built.</p> <p>Which event best completes the summary of events of the passage?</p>

A.	Car wash is organized.
B.	David gets a grade.
C.	Bell signals the end of school day.
D.	Students complain about assignment.

Grade	7	Content	Reading	Item Type	MC
Standard	Plot	Depth of Knowledge	1 2 ③	EST Difficulty	L M ④
Correct Answer	A B ③ D				

Item Stem
Which plot is most similar to the plot in “The Playground”?

A.	“The Three Little Pigs”
B.	“Snow White”
C.	“Pay it Forward”
D.	“The Last Mimzy”

Grade	7	Content	Reading	Item Type	MC
Standard	Theme	Depth of Knowledge	1 2 ③	EST Difficulty	L M ④
Correct Answer	A B C ④				

Item Stem
Which theme relates to the views of Mrs. Henderson in the passage?

A.	Knowing when to ask for help is difficult to do.
B.	People who control their emotions will be successful.
C.	Working together as a team helps to achieve a common goal.
D.	People are often inspired by the actions of others.

Grade	7	Content	Reading	Item Type	MC
Standard	Draw Conclusion	Depth of Knowledge	1 2 ③	EST Difficulty	① M H
Correct Answer	① B C D				

Item Stem
<p>What will David most likely do the next time he is asked to do a community project?</p>

A.	see the project as a chance to learn something new
B.	make sure the newspaper will write about his project
C.	convince the class to complain loudly to the teacher
D.	complete the project before anyone else does

Reading DOK Levels

In language arts, four DOK levels were used to judge reading objectives and assessment tasks. The reading levels are based on Valencia and Wixson (2000, pp. 909-935).

Reading Level 1. Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text, as well as basic comprehension of a text, is included. Items require only a shallow understanding of the text presented and often consist of verbatim recall from text, slight paraphrasing of specific details from the text, or simple understanding of a single word or phrase. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Support ideas by reference to verbatim or only slightly paraphrased details from the text.
- Use a dictionary to find the meanings of words.
- Recognize figurative language in a reading passage.

Reading Level 2. Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter-sentence analysis of inference is required. Some important concepts are covered, but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply skills and concepts that are covered in Level 1. However, items require closer understanding of text, possibly through the item's paraphrasing of both the question and the answer. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words, phrases, and expressions that could otherwise have multiple meanings.
- Predict a logical outcome based on information in a reading selection.

Reading Level 3. Deep knowledge becomes a greater focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Explain or recognize how the author's purpose affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

Reading Level 4. Higher-order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided for completing it. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require the application of significant conceptual understanding and higher-order thinking. Students take information from at least one passage of a text and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent, but do not constitute all of, Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

Examples Applied to Objectives and Assessment Items

i. Sample Language Arts Objectives

Use the language arts DOK levels on the previous pages to determine the DOK levels for the following three sample objectives. When you are finished, turn the page to see whether you agree with the way we coded these objectives. After this, try using the DOK levels on the sample language arts items in part ii.

Objective 1. Identify cause and effect, and understand main idea and purpose implied by text.

Objective 2. Recall elements and details of story structure, such as sequence of events, character, plot, and setting.

Objective 3. Evaluate the relative accuracy and usefulness of information from different sources.

DOK Levels of the Sample Language Arts Objectives

Objective 1. Level 2. Students demonstrate their ability to do more than simply recall an explicitly stated main point. Here, students show basic reasoning skills (generally, understanding why something happens, or summarizing the main points) as they select a statement that best captures the informational emphasis of the article.

Objective 2. Level 1. Students recall specific information from the text.

Objective 3. Level 3. Students must understand a variety of kinds of texts, make inferences across entire passages, and demonstrate the ability to evaluate information according to various criteria. Students must be able to support their thinking.

ii. Sample Language Arts Items

Now try coding some sample assessment items using the reading DOK levels. After you are finished coding the items for both passages, read our “answers” on the following page.

Grade 4

The River by Yetti Frenkel

1 "Sh," whispered Elisa. "I think she's coming!"

2 Elisa and Cory stifled their giggles and crouched behind the pine tree. Peeping out through the snow-covered branches, the children held their breath and listened for the tinkle of Minnie's collar as the old dog tried to find their hiding place. It was usually the hound's favorite game, but today the only sounds the children heard were the wind whistling softly across the frozen snow and ice cracking on the river.

3 Cory shivered with cold. "I wonder where she is," he said. "I hope she isn't off chasing a deer."

4 Elisa snorted. "Minnie's too lame for that. I bet she went home to wait where it's nice and warm."

5 Cory looked doubtful. "She wouldn't go home without us," he said. "Maybe she got ahead, and we didn't notice. Let's go to the bridge and see if she's there."

6 They started down the trail at a quick pace, glad to be moving again. The bare branches of the trees rattled forlornly as they tramped through the frozen snow.

7 Elisa struggled hard to keep up with her older brother. "Wouldn't it be easier to walk on the ice on the river?" she called to him.

8 Cory slowed his pace and waited for her to catch up. "It's too dangerous," he said. "The water is still flowing underneath, and the ice is thin. We might fall through." He held out a mittened hand. "I'll help you."

9 "No, thanks," said Elisa stubbornly. "I can keep up." But she was secretly glad when Cory walked beside her until they reached the bridge.

10 The old wooden bridge spanned the widest part of the river. In summer they often came here to fish or lie in the sun, but now it was a desolate, wind-swept place. They could hear the water gurgling softly beneath the ice as they looked out over the railing, hoping to glimpse Minnie walking along the bank.

11 Cory cupped his hands to his mouth and called, "Minnie, Min-nie!" His voice echoed back to him from the lonely woods. "I don't see her, Elisa. Do you?" he asked.

12 Just then Elisa gave a startled cry, and Cory turned sharply to see Minnie ten feet from shore. The old dog had fallen through the ice and was paddling in desperate circles.

13 "Hang on, Minnie, I'm coming!" Cory cried, racing toward the river. Elisa was already ahead of him, pulling off her coat, scarf, and mittens, ready to plunge in and save her dog. Blinded by tears, she stumbled out onto the ice.

14 Cory caught up with her and pulled her back. "Do you want to drown yourself?" he shouted. His face was white as he held out the warm clothes she'd dropped. "Put these back on and let me think of something." He looked grimly at the river.

15 Elisa sobbed as she struggled into her coat. "You can save her, can't you, Cory? She won't die, will she?"

16 "Of course not," he said, wishing he felt as confident as he was trying to sound.

17 The sight of her masters had given Minnie new hope, and she managed to get her front paws up on the ice. She scratched and clawed frantically at the slippery surface, but her hind legs were too arthritic to be of much help. For a moment her frightened brown eyes met Cory's, then she slipped back into the icy water and began wearily swimming once more.

18 Cory searched the bank until he found a long, twisted branch. Holding it firmly, he maneuvered the end until he had it hooked under Minnie's collar. "C'mon, girl," he said to the tired dog. She heaved her front paws onto the ice and struggled desperately while he tried to help her by pulling on the branch. But frost and moisture had made the wood brittle, and it snapped almost immediately. Once more Minnie struck out swimming, but now her head was barely above the surface of the water.

19 A terrible thought crossed Cory's mind - Minnie was going to drown before their eyes. It's not fair, he thought. Why doesn't someone come along to help us? He scanned the woods for a game warden or hunter, but saw no one. The woods were dark and silent, waiting. "I don't know what to do," he said, frightened.

20 "I know what to do," cried Elisa. "I'm going to help her!"

21 Once again Cory grabbed his sister's arm to prevent her from going out onto the ice. She bit and kicked at him like a small fury as tears of frustration ran down her cheeks.

22 "Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded, sniffing.

23 Cory lay on the ice so that his weight would be distributed more evenly and there would be less chance of breaking through. He felt Elisa's hands close around his ankles. As he inched his way forward, he could hear the water rushing beneath the ice. A few feet in front of him was the deep green hole where the dog had broken through. Cory's heart pounded with fear, but he bit his lip and kept going. At last he reached the edge of the hole and threw his arms around Minnie's neck. It felt reassuring to have a hold on her, but he soon realized that there was little else he could do. The ice was slippery, and every time he tried to pull her out, he began to slide forward himself.

24 "Have you got her?" called Elisa anxiously.

25 "Yes," Cory yelled over his shoulder, "but I can't" - Before he could explain, he found himself being pulled back across the ice with Minnie in his arms. He looked around in amazement, expecting to see a big man with a broad grin standing behind him, but there was only his sturdy little sister, laughing and crawling over the ice to throw her arms around the shivering dog. "How did you ever do that?" cried Cory. "You're not that strong!" Then as Minnie, tail wagging wildly, began to lick his face, he saw what had happened.

26 Elisa had put her wool coat down on the ice to protect her from the cold. The warmth of her body lying on the top of it had made the wool fibers stick firmly to the ice so that when she pulled on Cory's legs, he slipped across the surface to her as easily as a cork popping from a bottle.

27 Cory grinned in admiration. "You sure are one smart little sister!" he said, tousling her hair. He took off his plaid shirt and dried Minnie with it. "It's a good thing we were all together today," he said to the old dog softly as he rubbed her lopsided ears. She wagged her tail in agreement, and the three hurried toward the warmth of home without looking back.

(Includes NAEP-Released Test Items)

1. The main problem Cory faced was
 - A) convincing Elisa to keep her coat on
 - B) finding a good hiding place from Minnie
 - C) getting across the ice with Elisa before dark
 - D) pulling Minnie out of the icy waters

2. In paragraph 3, Cory hoped that Minnie had not
 - A) fallen in the river
 - B) gotten lost in the forest
 - C) gone off to chase a deer
 - D) returned to the house

3. Which of the following statements would the author be most likely to agree with?
 - A) He who fears something gives it power over him.
 - B) Two minds are better than one.
 - C) Older means wiser.
 - D) Great minds think alike.

4. In paragraph 19, Cory became upset at the thought that
 - A) Minnie had run away
 - B) his parents would be upset with him
 - C) Elisa was in danger
 - D) Minnie could drown

5. When Cory found out what had happened to Minnie, he
 - A) blamed Elisa for not watching Minnie
 - B) told Elisa not to try to get Minnie by herself
 - C) sent Elisa home to get help for Minnie
 - D) warned Elisa that Minnie might die.

6. Which of the following is an antonym for 'crouched' in the first paragraph?

- A) squatted
- B) searched
- C) leaped
- D) accepted

7. This story could best be described as a

- A) modern-day fairy tale
- B) mystery with a moral
- C) real-life adventure
- D) science-fiction piece

8. Which of the following is not a problem Cory faced in the passage?

- A) preventing Elisa from going out onto the ice
- B) helping Elisa look for Minnie
- C) pulling Minnie out of the icy water
- D) getting across the ice with Elisa before dark

9. The purpose of this story might most closely be described as

- A) Challenging the idea that brothers and sisters always fight
- B) Describing an unexpected struggle one family encountered
- C) Proving that dogs are 'a man's best friend'
- D) Identifying the danger of walking on thin ice

DOK Levels for the Language Arts Sample Assessment Items

Grade 4

- 1) Level 2. This item requires comprehension of the text in order to identify a main point.
- 2) Level 1. This item asks students to refer to a particular detail in the text.
- 3) Level 3. Students must connect ideas and make an inference about the author's position.
- 4) Level 1. This item asks the reader to recall a detail from a specific paragraph.
- 5) Level 2. This item requires students to comprehend the general ideas and sequence of the text, and to identify main points in the narrative.
- 6) Level 1. This item asks students to demonstrate knowledge of grade-level appropriate vocabulary.
- 7) Level 2. This item requires students to generally comprehend the article in order to identify the type of literary form with which the story corresponds. While the item refers to characteristics of various literary forms (as in Level 3), finding the correct answer does not require students to analyze or describe with deeper knowledge either the story itself or the literary forms.
- 8) Level 1. This item requires verbatim recall from the text.
- 9) Level 3. This item requires an understanding of the text that includes recognizing the author's purpose in telling the story.

PASSAGE AND MULTIPLE-CHOICE ITEMS

Read the following poem. Then answer questions 11–19.

Starlings in Winter

by Mary Oliver

Chunky and noisy,
but with stars in their black feathers,
they spring from the telephone wire
and instantly

they are acrobats
in the freezing wind.
And now, in the theater of air,
they swing over buildings,

dipping and rising;
they float like one stippled star
that opens,
becomes for a moment fragmented,

then closes again;
and you watch
and you try
but you simply can't imagine

how they do it
with no articulated instruction, no pause,
only the silent confirmation
that they are this notable thing,

this wheel of many parts, that can rise and spin
over and over again,
full of gorgeous life.
Ah, world, what lessons you prepare for us,

even in the leafless winter,
even in the ashy city.
I am thinking now
of grief, and of getting past it;

I feel my boots
trying to leave the ground,
I feel my heart
pumping hard, I want

to think again of dangerous and noble things.
I want to be light and frolicsome.
I want to be improbable beautiful and afraid of nothing,
as though I had wings.

PASSAGE AND MULTIPLE-CHOICE ITEMS

Read the following passage. Then answer questions 10–18.

Secession in the United States

Early 1861—Seven Southern states, including Louisiana, secede from the United States.

February 1861—The seven states form the Confederate States of America and begin writing the Confederate Constitution.

March 1861—President Lincoln is inaugurated.

April–June 1861—Four additional Southern states join the Confederacy.

July 1861—First Battle of Bull Run occurs in Virginia.

January 1862—President Lincoln issues a war order authorizing the Union to launch action against the Confederacy.

March 1862—Confederate forces abandon position at Columbus, Kentucky.

April 1862—Confederate forces surrender to Union forces in Battle of Island Number 10, Tiptonville, Tennessee.

April 1862—Union officer David Farragut leads an assault up the Mississippi River, in New Orleans, Louisiana, and is in command of New Orleans by April 25.

excerpt from **A Confederate Girl's Diary**

by Sarah Morgan Dawson

BATON ROUGE, LOUISIANA**March 9th, 1862**

Here I am, at your service, Madame Idleness, waiting for any suggestion it may please you to put in my weary brain, as a means to pass this dull, cloudy Sunday afternoon; for the great Pike clock over the way has this instant struck only half-past three; and if a rain is added to the high wind that has been blowing ever since the month commenced, and prevents my going to Mrs. Brunot's before dark, I fear I shall fall a victim to "the blues" for the first time in my life. Indeed it is dull. Miriam went to Linwood with Lydia yesterday, and I miss them beyond all expression. Miriam is so funny! She says she cannot live without me, and yet she can go away, and stay for months without missing me in the slightest degree. Extremely funny! And I—well, it is absurd to fancy myself alive without Miriam. She would rather not visit with me, and yet, be it for an hour or a month, I never halfway enjoy myself without her, away from home. Miriam is my "Rock ahead" in life; I'll founder¹ on her yet.

¹ founder—to crash

I hold that every family has at heart one genius, in some line, no matter what—except in our family, where each is a genius, in his own way. Miriam has a genius for the piano. Now I never could bear to compete with anyone, knowing that it is the law of my being to be inferior to others, consequently to fail, and failure is so humiliating to me. So it is, that people may force me to abandon any pursuit by competing with me; for knowing that failure is inevitable, rather than fight against destiny, I give up *de bonne grâce*². Originally, I was said to have a talent for the piano, as well as Miriam. Sister and Miss Isabella said I would make a better musician than she, having more patience and perseverance. However, I took hardly six months' lessons to her ever so many years; heard how well she played, got disgusted with myself, and gave up the piano at fourteen, with spasmodic fits of playing every year or so. At sixteen, Harry gave me a guitar. Here was a new field where I would have no competitors. I knew no one who played on it; so I set to work, and taught myself to manage it, mother only teaching me how to tune it. But Miriam took a fancy to it, and I taught her all I knew; but as she gained, I lost my relish, and if she had not soon abandoned it, I would know nothing of it now. She does not know half that I do about it; they tell me I play much better than she; yet they let her play on it in company before me, and I cannot pretend to play after. Why is it? It is not vanity, or I would play, confident of excelling her. It is not jealousy, for I love to see her show her talents. It is not selfishness; I love her too much to be selfish to her. What is it then? "Simply lack of self-esteem," I would say. Self-esteem or not, the result is that Miriam is by far the best performer in Baton Rouge, and I would rank forty-third even in the village of Jackson.

And yet I must have some ear for music. To "know as many songs as Sarah" is a family proverb; tunes run in my head, and it must take some ear to catch them. People say to me, "Of course you play?" to which I invariably respond, "Oh, no, but Miriam plays beautifully!" "You sing, I believe?" "Not at all—except for father (that is what I used to say)—and the children. But Miriam sings." "You are fond of dancing?" "Very; but I cannot dance as well as Miriam." "Of course, you are fond of society?" "No, indeed! Miriam is, and she goes to all the parties and returns all the visits for me." The consequence is, that if the person who questions is a stranger, he goes off satisfied that "that Miriam must be a great girl; but that little sister of hers—! Well! a prig³, to say the least!"

So it is Miriam catches all my fish—and so it is, too, that it is not raining, and I'm off.

April 7th

The commencement of '61 promised much pleasure for the rest of the year, and though Secession⁴ was talked about, I do not believe anyone anticipated the war that has been desolating our country ever since, with no prospect of terminating for some time to come. True, the garrison was taken, but then several pleasant officers of the Louisiana army were stationed there, and made quite an agreeable addition to our small parties, and we did not think for a moment that trouble would grow out of it—at least, we girls did not. Next Louisiana seceded, but still we did not trouble ourselves with gloomy anticipations, for many strangers visited the town, and our parties, rides, and walks grew more frequent.

² *de bonne grâce*—willingly

³ prig—someone who shows proper behavior but with arrogance

⁴ Secession—a movement created by Southern states to withdraw from the United States

April 12th

Day before yesterday, just about this time of evening, Jimmy unexpectedly came in. Ever since the 12th of February he has been waiting on the Yankees'⁵ pleasure, in the Mississippi, at all places below Columbus, and having been under fire for thirteen days at Tiptonville, Island No. 10 having surrendered Monday night; and Commodore Hollins thinking it high time to take possession of the ironclad ram at New Orleans, and give them a small party below the forts, he carried off his little aide from the McRae Tuesday morning, and left him here Thursday evening, to our infinite delight, for we felt as though we would never again see our dear little Jimmy. He has grown so tall, and stout, that it is really astonishing, considering the short time he has been away . . . To our great distress, he jumped up from dinner, and declared he must go to the city on the very next boat. Commodore Hollins would need him, he must be at his post, etc., and in twenty minutes he was off, the rascal, before we could believe he had been here at all.

⁵ Yankees—residents of the Northern states on the Union side of the Civil War

PASSAGE 4

Read the following passage about a person who lived near a volcano. Then answer questions 30 through 39.

It Rained Cement

by Megan Clements

When I moved to Quito, Ecuador, in the 1990s, the last thing I expected to see was an erupting volcano.

I had read a lot about Quito. But I hadn't come across anything about Guagua Pichincha, an active volcano a few miles west of the city. I didn't even know it existed . . . until 1999, when it was about to erupt.

Guagua Pichincha had not erupted for a hundred years. But now magma was making its way to the surface, and the pressure was causing earthquakes.

In the city, we did not feel the earthquakes very often. But scientists were able to detect them. Some of the tremors shook nonstop for six hours. Guagua Pichincha was about to erupt.

On the morning of September 3, 1999, I saw a huge plume of ash shoot from the volcano. The mushroom-shaped cloud rose to a height of more than three miles. As the ash settled, it covered the city in a thin layer. Even cities miles away from Quito were blanketed in ash.

What had set off this eruption?

The answer was water. As the magma came closer to the surface, it heated rainwater in the ground. The water boiled. As the water turned into steam, the steam caused so much pressure that weak spots in the surface finally gave way and exploded.

One way to understand this type of eruption is to think of shaking a bottle of soda and then popping off the lid. Expanding gas in the soda creates so much pressure that it explodes out of the bottle, taking the soda with it.

The ash from Guagua Pichincha shot out with so much force that it traveled for miles before it settled. The finer ash hung in the air.

Volcanic ash is different from the ash left over from a wood fire. Volcanic ash is made up of tiny bits of lava. The eruption blasts the bits into the air while they are still hot, and they cool as separate particles, forming a fine dust.

This dust can clog the works of an engine or any other machine that needs air. Cars, buses, and even airplanes could not run in Quito for days.

Worse, the air could carry ash into a person's lungs, permanently damaging them. Schools were closed. People who had to leave home wore masks that protected their lungs.

A Cleansing Rain

One day, dark rain clouds rolled toward Quito. I thought, *What a relief to have the air finally clean!* I was looking forward to the time when I could walk outside without wearing a bulky mask over my nose and mouth.

I had an appointment in 10 minutes. I had to walk, of course, since no cars or buses were running. As the clouds neared the city, I strapped on my mask.

When the rain started to fall, the water looked normal until I looked down. The water wasn't clear. It was gray. My clothes had little drops of wet ash on them. The rain was cleaning the air as I had hoped. But it was dropping the ash as a watery mess.

I walked faster. The rain fell harder. Before I knew it, I was wet from head to toe. The surprising part was that when I finally found shelter, the thin, ashy rainwater started to harden. I could move my clothes and my hair into any form and they would stay. It was as if the sky had rained cement!

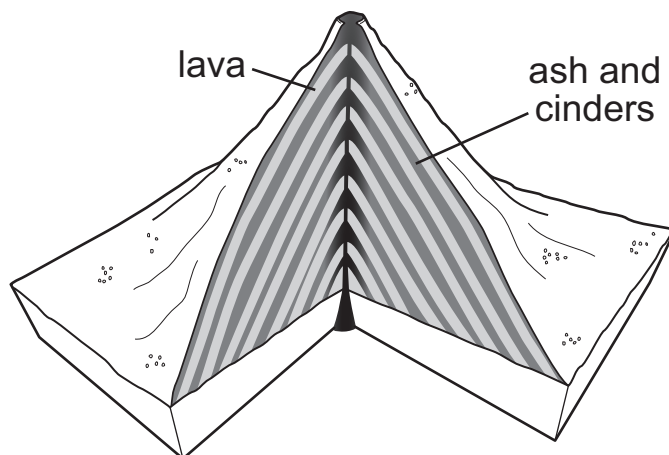
Minor eruptions of steam and ash continued for months. I never thought I would get used to the sight of a volcano erupting, but it became commonplace for the people of Quito.

By the year 2000, Guagua Pichincha finally rested again. I will never forget the huge clouds of ash rising from the mountains behind us. And I will always remember to stay out of the rain after a volcano erupts.

Inside the Volcano

Guagua Pichincha is a kind of volcano called a composite cone. It's a mountain built up by two kinds of eruptions. One spews volcanic ash and cinders. The other kind sends thick lava flowing over the ash and cinders. Each time the volcano has one of these major eruptions, it grows taller, with more layers of cinders or fluid lava or both. The eruption in 1999 was less violent than either of those types. Mostly, it ejected volcanic ash into the air.

The volcano now stands 4,784 meters (15,695 feet) above sea level. That's taller than 12 Empire State Buildings stacked on top of one another and about only half as tall as Mount Everest, the world's highest mountain.



PASSAGE 4

The following passage and folktale are about greed. First read the passage and answer questions 29–32. Then, read the Chinese folktale and answer questions 33–39.

The Greedy Dog

by Amy Peters

Once upon a time in a tiny village there was a rather greedy dog who would go to great lengths to get good food. This greedy dog was a bulldog, with a flat nose, broad paws, and big, floppy jowls¹. All of the other village dogs and cats rather dreaded the bulldog's presence because of his dreadful, greedy manner, which intimidated them all.

One day, a small schnauzer² had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night. The schnauzer had retreated to a quiet village alley to gnaw the bone when the big bulldog suddenly loomed over him.

"Give me that bone, little schnauzer," growled the greedy bulldog.

"No, I won't. You can ask the butcher for your own bone. I earned this one fair and square," insisted the schnauzer.

As you might have guessed, the small schnauzer was no match for this greedy bulldog. Having asked and been denied, the greedy dog simply reached over with his big, drool-filled mouth, and snatched up that bone. Before you could say, "Jack Spratt could eat no fat," that rotten dog had eaten every last bit of the juicy bone and left the schnauzer feeling sad, hungry, and mad.

Soon after, a rather puffy and fancily attired poodle went to visit the village baker. This baker rather admired the poodle's fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail. He also liked her friendly manner. So, when the poodle asked politely if there might be a few crumbs left over from the day's baking, the baker readily agreed to share a few of these samples with her.

The kindly baker filled a small pink bowl with the crumbs and set it outside the bakery door for the poodle to enjoy. Just then, who should appear but the greedy dog. He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!

"Move aside, silly poodle," grumbled the bulldog. "I want those crumbs and I want them now."

Well, the poodle certainly did not want to share her crumbs with a dog as greedy as this one, and she also didn't take kindly to being called "silly."

"No," she snapped back. "You ask the baker for your own samples. These belong to me!"

¹ jowls—jaws

² schnauzer—a type of small dog

Having asked and been denied, the big bulldog shouldered the little poodle aside and with one bulldog bite, he finished those sweet crumbs. Licking his chops happily, he sauntered away with his bowlegged gait. The poodle was left with nothing, feeling forlorn and angry.

Not long after that, a peppy corgi³ visited the town market and asked the fruit vendor for a piece of overripe fruit that was not suitable for selling. This vendor had a soft spot for the red dog and chose a handful of strawberries (that really were suitable for selling) to set down in front of the corgi, just outside the market entrance. As she prepared to eat the first juicy strawberry, who should loom in front of her but that greedy bulldog!

“Put down those strawberries,” he growled. “They are meant for me. A little dog like you has no need for such morsels. I need the strawberries to maintain my grand figure!”

“No,” barked the corgi fiercely. Though smaller than the bulldog, she was not intimidated. “I asked the vendor for the strawberries. If you’d like some too, go ask for them.”

Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.

Then the bulldog wandered off, satisfied with his fruity snack. The corgi, left behind, felt wistful at the memory of the missed strawberries and a little angry.

As you can imagine, the village dogs were getting quite upset about this greedy dog. They decided to hold a meeting and decide how to deal with the ever-growing problem.

They met that night by the butcher’s shop, hoping to find a stray morsel about. Dogs of every shape and size streamed in from all parts of the village to discuss the situation and to devise a plan to cure the greedy dog of his avarice⁴.

After much plotting and planning, a decision was made and roles were assigned to various dogs. They implemented the plan the very next day.

The greedy dog was sitting by the village fountain, wondering where he would find his next snack, when the schnauzer happened by.

“Hey, Bulldog,” barked the schnauzer. “I have a tip for you, if you’re interested in having a fat, juicy steak. The butcher is not in the shop right now. He’s home having lunch with his wife. The shop door is open, and sitting on the counter is a steak as big as your head! If you hurry, you can run into the shop and make off with the steak before the butcher returns.”

The bulldog thanked the dog, although he was a bit mystified as to why this dog, who didn’t like him, should give him such a valuable tip. “Oh, well,” thought the bulldog. “No need to think about it too long or I’ll be too late to get the steak!”

So, he trotted off from the fountain to the butcher’s shop and greedily snatched up that steak. Just as the schnauzer had predicted, the butcher was out of the shop and the door had been left open.

The bulldog was just setting out for the woods to eat it (for he didn’t want the butcher to catch him with it), when the corgi wandered by with another tip.

³corgi—a type of small dog

⁴avarice—desire to have everything

“Hey, Bulldog,” said the corgi, “listen up! I know where you can get another steak just as thick and juicy as the one you’re holding in your mouth. You’d better hurry, though, and not eat that one yet or you won’t be in time to get another one.”

Although the bulldog really wanted to eat the juicy steak that instant, he also wanted another steak just as fine, so he agreed to listen to the corgi’s plan.

“Go over by that stream, just over the hill. When you get there, look into the water and there you’ll see a dog holding a steak, thick and perfect just as the one in your mouth.”

Hardly able to believe his good fortune, the bulldog loped over the hill to the edge of the babbling stream.

And, as the corgi had told him, there truly was another dog holding a thick steak.

“Oh my,” thought the bulldog. “I must have that steak, too!”

Well, as you may have guessed this greedy bulldog was none too clever. He didn’t realize that he was looking at a reflection of himself in the water. What he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy and rather silly dog, he quickly jumped into the rushing stream to snatch the other dog’s meat. Of course, the reflection vanished at that instant and he could see no sign of dog or steak.

Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.

Unluckily for him, the stream’s current was swift and the steak had been carried away in the churning water. The bulldog was determined to find the steak so he jumped headfirst into the stream, sniffing and snorting, hoping to find a trace of the lost meat. He paddled in the stream for a very long time before finally giving up, and sadly returned to the stream’s bank.

So, this greedy dog went from having one juicy steak to having none at all. And as the other village dogs had hoped, this episode did indeed teach the greedy dog a thing or two.

From that day forward, he worked hard to be kinder to the other dogs and better about sharing. Although these traits didn’t come naturally to the big dog, he tried his best, and that turned out to be good enough!

Read the Chinese folktale and answer questions 33–39.

The Man and the Golden Fish

a traditional Chinese folktale
retold by Hoh Chee Bin from China

There was once a man who liked fishing. He always fished in a lake, which was near his house. One day, the man brought his fishing pole and fishing tackle and went out to the lake to fish after he had eaten his dinner.

When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The man used the boat and rowed to the center of the lake. He began fishing in the center of the lake. After a while, he fell asleep.

Suddenly, the man woke up as his fishing pole was shaking. The man pulled up the fishing pole and caught a fish. To his surprise, it was a golden fish.

Even more surprising, it could talk to the man. “Can you let me go, please?” the fish begged the man.

“No, I am going to eat you,” the man said.

“Please! Let me go. If you let me go, I will give you a golden rope,” the fish said.

“Golden rope? Is that true? How can I trust you?” the man asked.

“You can put your fishing pole into the lake and a few minutes after, you are going to get the golden rope,” said the fish.

The man listened to the fish and put the fishing pole into the lake. After he pulled up the fishing pole, he saw a golden rope attached to the fishing line. The golden rope must be very long, the man thought, because he could not see the end of the golden rope. The man was very happy and he continued to pull up the golden rope.

“Let me go now that you have the golden rope,” said the fish.

“No, I won’t let you go. I am going to sell you. I think someone will pay a very high price to get you,” the man said. The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.

As the man pulled up the golden rope, his boat began to sink into the lake but he was too greedy and still wanted to get all of the golden rope. He continued to pull it. Finally, his boat sank completely into the lake.

PASSAGE 4

Read the following passage from China. Then answer questions 30 through 39 in your answer booklet.

The Clever Wife

a Chinese Folktale
retold by Carol Kendall and Yao-wen Li

A very long time ago there lived in a far corner of China, in Sinkiang, a man named Fu-hsing, who had an unusually clever wife. All the day long he would run to her with questions about thus-and-such, or about such-and-thus, as the case might fall out; and no matter how difficult the problem he took to her, she always thought of a solution. Thanks to her wondrous acumen, the house of Fu-hsing prospered mightily.

Fu-hsing was remarkably proud of his wife and often spoke of her as his “Incomparable Wisdom,” or his “Matchless Wit,” or his “Dearest Capability.” He only wished that all who passed his house could know it was her cleverness that had brought him such great prosperity. For months he puzzled his head over a suitable way of declaring his gratitude and at last conceived of a couplet that delicately conveyed his feeling. He inscribed the lines on twin scrolls and posted them on the gate before his house:

“A Matchless Wit like Fu-hsing’s
Does with ease a million things.”

All who passed the house saw the scrolls, and those who knew Fu-hsing thought what an honest husband he was to praise his wife. One day, however, the district magistrate happened to pass that way. On reading the scrolls, he drew his mouth down and his eyebrows together in a terrible frown.

“What a boastful, conceited fellow lives there!” he thought. “What appalling arrogance! Such windbagery should not go unpunished!” When he returned to his quarters, he sent a clerk with a stern summons for Fu-hsing to appear before him forthwith.

The summons so frightened Fu-hsing that he could scarcely speak enough words to tell his wife of it. “. . . can’t understand . . . I’m law-abiding . . . good citizen . . . pay taxes . . .” He pulled frantically at his hair, sprinkling strings of it on the floor. “My dear Capability, what can I have done to bring upon me this summons?”

His wife laid a calming hand on his before he could tear out the last of his sparse hair. “It must be,” she said after a moment’s thought, “that the scrolls on the gate have given offence. Really, it is not worth worrying about! Go with the clerk to see the magistrate and have no fear. If you run into difficulty, we can talk it over when you return.”

Much relieved, Fu-hsing went off with the clerk and soon was standing before the magistrate, whose eyebrows by now had nudged so close together that they were quite entangled with each other. He sat glowering behind an immense table, his arms folded magisterially into his sleeves.

“So!” he exclaimed. “This is the braggart who posts scrolls on his gate to boast of his extraordinary cleverness!” He leaned forward to glare into Fu-hsing’s face, the terrible eyebrows bristling like angry hedgehogs. “You would have the world believe you can do anything at all, would you! No matter how difficult? Very well.” Loosing his arms from his sleeves, he struck a fist on the table. “I have three small tasks for you to perform. At once! For a fellow of your prodigious talents, they should provide no difficulty. No difficulty whatsoever.

“First, then,” and pound went the fist, “you shall weave a cloth as long as a road.”

“Second,” pound, pound, “you shall make as much juice as there is water in the ocean.”

“Third,” pound, pound, pound, “you shall raise a pig as big as a mountain.”

With an awful smile, the magistrate uncurled his fist to waggle a long finger under Fu-hsing’s nose. “Of course, if you do not accomplish these tasks for me one-two-three, you will soon learn how this court deals with swollen heads!”

Wretched and anxious, Fu-hsing hastened home to his wife and stammered out the three impossible demands made by the magistrate.

His wife threw back her head and laughed. “My dear husband,” she said, “the hardest problems are those with the simplest answers!”

Fu-hsing continued to wring his hands. “But what shall I do? I know that you can accomplish anything, but this is beyond all reason . . .”

Madame Fu-hsing’s smile stopped him. “It is really quite simple. Rest well tonight. Tomorrow you must go back to the magistrate and present to him three quite ordinary implements which I shall make ready for you. I will give you certain words to take along with these devices, and you must say them to the magistrate just as I tell them to you.”

Fu-hsing attended well to his wife’s instructions, and the next morning, carrying a ruler, a large measuring bowl, and a balancing scale, he presented himself to the magistrate once again. When he started speaking, the magistrate’s eyebrows were as tightly knotted as before, but as Fu-hsing continued, and laid in turn the three measuring devices before the magistrate, the brows gradually lifted up and away from his eyes until they became flying birds of astonishment.

“This morning, as I was setting out to do the tasks you gave me,” Fu-hsing began, “I realized that I needed further instruction from you before I could finish. Therefore, your Honor, I have taken the liberty of bringing these three measures to facilitate your task. I must respectfully ask you, first, to measure the road with this ruler that I may know the length of the cloth I must weave; second, measure the ocean’s water with this bowl that I may know how much juice I must make; and third, weigh the mountain with this balance that I may know how big a pig I must raise.”

Fu-hsing made a deferential bow. “Just as soon as you have set the standards, your Honor, I shall be pleased to finish the tasks.”

So confounded was the magistrate at the cunning solution to his three problems that he allowed Fu-hsing to go without punishment and never ventured to bother him again. Truly, the magistrate believed Fu-hsing’s Matchless Wit could do a million things.

PASSAGE 4

Read the following passage about a young person and an encouraging teacher. Then answer questions 30–39 in your answer booklet.

School Days

excerpt from *Anne of Green Gables*

by Lucy Maud Montgomery

It was October again when Anne was ready to go back to school—a glorious October, all red and gold, with mellow mornings when the valleys were filled with delicate mists as if the spirit of autumn had poured them in for the sun to drain—amethyst, pearl, silver, rose, and smoke-blue. The dews were so heavy that the fields glistened like cloth of silver and there were such heaps of rustling leaves in the hollows of many-stemmed woods to run crisply through. The Birch Path was a canopy of yellow and the ferns were sear and brown all along it. There was a tang in the very air that inspired the hearts of small maidens tripping, unlike snails, swiftly and willingly to school; and it was jolly to be back again at the little brown desk beside Diana, with Ruby Gillis nodding across the aisle and Carrie Sloane sending up notes. Anne drew a long breath of happiness as she sharpened her pencil and arranged her picture cards in her desk. Life was certainly very interesting.

In the new teacher she found another true and helpful friend. Miss Stacy was a bright, sympathetic young woman with the happy gift of winning and holding the affections of her pupils and bringing out the best that was in them mentally. Anne expanded like a flower under this wholesome influence and carried home to the admiring Matthew and the critical Marilla glowing accounts of schoolwork and aims.

“I love Miss Stacy with my whole heart, Marilla. She is so ladylike and she has such a sweet voice. When she pronounces my name I feel instinctively that she’s spelling it with an E. We had recitations this afternoon. I just wish you could have been there to hear me recite ‘Mary, Queen of Scots.’ Ruby Gillis told me coming home that the way I said the line, ‘Now for my father’s arm,’ she said, ‘my woman’s heart farewell,’ just made her blood run cold.”

“Well now, you might recite it for me some of these days, out in the barn,” suggested Matthew.

“Of course I will,” said Anne meditatively, “but I won’t be able to do it so well, I know. It won’t be so exciting as it is when you have a whole schoolful before you hanging breathlessly on your words. I know I won’t be able to make your blood run cold.”

“Mrs. Lynde says it made her blood run cold to see the boys climbing to the very tops of those big trees on Bell’s hill after crows’ nests last Friday,” said Marilla. “I wonder at Miss Stacy for encouraging it.”

“But we wanted a crow’s nest for nature study,” explained Anne. “That was on our field afternoon. Field afternoons are splendid, Marilla. And Miss Stacy explains everything so beautifully. We have to write compositions on our field afternoons and I write the best ones.”

“It’s very vain of you to say so then. You’d better let your teacher say it.”

“But she did say it, Marilla. And indeed I’m not vain about it. How can I be, when geometry is difficult for me? Although I’m really beginning to see through it a little, too. Miss Stacy makes it so clear. Still, I’ll never be good at it and I assure you it is a humbling reflection. But I love writing compositions. Mostly Miss Stacy lets us choose our own subjects; but next week we are to write a composition on some remarkable person. It’s hard to choose among so many remarkable people who have lived. Mustn’t it be splendid to be remarkable and have compositions written about you after you’re dead? Oh, I would dearly love to be remarkable. I think when I grow up I’ll be a trained nurse and go with the Red Crosses to the field of battle as a messenger of mercy. That is, if I don’t go out as a foreign missionary. That would be very romantic, but one would have to be very good to be a missionary, and that would be a stumbling block. We have physical culture exercises every day, too. They make you graceful and promote digestion.”

“Promote fiddlesticks!” said Marilla, who honestly thought it was all nonsense.

But all the field afternoons and recitation Fridays and physical culture contortions paled before a project which Miss Stacy brought forward in November. This was that the scholars of Avonlea school should get up a concert and hold it in the hall for the laudable purpose of helping to pay for a schoolhouse flag. The pupils one and all taking graciously to this plan, the preparations for a program were begun at once. And of all the excited performers-elect none was so excited as Anne Shirley, who threw herself into the undertaking, hampered as she was by Marilla’s disapproval. Marilla thought it all rank foolishness.

“It’s just filling your heads up with nonsense and taking time that ought to be put on your lessons,” she grumbled. “I don’t approve of children’s getting up concerts and racing about to practices. It makes them vain and forward and fond of gadding¹.”

“But think of the worthy object,” pleaded Anne. “A flag will cultivate a spirit of patriotism, Marilla.”

“There’s precious little patriotism in the thoughts of any of you. All you want is a good time.”

“Well, when you can combine patriotism and fun, isn’t it all right? Of course it’s real nice to be getting up a concert. We’re going to have six choruses and Diana is to sing a solo. I’m in two dialogues—‘The Society for the Suppression of Gossip’ and ‘The Fairy Queen.’ The boys are going to have a dialogue too. And I’m to have two recitations, Marilla. I just tremble when I think of it, but it’s a nice thrilly kind of tremble. I’m going to practice my recitations in the garret. Don’t be alarmed if you hear me groaning. I have to groan heartrendingly in one of them, and it’s really hard to get up a good artistic groan, Marilla. Josie Pye is sulky because she didn’t get the part she wanted in the dialogue. She wanted to be the fairy queen. Jane Andrews is to be the queen and I am to be one of her maids of honor. I’m to have a wreath of white roses on my hair and Ruby Gillis is going to lend me her slippers because I haven’t any of my own. It’s necessary for fairies to have slippers, you know. You couldn’t imagine a fairy wearing boots, could you? Especially with copper toes? We are going to decorate the hall with creeping spruce and fir mottoes with pink tissue-paper roses in them. And we are all to march in two by two after the audience is seated, while Emma White plays a march on the organ. Oh, Marilla, I know you are not so enthusiastic about it as I am, but don’t you hope your little Anne will distinguish herself?”

¹ gadding—to move restlessly or aimlessly from one place to another

“All I hope is that you’ll behave yourself. I’ll be heartily glad when all this fuss is over and you’ll be able to settle down. You are simply good for nothing just now with your head stuffed full of dialogues and groans. As for your tongue, it’s a marvel it’s not clean worn out.”

Anne sighed and betook herself to the back yard, over which a young new moon was shining through the leafless poplar boughs from an apple-green western sky, and where Matthew was splitting wood. Anne perched herself on a block and talked the concert over with him, sure of an appreciative and sympathetic listener in this instance at least.

“Well now, I reckon it’s going to be a pretty good concert. And I expect you’ll do your part fine,” he said, smiling down into her eager, vivacious little face. Anne smiled back at him. Those two were the best of friends and Matthew thanked his stars many a time and oft that he had nothing to do with bringing her up. That was Marilla’s exclusive duty; if it had been his he would have been worried over frequent conflicts between inclination and said duty. As it was, he was free to, “spoil Anne”—Marilla’s phrasing—as much as he liked. But it was not such a bad arrangement after all; a little “appreciation” sometimes does quite as much good as all the conscientious “bringing up” in the world.

PASSAGE 4

Read the following science fiction passage about a space academy in the future. Then answer questions 30–39.

Aboard the *Polaris*

excerpt from *The Revolt on Venus*

by Carey Rockwell

“Emergency air lock open!”

The tall, broad-shouldered officer, wearing the magnificent black-and-gold uniform of the Solar Guard, spoke into a small microphone and waited for an acknowledgment. It came almost immediately.

“Cadet Wright ready for testing,” a voice crackled thinly over the loud-speaker.

“Very well. Proceed.”

Seated in front of the scanner screen on the control deck of the rocket cruiser *Polaris*, Captain Steve Strong replaced the microphone in its slot and watched a bulky figure in a space suit step out of the air lock and drift away from the side of the ship. Behind him, five boys, all dressed in the vivid blue uniforms of the Space Cadet Corps, strained forward to watch the lone figure adjust the nozzles of the jet unit on the back of his space suit.

“Come on, Tim!” said the biggest of the five boys, his voice a low, powerful rumble as he rooted for his unit mate.

“If Tim makes this one,” crowed the cadet next to him, a slender boy with a thick shock of close-cropped blond hair, “the *Polaris* unit is home free!”

“This is the last test, Manning,” replied one of the remaining three cadets, the insigne¹ of the *Arcturus* unit on the sleeve of his uniform. “If Wright makes this one, you fellows deserve to win.”

Aboard the rocket cruiser *Polaris*, blasting through the black void of space two hundred miles above Earth, six Space Cadets and a Solar Guard officer were conducting the final test for unit honors for the term. All other Academy units had been eliminated in open competition. Now, the results of the individual space orientation test would decide whether the three cadets of the *Arcturus* unit or the three cadets of the *Polaris* unit would win final top unit honors.

Roger Manning and Astro kept their eyes glued to the telescanner screen, watching their unit mate, Tim Wright, drift slowly through space toward his starting position. The young cadet’s task was basically simple; with his space helmet blacked out so that he could not see in any direction, he was to make his way back to the ship from a point a mile away, guided only by the audio orders from the examining officer aboard the ship. His score was measured by the time elapsed, and the amount of corrections and orders given by the examining officer. It was an exercise designed to test a cadet’s steadiness under emergency conditions of space.

¹insigne—a badge or emblem of membership

The three members of the *Arcturus* unit had completed their runs and had returned to the ship in excellent time. Roger and Astro had also taken their tests and now it depended on Tim. If he could return to the *Polaris* in less than ten minutes, with no more than three corrections, the *Polaris* unit would be victorious.

Seated directly in front of the scanner, Captain Steve Strong, the examining officer, watched the space-suited figure dwindle to a mere speck on the screen. As the regular skipper of the *Polaris* crew, he could not help secretly rooting for Tim, but he was determined to be fair, even to the extent of declaring the *Arcturus* unit the winner, should the decision be very close. He leaned forward to adjust the focus on the scanner, bringing the drifting figure into a close-up view, and then lifted the microphone to his lips.

“Stand by, Wright!” he called. “You’re getting close to range.”

“Very well, sir,” replied Tim. “Standing by.”

Behind Strong, Roger and Astro looked at each other and turned back to the screen. As one, they crossed the fingers of both hands.

“Ready, Wright!” called Strong. “You’ll be clocked from the second you’re on range. One hundred feet—seventy-five—fifty—twenty-five—ten—time!”

As the signal echoed in his blacked-out space helmet, Tim jerked his body around in a sudden violent move, and grasping the valve of the jet unit on his back, he opened it halfway. He waited, holding his breath, expecting to hear Captain Strong correct his course. He counted to ten slowly, and when no correction came over the headphones, he opened the valve wide and blindly shot through space.

Aboard the *Polaris*, Astro and Roger shouted with joy and Strong could not repress a grin. The tiny figure on the scanner was hurtling straight for the side of the *Polaris*!

As the image grew larger and larger, anxious eyes swiveled back and forth from the scanner screen to the steady sweeping hand of the chronometer. Roger bit his lip nervously, and Astro’s hands trembled.

When Tim reached a point five hundred feet away from the ship, Strong flipped open the audio circuit and issued his first order.

“Range five hundred feet,” he called. “Cut jets!”

“You’re already here, spaceboy!” yelled Roger into the mike, leaning over Strong’s shoulder. The captain silenced him with a glare. No one could speak to the examinee but the testing officer.

Tim closed the valve of his jet unit and blindly jerked himself around again to drift feet first toward the ship. Strong watched this approach closely, silently admiring the effortless way the cadet handled himself in weightless space. When Tim was fifty feet away from the ship, and still traveling quite fast, Strong gave the second order to break his speed. Tim opened the valve again and felt the tug of the jets braking his acceleration. He drifted slower and slower, and realizing that he was close to the hull of the ship, he stretched his legs, striving to make contact. Seconds later he felt a heavy thump at the soles of his feet, and within the ship there was the muffled clank of metal boot weights hitting the metal skin of the hull.

“Time!” roared Strong and glanced at the astral chronometer over his head. The boys crowded around as the Solar Guard captain quickly computed Tim’s score. “Nine minutes, fifty-one seconds, and two corrections,” he announced, unable to keep the pride out of his voice.

“We win! We win!” roared Roger. “Term honors go to the *Polaris*!”

Roger turned around and began pounding Astro on the chest, and the giant Venusian picked him up and waltzed him around the deck. The three members of the *Arcturus* unit waited until the first flush of victory died away and then crowded around the two boys to congratulate them.

“Don’t forget the cadet who did it,” commented Strong dryly, and the five cadets rushed below to the jet-boat deck to wait for Tim.

When Tim emerged from the air lock a few moments later, Roger and Astro swarmed all over him, and another wild dance began. Finally, shaking free of his well-meaning but violent unit mates, he grinned and gasped, “Well, from that reception, I guess I did it.”

“Congratulations, Wright,” said Tony Richards of the *Arcturus* crew, offering his hand. “That was really fast maneuvering out there.”

“Thanks, Tony.” Tim grinned, running his hand through his brown curly hair. “But I have to admit I was a little scared. Wow! What a creepy feeling to know you’re out in space alone and not able to see anything.”

Their excitement was interrupted by Strong’s voice over the ship’s intercom. “Stand by, all stations!”

“Here we go!” shouted Roger. “Back to the Academy—and leave!”

“Yeeeeooooow!” Astro’s bull-like roar echoed through the ship as the cadets hurried to their flight stations.

As command cadet of the *Polaris*, Tim climbed up to the control deck, and strapping himself into the command pilot’s seat, prepared to get under way. Astro, the power-deck cadet who could “take apart a rocket engine and put it back together again with his thumbs,” thundered below to the atomic rockets he loved more than anything else in the universe. Roger Manning, the third member of the famed *Polaris* unit, raced up the narrow ladder leading to the radar bridge to take command of astrogation² and communications.

While Captain Strong and the members of the *Arcturus* unit strapped themselves into acceleration cushions, Tim conducted a routine check of the many gauges on the great control panel before him.

“Stand by to blast,” called Tim. “Standard space speed!”

Instantly the *Polaris* shot toward Earth in a long, curving arc. Moments later, when the huge round ball of the mother planet loomed large on the scanner screen, Roger’s voice reported over the intercom, “Academy spaceport control gives us approach orbit 074 for touchdown on Ramp Twelve, Tim.”

² astrogation—navigation of a spaceship

“074 Ramp Twelve,” repeated Tim. “Got it!”

“Twelve!” roared Astro suddenly over the intercom. “Couldn’t you make it closer to the Academy than that, Manning? We’ll have to walk two miles to the nearest sidewalk!”

“Two hundred thousand feet to Earth’s surface,” called Tim. “Stand by for landing operations.”

The sleek ship began to settle tail first toward its destination—Space Academy, U.S.A.

PASSAGE 4

The following passage and poem are based on a Greek myth. Read the passage and answer questions 30–34. Then, read the poem and answer questions 35–39.

The Flight of Phaethon

retold by Josephine Preston Peabody

Once upon a time, the reckless whim of a lad came near to destroying the Earth and robbing the spheres of their wits.

There were two playmates, said to be of heavenly parentage. One was Epaphus, who claimed Zeus as a father; and one was Phaethon, the earthly child of Phoebus Apollo (or Helios, as some name the sun god). One day they were boasting together, each of his own father, and Epaphus, angry at the other's fine story, dared him to go prove his kinship with the Sun.

Full of rage and humiliation, Phaethon went to his mother, Clymene, where she sat with his young sisters, the Heliades.

"It is true, my child," she said, "I swear it in the light of yonder Sun. If you have any doubt, go to the land whence he rises at morning and ask of him any gift you will; he is your father, and he cannot refuse you."

As soon as might be, Phaethon set out for the country of sunrise. He journeyed by day and by night far into the east, till he came to the palace of the Sun. It towered high as the clouds, glorious with gold and all manner of gems that looked like frozen fire, if that might be. The mighty walls were wrought with images of earth and sea and sky. Vulcan, the smith of the gods, had made them in his workshop (for Mount Aetna is one of his forges, and he has the central fires of the earth to help him fashion gold and iron, as men do glass). On the doors blazed the twelve signs of the Zodiac, in silver that shone like snow in the sunlight. Phaethon was dazzled with the sight, but when he entered the palace hall he could hardly bear the radiance.

In one glimpse through his half-shut eyes, he beheld a glorious being, none other than Phoebus himself, seated upon a throne. He was clothed in purple raiment, and round his head there shone a blinding light, that enveloped even his courtiers upon the right and upon the left—the Seasons with their emblems, Day, Month, Year, and the beautiful young Hours in a row. In one glance of those all-seeing eyes, the sun god knew his child; but in order to try him he asked the boy his errand.

"O my father," stammered Phaethon, "if you are my father indeed," and then he took courage; for the god came down from his throne, put off the glorious halo that hurt mortal eyes, and embraced him tenderly.

"Indeed, thou art my son," said he. "Ask any gift of me and it shall be thine; I call the Styx to witness."

"Ah!" cried Phaethon rapturously. "Let me drive thy chariot for one day!"

For an instant the Sun's looks clouded. "Choose again, my child," said he. "Thou art only a mortal, and this task is mine alone of all the gods. Not Zeus himself dares drive the chariot of the Sun. The way is full of terrors, both for the horses and for all the stars along the roadside and for the Earth, who has all blessings from me. Listen, and choose again." And therewith he warned Phaethon of all the dangers that beset the way—the great steep that the steeds must climb, the numbing dizziness of the height, the fierce constellations that breathe out fire, and that descent in the west where the Sun seems to go headlong.

But these counsels only made the reckless boy more eager to win honor of such a high enterprise.

"I will take care; only let me go," he begged.

Now Phoebus had sworn by the black river Styx, an oath that none of the gods dare break, and he was forced to keep his promise.

Already Aurora, goddess of dawn, had thrown open the gates of the east and the stars were beginning to wane. The Hours came forth to harness the four horses, and Phaethon looked with exultation at the splendid creatures, whose lord he was for a day. Wild, immortal steeds they were, fed with ambrosia, untamed as the winds; their very pet names signified flame, and all that flame can do—Pyrois, Eoüs, Aethon, Phlegon.

As the lad stood by, watching, Phoebus anointed his face with a philter¹ that should make him strong to endure the terrible heat and light, then set the halo upon his head, with a last word of counsel.

"Follow the road," said he, "and never turn aside. Go not too high or too low, for the sake of heavens and earth; else men and gods will suffer. The Fates alone know whether evil is to come of this. Yet if your heart fails you, as I hope, abide here and I will make the journey, as I am wont to do."

But Phaethon held to his choice and bade his father farewell. He took his place in the chariot, gathered up the reins, and the horses sprang away, eager for the road.

As they went, they bent their splendid necks to see the meaning of the strange hand upon the reins—the slender weight in the chariot. They turned their wild eyes upon Phaethon, to his secret foreboding, and neighed one to another. This was no master-charioteer, but a mere lad, a feather riding the wind. It was holiday for the horses of the Sun, and away they went.

Grasping the reins that dragged him after, like an enemy, Phaethon looked down from the fearful ascent and saw the Earth far beneath him, dim and fair. He was blind with dizziness and bewilderment. His hold slackened and the horses redoubled their speed, wild with new liberty. They left the old tracks. Before he knew where he was, they had startled the constellations and well-nigh grazed the Serpent, so that it woke from its torpor and hissed.

The steeds took fright. This way and that they went, terrified by the monsters they had never encountered before, shaking out of their silver quiet the cool stars towards the north, then fleeing as far to the south among new wonders. The heavens were full of terror.

¹ philter—a magical potion

Up, far above the clouds, they went, and down again towards the defenseless Earth, that could not flee from the chariot of the Sun. Great rivers hid themselves in the ground, and mountains were consumed. Harvests perished like a moth that is singed in a candle flame.

In vain did Phaethon call to the horses and pull upon the reins. As in a hideous dream, he saw his own Earth, his beautiful home and the home of all men, his kindred, parched by the fires of this mad chariot, and blackening beneath him. The ground cracked open and the sea shrank. Heedless water-nymphs, who had lingered in the shallows, were left gasping like bright fishes. The dryads² shrank, and tried to cover themselves from the scorching heat. The poor Earth lifted her withered face in a last prayer to Zeus to save them if he might.

Then Zeus, calling all the gods to witness that there was no other means of safety, hurled his thunderbolt; and Phaethon knew no more.

² dryads—wood nymphs

Read the poem and answer questions 35–39.

Phaethon

by Morris Bishop

Apollo through the heavens rode
In glinting gold attire;
His car was bright with chrysolite,
His horses snorted fire.
His darling son was Phaethon,
Who begged to have a try.

“The chargers are ambrosia-fed
They barely brook control;
On high beware the Crab, the Bear,
The Serpent 'round the Pole;
Against the Archer and the Bull
Thy form is all unsteed!”
But Phaethon could lay it on;
Apollo had to yield.

Out of the purple doors of dawn
Phaethon drove the horses;
They felt his hand could not command.
They left their wonted courses.
And from the chariot Phaethon
Plunged like a falling star—
And so, my boy, no, no, my boy
You cannot take the car.

Grade		Content	Reading	Item Type	EBSR
Eligible Content		Depth of Knowledge	1 2 3	EST Difficulty	L M H
Correct Answers	A B C D A B C D	ITEM FOCUS / SKILL			

Item Stem
<p>This question has two parts. Answer Part One and then answer Part Two.</p> <p>Part One STEM:</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>Part Two STEM:</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

Grade		Content		Item Type	MC
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Correct Answer	A B C D	ITEM FOCUS / SKILL			

Item Stem
<p>STEM:</p>

A.	
B.	
C.	
D.	

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