

The First Roads

by Adrian A. Paradis

- 1 The earliest roads in America were trails found on the plains in the Midwest and in the forests along the east coast. Those on the plains were trails worn through the tall grasses by buffalo and other animals. The animals took the easiest routes to reach their feeding grounds, water holes, or nearby streams.
- 2 Along the east coast, the trails were made by the Native Americans who lived in the forests. Most Native American trails or paths were eighteen or twenty inches wide. They seemed to wander from place to place without reason.
- 3 A Native American path usually followed a stream. When the path came to a shallow pool, a person could wade through the water or jump across from rock to rock. Then the trail led into the woods again.
- 4 The first settlers who came to America discovered that Native Americans did not walk straight up the steepest part of a hill. Instead, the Native Americans followed trails which wound snake-like through the woods along the side of a slope. This made climbing much easier because the incline was more gradual. A Native American hardly knew he was going uphill. In a short time, he would find himself at the top. Looking down through the trees, he could see how far he was from his starting point.
- 5 The early colonists used the Native American trails for roads as they went by foot or on horseback from village to village. Gradually the trails were made wider as trees were chopped down. Then they were called roads.
- 6 So travelers would know what kind of a road it was, the colonists marked each trail. A blaze, or ax mark, was made on some of the trees where a road began. One ax mark meant it was a *one-chop road*, and only wide enough for horseback riders to use. When the road was widened so that two wagons could pass, two marks were cut into trees and it was called a *two-chop road*. Later, if the roadbed was made smooth enough for coaches, it was known as a *three-chop road*. Then the trees showed three ax marks.
- 7 To build the first two-chop roads, rocks and tree stumps were removed. The earth was made as smooth and as hard as possible. But this did not help. No matter what the season, there was trouble traveling on these roads. In the summer, the horses' hoofs kicked up clouds of dust. During autumn, heavy rains soaked the dirt and turned most of the roads into muddy paths. Throughout the winter, the roads in the northern colonies were covered with snow. Then farmers had to use wide shovels to clear paths. Many times they had just finished shoveling when another storm dumped more snow and blocked all travel again!

Released Test Questions

English–Language Arts

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- 8 Spring was the worst season of all. For weeks, melting snow and spring rains almost made roads into swamps. Ruts a foot or more deep were common. Drivers had to walk ahead of their carts to guide the horse. They had to watch for the safest ruts to use so the wheels would not sink below their hubs. . . .
- 9 In some places where the ground was dry but very uneven, the colonists built log or plank roads. They laid logs side by side, but instead of filling in the cracks, they covered the logs with dirt to form a hard smooth surface. Heavy rains, however, would usually wash away the dirt.
- 10 Some of the roads that stretched between Boston and New York City were known as *post roads*. Farmers and travelers who were going a short distance used these roads. They were also used by riders who carried mail between a few towns. By 1673, riders could carry the mail on post roads all the way from Boston to New York City.
- 11 For many years, the post roads were used mainly by the mail riders and a few travelers. Some wagons and carts owned by farmers and merchants who shipped goods went along the bumpy roads too. By 1722, the Boston post roads were made smooth and safe enough for stagecoaches.
- 12 In those days, coaches were called stagecoaches because they advanced by stages, covering a certain distance each day. The horses had to pull heavy loads, and they tired quickly. It was necessary to change teams often at a coaching stop. Here, fresh horses were hitched to the stagecoach. After a long trip, the passengers were glad to reach a large town or city where the roads would be smoother. However, although these roads were better than those in the country, most of them became just as muddy in wet weather. Some towns paved their streets with bricks, blocks and planks of wood, flat stones, or gravel. But many years would pass before the streets in cities and towns were paved as they are today.

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CSR1P208

29 Based on the passage, which statement most accurately summarizes early travel?

- A Before 1722, post roads were bumpy and dangerous.
- B Before 1673, post roads were used only by mail riders.
- C Between 1673 and 1722, stagecoaches made non-stop trips between big cities.
- D Between 1673 and 1722, stagecoaches carried only people and their belongings.

CSR13733.208

30 Which statement is a *fact*?

- A Native American trails seemed to wind around without reason.
- B Shoveling snow was an exciting activity.
- C Drivers felt frustrated about having to walk ahead of their carts.
- D Ruts in a road measured one foot or more in depth.

CSR13734.208

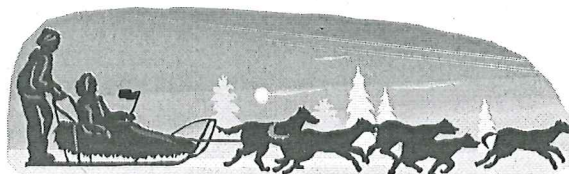
31 Based on the passage, why were some Native American trails built in a snake-like way?

- A to allow travelers to walk up a hill more easily
- B so that travelers could avoid dangerous rocks
- C so that travelers could follow streams
- D to provide travelers with shade from trees

CSR13732.208

Matthew Henson—Arctic Explorer

1 In 1880, fourteen-year-old Matthew Henson loved to hear sailors tell tales of their exciting lives at sea. The travel, the adventure, the danger, and the steady pay were all appealing to young Henson. One day he made up his mind. Baltimore was the nearest large seaport. The next morning he set out on the forty-mile journey to seek work on a sailing ship.



2 In Baltimore, Henson found a job as a cabin boy on a beautiful ship called the *Katie Hinds*. For the next five years, Henson sailed around the world. With the help of the ship's captain and other members of the crew, Henson learned mathematics, navigation, history, geography, and many other subjects. By the time he left the *Katie Hinds* in 1885, Henson was well educated and had become an excellent seaman.

3 Unable to find work anywhere else, Henson took a job in a hat shop in Washington, D.C. One day in 1887, a man came in to buy a hat. The man, Lieutenant Robert Peary, asked the owner if he knew anyone with experience at sea. Peary would soon travel to South America for the U.S. government. He needed experienced men to accompany him.

4 The shop owner knew about his young employee's skills and experience on ocean voyages, so he introduced Peary to Henson. Henson and Peary liked each other instantly. They had a great deal in common, including their love of the sea.

5 Using his map-reading and sailing skills, Henson proved himself to be a worthy and intelligent seaman. Peary soon made Henson his assistant, and they became close friends. One day Peary told Henson about his real dream: to be the first man to stand on "the top of the world" at the North Pole. He asked Henson to help him make his dream come true.

6 Over the next five years, the two explorers made two trips together to the Arctic. However, they were not able to reach the pole either time. The cold, wind, and ice were worse than either of them had ever imagined. On each trip, though, Henson learned something new about traveling in frozen polar regions.

7 In 1908, Peary and Henson were ready to make their final attempt at reaching the North Pole. Both men were over forty years old. The years of hardship and suffering in the arctic cold had taken their toll on both men. This would be their last chance.

8 With four Inuit guides, they made a mad dash straight across the ice toward the pole. Peary's feet were so frostbitten he had to be pulled on a dogsled. In April 1909, Henson's instruments showed they were standing at the North Pole. Together Henson and Peary planted the American flag in the snow.

9 In later years, Robert Peary and Henson were greatly honored for their accomplishment. Today, the two friends and fellow explorers lie in heroes' graves not far apart in the Arlington National Cemetery.

- 32** Why did the author include paragraph 3 in the passage?
- A to show why Matthew Henson went to the hat shop
 - B to show how Matthew Henson met Robert Peary
 - C to show how Robert Peary knew that Matthew Henson had sea experience
 - D to show why Matthew Henson stopped working on the *Katie Hinds*

CSR12296.219

- 33** Read the following sentence.

The years of hardship and suffering in the arctic cold had taken their toll on both men.

The phrase taken their toll means that the years Peary and Henson spent exploring in the Arctic had

- A helped them.
 - B satisfied them.
 - C weakened them.
 - D enlightened them.
- 34** In paragraph 1, the author shows how Henson became
- A highly educated.
 - B a skilled seaman.
 - C employed in a restaurant.
 - D interested in exploring.

CSR12283.219

CSR12288.219

- 35** On their trip to the North Pole, Matthew Henson and Robert Peary could *best* be compared to
- A knights on a quest in a foreign land.
 - B treasure hunters seeking vast fortunes.
 - C soldiers going to war to save their freedom.
 - D princes seeking power over another country.

CSR12291.219

- 36** In this nonfiction passage, the author mainly
- A describes the beauty of the Arctic.
 - B encourages readers to explore.
 - C shows the effects of harsh weather.
 - D tells about an interesting life.

CSR12287.219

- 37** The information presented in this passage is mainly organized
- A by comparing and contrasting.
 - B in chronological order.
 - C by cause and effect.
 - D with main ideas and support examples.

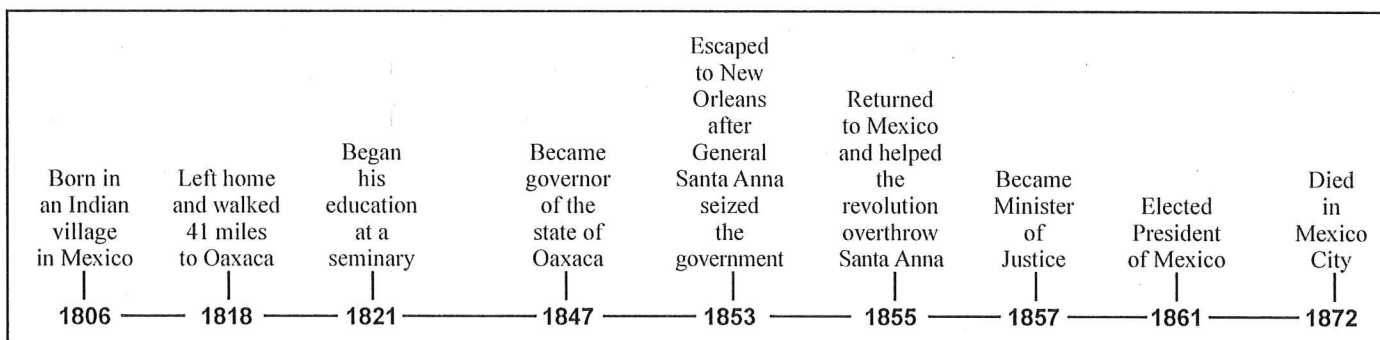
CSR12285.219

- 38** Approximately how much time elapses in this passage?
- A 10 years
 - B 100 years
 - C two weeks
 - D one lifetime

CSR12295.219

Benito Juárez: A Young Student in Mexico

- 1 Benito Juárez, a poor Indian boy, was twelve years old when he left his village home in December 1818. Benito walked forty-one miles to the city of Oaxaca, high in the mountains of Mexico. He arrived speaking his native Zapotec language and just a few words of Spanish. When he heard the Spanish spoken by the city people, Benito didn't know what they were saying.
- 2 First, Benito became a servant for a wealthy gentleman, Señor Maza. His sister also worked for Señor Maza. Soon, he went to work for Antonio Salanueva, a librarian for the priests. Antonio repaired and copied the library books, keeping them in good shape. Benito became his helper and his housekeeper.
- 3 In addition to being a good craftsman, Antonio loved to teach. Benito soon became Antonio's student as well as his servant. With the help of Antonio, Benito learned to speak, read, and write Spanish.
- 4 At that time in Mexico, many people believed that Indians were not smart enough to read or learn. Antonio knew that this was not true. Indians had been prevented from learning by a lack of schools. The first Spanish missionaries who came to Mexico had educated the native people. In fact, priests from Spain had built the first college on the North American continent for the Indians. As more Spaniards came to Mexico, however, the Indian children were crowded out of the schools.
- 5 Benito was a good and bright student, so Antonio developed a plan. In 1821, when Benito was fifteen, Antonio decided to enroll him in a school for boys studying to be priests. Antonio taught Benito what he needed to pass the entrance test for the school.
- 6 Benito became a student at the seminary. His studies were difficult, and he was teased because he was the only Indian student there. He succeeded in spite of these challenges. Later, as the laws changed, Benito was able to attend a public college with other Indians.
- 7 Benito Juárez continued his education and became a lawyer and, much later, the President of Mexico from 1861 to 1872. He led the Mexican people to victory over the French, who tried to rule Mexico, and fought for the rights of Indians. He is one of the great heroes of Mexican history.



CSR0P254

39 In paragraph 4, the author writes that the Indian children were “crowded out of the schools” to show that

- A their parents wanted them to stay home.
- B their places were taken by Spaniards.
- C they lived too far from the schools.
- D they didn’t speak Spanish.

CSR01802.254

40 What lesson does the author *most* want the reader to learn from this passage?

- A Before going to Mexico, people need to learn Spanish.
- B Most people need help to get an education.
- C If you try hard, you can achieve great things.
- D Indians have the same rights as Spaniards.

CSR01805.254

41 According to the timeline, in which year did General Santa Anna seize the Mexican government?

- A 1847
- B 1853
- C 1855
- D 1857

CSR01807.254

42 The timeline helps the reader to

- A know the entire history of Mexico.
- B learn what Juárez did as governor of Oaxaca.
- C get an overall picture of Juárez’s life.
- D understand why Juárez wanted to be president.

CSR01803.254

Gertrude Kasebier, Photographer

- 1 In 1852, Gertrude Stanton was born in Iowa. Her family soon moved to the territory known as Colorado, where they lived for four years. When Gertrude’s father died, she and her mother moved east to New Jersey. To support the family, Mrs. Stanton ran a boarding house. One of the tenants was a man named Eduard Kasebier. When she was twenty-two, Gertrude married him. They had three children.
- 2 Gertrude loved being a mother. She especially enjoyed taking photographs of her family. Photography seemed to light a spark inside of her, changing her entire life.
- 3 In her late 30’s, Gertrude persuaded Eduard to move their family to Brooklyn. At Brooklyn’s Pratt Institute, she studied portrait photography. She also went to France to help with a group of younger art students. In France she learned still more about photography, and she took her first indoor portrait.
- 4 Gertrude wanted to learn all she could about photography. She chose it as her profession, though she knew she would face challenges. At that time, it was rare for women to be professional photographers. In addition, her husband considered it disgraceful for his wife to have her own business.
- 5 Nevertheless, Gertrude found ways to gain the knowledge and skills she needed. She learned about business from a New York photographer. A chemist taught her the technical side, which was rather difficult in those early days.
- 6 Photographs had to be developed soon after they were taken. Everywhere Gertrude went to take photos, she had to take along all the necessary equipment. Also, the chemicals used for photo development were harsh and smelly. After all this, she could never be really sure if a photo would come out at all! Gertrude not only mastered this awkward process but also, over time, patiently experimented to achieve the effects she wanted.
- 7 In 1897, in the city of New York, Gertrude Kasebier opened her own portrait photography studio. Two years later she opened another studio, this time in Newport, Rhode Island.
- 8 Soon Gertrude was taking portraits of all sorts of people: ladies in fancy dresses, mothers and children, fellow photographers, and well-known people. Famous people she photographed include Auguste Rodin, the French artist, and Rose O’Neill, the woman who invented Kewpie dolls.
- 9 Each portrait was carefully arranged to stir certain feelings in the viewer. The background might be softened using soft focus and brushing, but not the subject. Gertrude preferred to present her subjects as they really were. She did not retouch people’s skin to perfect smoothness, which she thought made their faces look “like peeled onions.”

- 10 With other photographers she began a group called the Council of Photo-Secession. (Secession means breaking away.) They were among the first to believe that photography at its best was a fine art form, not simply a recording of reality.
- 11 The photographs of Gertrude Kasebier are excellent examples of photographs that are truly artistic in their quality. Gazing upon the faces and figures in her photographs provides us with a glimpse into what it means to be human.

CSR0P036

- 43** The purpose of the Council of Photo-Secession was to break away from
- A the idea that photography was just for copying how things look.
 - B selling their best photographic works to earn a living.
 - C the kind of photography that showed scenery instead of people.
 - D retouching photographs to make people look more appealing.

CSR00297.036

- 44** There is enough information in this article to show that at that time
- A the only really fine art schools were in France.
 - B few people wanted to be photographed.
 - C photography was not yet considered to be art.
 - D photography was too expensive for most people.

CSR00302.036

- 45** Gertrude helped found the Council of Photo-Secession to
- A advertise her portrait studios.
 - B promote photography as an art form.
 - C take portraits of famous people.
 - D help other women open portrait studios.

CSR00304.036

- 46** Which of these shows that Kasebier was earning a reputation as a photographer?
- A She experimented to achieve the effects she wanted.
 - B Famous people wanted to be photographed by her.
 - C She opened her own studios in New York and Rhode Island.
 - D She was one of the founders of the Council of Photo-Secession.

CSR00305.036

- 47** How did the author organize this passage?
- A She stated a main idea and provided supporting details.
 - B She related events in a person's life in chronological order.
 - C She outlined a problem and then gave possible solutions.
 - D She explained a cause and then listed several effects.

CSR00309.036

The Fox and the Mole

Retold by Genevieve Barlow

1 Once a fox and mole were neighbors. Each lived in his own snug little cave at the foot of a rocky hill. Although their ways were quite different, they got along together very happily.

2 The fox was carefree and spent his days roaming through the fields and forest in search of food and adventure. The mole stayed close to home and dug for worms that lay around the roots of plants growing near the caves. “What is your dearest wish, Mole?” asked the fox.

3 The mole answered promptly, “To have my pantry filled with those good worms that live around the potato roots. What do you wish for? Is it doves or partridges?”

4 “Nothing like that,” the fox replied gaily. “I wish to get to the moon.”

5 “To the moon?” the mole asked in astonishment, as if he did not hear correctly. “Did you say the moon?”

6 It was only a few days later, as the fox was tying a rope around a bundle of firewood, that a wonderful idea came to him. He shouted joyfully, “Now I know how to get to the moon! It’s very simple. If I can get the condor to tie a rope to the tip of the moon, I can easily *climb* up there.” The fox picked up the firewood and rushed home. Excitedly, he called the mole. “Good news! Come out and hear the good news!”

7 The mole appeared in his doorway. “What is it?”

8 “Tonight you and I are going to the moon. We will get the condor to help us!”

9 The mole hesitated for a moment, and then inquired, “Will there be food for us on the moon?”

10 “Of course,” the fox assured his neighbor.

11 “Then I will go,” the mole answered.

12 “Wait here!” the fox commanded. He bounded toward the top of the hill, where the great condor lived.

13 “Good day, friend Condor,” the fox called. “Will you help me?”

14 “Good day, Fox. Sit down, and tell me what you want me to do.”

15 “Tonight Mole and I want to go to the moon, and you are the only one who can help us get there.”



- 16 “I cannot carry you up there, because I am afraid to land on the moon.”
- 17 “Would you be willing to fly near the moon?” The condor nodded.
- 18 “Good!” said the fox. “Now I will get enough rope to reach the moon. Take one end of the rope in your strong beak and fasten it securely to the tip of the new moon. Are you willing to do this?”
- 19 The condor agreed to the plan and said, “I shall begin my flight when I pick up the rope at your cave.” When darkness fell, the fox and the mole were impatiently waiting for the great bird. In front of the caves lay coils upon coils of strong rope. Finally, the condor arrived.
- 20 “All is ready,” said the fox. The condor took hold of the rope in his beak. As he flew, the rope rose up, higher and higher. The fox and the mole watched in awe. Finally, the condor returned from his long flight.
- 21 “The rope is tied securely,” the condor reported. “Until you are on your way, I shall fly along with you.” The fox and the mole thanked the condor and made ready to start their climb.
- 22 The fox felt brave and cheerful, but he knew the mole was nervous, so he said, “I shall go first so that I can warn you of any danger that may lie ahead.”
- 23 “Good! I am beginning to wonder if the food on the moon will be as good as it is here.”
- 24 “Don’t worry, it will be much better,” the fox assured him cheerfully as he started to climb the rope. The climbing fox was followed by the climbing mole. Up they went, paw over paw, paw over paw. Soon they were high above the treetops! Then they were looking down on the hill where they once lived. All at once they heard a loud, screeching “Ha, ha, ha!” It was the voice of a bright-colored parrot with beautiful green wings. It circled around them.
- 25 Thinking the parrot was mocking them, the mole became angry. He stopped climbing, and shouted, “Be quiet, you clumsy, chattering longbeak! You are jealous because you cannot go to the moon.” Instead of answering, the parrot circled around and around the mole, each time coming closer.
- 26 “Silly nitwit, go back to earth. You will never get to the moon,” the mole shouted.
- 27 “Ha, ha, ha, neither will you!” the parrot replied, laughing. Then the parrot flew to the rope above the mole’s head. He began to peck, peck, peck with his sharp beak.
- 28 “Stop, stop!” pleaded the mole. “If you stop pecking at the rope, I will give you enough corn to last a lifetime! White corn, yellow corn, purple corn, any color you wish!” The parrot was too busy to answer. Peck, peck, peck. Then C-R-A-C-K, the rope broke. The condor, flying beneath the mole, was prepared for this terrible moment. He caught the mole on his back, and flew him safely to his cave.

Released Test Questions

English–Language Arts

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- 29 When the animals heard how foolish the mole had been, they began to taunt him and all his relatives. To avoid hearing these unkind remarks, all the moles left their dwellings in caves and rocks. They made homes for themselves beneath the earth. Since then they have lived in those burrows and come out only at night when the other animals are asleep.
- 30 What happened to the fox? In Peru, it is said that on clear nights the fox can be seen standing on the moon and looking down on the earth. When the new moon appears, a bit of rope can still be seen dangling from the tip, if one looks very, very closely.

“The Fox and the Mole” from *Latin American Tales: From the Pampas to the Pyramids* by Genevieve Barlow, copyright © 1966 by the Chicago Tribune Company. All rights reserved. Used with permission.

CSR1P020

48 Which sentence from the story *most* helps the reader form an opinion about the fox’s character?

- A Although their ways were quite different, they got along together very happily.
- B It was only a few days later, as the fox was tying a rope around a bundle of firewood, that a wonderful idea came to him.
- C “Tonight you and I are going to the moon.”
- D The fox felt brave and cheerful, but he knew the mole was nervous, so he said, “I shall go first so that I can warn you of any danger that may lie ahead.”

CSR11389.020

49 How is the problem of reaching the moon solved?

- A The parrot takes the fox to the moon on his back.
- B The condor flies the fox to the moon.
- C The condor ties the rope onto the moon so the fox can climb up.
- D The fox tricks the mole into building a rope bridge.

CSR11383.020

50 How are the fox and the mole different in this story?

- A The fox accepts the easiest solution; the mole is a hard worker.
- B The fox dreams of great things; the mole is more practical.
- C The fox wants to be something he is not; the mole is comfortable with himself.
- D The fox will not accept help; the mole depends on those around him.

CSR11385.020

51 The author uses imagery in the last paragraph of the story to help the reader picture

- A the appearance of the moon.
- B the appearance of the earth.
- C the appearance of the mole.
- D the appearance of the condor.

CSR11387.020

Gabe’s Experiment

1 One night, Gabe wondered what it would be like if he only asked questions. He decided that no matter what anyone said to him the next day, he would respond only with questions. He didn’t know what would happen. Gabe loved to read about scientists and their discoveries, and he knew that scientists always started their research with a question. He even considered himself a scientist-in-training. Gabe hoped that he could become a scientist and spend his time peering into microscopes and conducting experiments in a lab. Maybe by asking questions, he could train his mind to be more curious.

2 Gabe survived the morning easily: “Is it time to wake up already?” he asked when his dad told him to get up. “Is there any cereal?” he responded when his mother asked what he wanted for breakfast. “Is this seat taken?” he inquired when his friend Mike asked where he was going to sit on the bus.

3 Later in the day, Gabe found himself facing a classroom of laughing students and a teacher who might be—Gabe tried to pose his thought as a question—*could she be slightly annoyed?*

4 “Could you repeat the question?” Gabe asked, stalling for time. Mrs. Blair spoke slowly and clearly while Gabe listened carefully. The problem had been part of his homework the night before. He wrote the problem on the board and then wrote the answer. “Could the answer be 361?”

5 Mrs. Blair smiled and nodded, and Gabe returned to his desk. *Whew*, he thought, *how did I manage to get through that?* He almost laughed because asking questions really was starting to become a habit.

6 The afternoon went okay, and Gabe thought he had made it safely through the entire day; however, what Gabe had come to consider his experiment blew up at the dinner table when his dad asked him about his day. “What do I always do?” Gabe responded.

7 Gabe’s parents looked at each other. Gabe’s father tried again. “Well, I hope you went to school,” he said.

8 “Uhhh . . . why would you think otherwise?” Gabe asked. His parents exchanged another look and were becoming annoyed. Uh-oh. This was starting to feel like quicksand. *How can I get myself out of this?* “How was your day?” he asked quickly.

9 “Fine,” said Gabe’s father, “but I am really more interested in your day, Gabe.”

10 “Do you think questions are a good way to train your mind?”

11 “It depends on the question,” said Gabe’s father. “Some questions are asked for the purpose of finding information. Those are good mind-training questions, because when you ask those kinds of questions, you learn which questions get the information you are looking for. Sometimes, though, people use questions for other reasons. Maybe they are trying to get the other person to say something. Sometimes people ask questions to get someone to agree with them. Those questions don’t really accomplish anything.”

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12 *Could I have done this backward?* wondered Gabe. “I guess my experiment didn’t work,” he said, and he told his father about his idea.

13 “I think it worked perfectly,” his father said. “You made a discovery, didn’t you?”

14 “Did I?” Gabe asked, laughing. “I guess I did.”

Adaptation of “Gabe’s Experiment” by Leslie Hall, copyright © 2001 by Leslie Hall. Used by permission of the author.

CSR2P077

52 Which word is an *antonym* for annoyed?

- A disturbed
- B amused
- C encouraged
- D worried

CSR20013.077

53 From the dialogue in this story, the reader can conclude that Gabe’s teacher is

- A angry about his questions.
- B refusing to repeat herself.
- C not as patient as Gabe’s father.
- D unaware of Gabe’s experiment.

CSR20006.077

54 If Gabe were to conduct his experiment in reverse order, he would initially

- A draw a conclusion about what would happen if he asked questions all day.
- B make a list of possible questions he could ask throughout the day.
- C predict whom he would encounter during the course of his experiment.
- D decide on the materials he would need to perform his experiment.

CSR20001.077

55 Which of the following questions, if asked in the story, would *most* increase Gabe’s learning?

- A Mr. Billings is the best teacher, isn’t he?
- B Do you know that the test next Monday has been cancelled?
- C I’m the best baseball player on our team, aren’t I?
- D What does the word “happenstance” mean?

CSR20003.077

56 Which statement summarizes the main theme of the story?

- A Curiosity is a beneficial characteristic.
- B People should train their minds.
- C Adults are smarter than kids.
- D Questions are a waste of time.

CSR20005.077

The following questions are not about a passage. Read and answer each question.

57 Read this sentence.

Soon she was writing about other memorable events in her life, too.

In which word does able mean the same as it does in the word memorable?

- A stable
- B lovable
- C tablet
- D fable

CSR00144.OSA

58 Read this sentence.

My dog, Tibbs, is a truly extraordinary animal.

In this sentence, what does extraordinary mean?

- A regular
- B amazing
- C imaginary
- D perplexed

CSR10550.OSA

59 Which of these is a *synonym* for the word remark?

- A decision
- B attempt
- C comment
- D benefit

CSR10538.OSA

60 Read this sentence.

The sports store donated new uniforms for our school soccer team.

The word donated contains the Latin root *don*, meaning

- A sell.
- B design.
- C order.
- D give.

CSR00245.OSA

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61 Read this sentence.

Madame Daphne's prediction about the queen's first child being a daughter came true.

In this sentence, what does prediction mean?

- A favorite possession
- B whispered secret
- C feeling of forgiveness
- D message about the future

CSR10547.05A

62 Read this sentence.

Wanting some quiet time to himself, Mr. Dubois requested a private table overlooking the bay.

The origin of the word private is the Latin word *privus*, meaning

- A single, alone.
- B tiny, enclosed.
- C fancy, elegant.
- D clean, tidy.

CSR00037.05A