

Reading Test

General Directions to the Student

- There are four segments to the Reading Test. Your teacher will tell you when to begin each segment.
- Read each passage or poem. Then read questions about what you have read. Mark your answers to the questions in your answer book.
- As you read each passage or poem, you may take notes and highlight in your test book.
- This test has two kinds of questions, multiple-choice and open-ended.
 1. Answer each multiple-choice question by filling in the circle in your answer book that matches the answer you think is best. The circle must be filled in completely for your answer to be scored. The sample question below shows how to do this.

Sample Question:

In the article, the word recycling means

- A. sharing.
- B. throwing.
- C. reusing.
- D. keeping.

Sample Answer: ☐ A ☐ B ☒ C ☐ D

Since the word recycling means the same as the word reusing, "C" is the correct answer. You would fill in the "C" circle in your answer book.

2. Answer each open-ended question by writing your answer on the lines provided in your answer book. Be sure to write your answers clearly.
- When you finish a segment of the test, stop and check your answers. Then use the sticker your teacher gives you to seal it. Once you seal a segment, you cannot go back to it. Each segment must be sealed before you move on to the next segment.

READING ITEM SAMPLER

Directions listed here reflect the actual test.
This Item Sampler may be reproduced.



Reading Test — Segment 1

The ever-growing popularity of sports has created space issues for the state of Minnesota. Read the following article written in the year 2000 concerning these issues. Then answer questions 1–7.

Editorial: Stadium Mess—Why the issue won't die

Published in *Star Tribune*

It's pointless at this late date to lay blame for the sports facilities mess Minnesota now faces. Let's just say that no other metropolitan area has amassed a more illogical stadium/arena configuration.

Based on national trends, the optimal arrangement is this:

- A cozy outdoor baseball park with 40,000 seats, real grass and an atmosphere that captures the timeless charms of the great summer pastime in an urban setting.
- A 70,000-seat pro football stadium—either domed or retractable—that delivers adequate revenues to the NFL team and doubles as a convention hall and venue for a variety of big-space attractions.
- A separate outdoor, on-campus football stadium (capacity 50,000) for the local university team that wants to maintain a collegiate atmosphere.
- A single downtown sports arena (capacity 18,000) shared by NBA basketball and NHL hockey teams that doubles as a concert/convention hall.

On this test, Minnesota scores zero; it has none of the above.

Rather, it has separate and competing hockey and basketball arenas and a single football venue (the Metrodome) that satisfies neither its football tenants nor the baseball team that has endured "temporary quarters" for 18 seasons.

Unraveling this mess seems impossible given Minnesotans' fierce change of heart on helping to fund sports venues. Metropolitan Stadium, the Metrodome and Xcel Arena were all built with public money, but the mood now ices up when the Twins or Vikings enter the room. And recently the university has chimed in with a plea for its own on-campus football stadium.

But again, none of this should surprise Minnesotans, given this state's irrational sports setup. The Metropolitan Sports Facilities Commission, designed to bring order, has been unable to prevent chaos. And so teams and cities are left to freelance.

Minneapolis interests continue to investigate a small-scale, privately funded urban ballpark, possibly in the Warehouse District. A financing plan is expected to be announced. . . . The Twins, meanwhile, have their own citizen-based study underway that may, or may not, merge with the Minneapolis effort by year's end.

As for football, the Vikings want a joint deal with the university, but the university worries that a big, domed, ultra-commercial NFL stadium would spoil the collegiate atmosphere it wants. Successful college programs in NFL cities (Boston College, Georgia Tech, Cal, Washington) have been careful to retain their own venues.

To complete the picture, Minneapolis now struggles to afford \$30 million of improvements so Target Center can compete with its sparkling new, state-funded rival in St. Paul. And the Metrodome slouches toward monster trucks and pro rasslin' jamborees.

Idealists keep claiming that the public is fed up with subsidizing pro sports; that Americans have finally resolved to say no. But they haven't. Voters in Phoenix, Houston and Green Bay just approved new playpens. Philadelphia last week decided to move ahead on two new stadiums. Eleven are now under construction, adding to the 49 built in the 1990s—with two-thirds of the cost borne by the public. The boom continues unabated.

Perhaps Minnesota's stadium mess cannot be fixed, given the toxic political atmosphere. Fatigue has set in. But Minnesotans must also understand that their sports configuration runs opposite to the national market—and that's why teams and a few die-hard citizens feel compelled to keep pressing for change.

1. From the article, it appears that the author believes that
 - A. a major metropolitan area needs adequate sports facilities.
 - B. Minnesota is a terrible place to live.
 - C. citizens should not be too concerned about sports.
 - D. college football is more interesting to watch than pro football.
2. According to the article, college football teams are most successful when they
 - A. are located in large cities.
 - B. do not share stadiums with pro teams.
 - C. share downtown baseball stadiums.
 - D. have an indoor stadium.
3. Which statement from the article is a fact?
 - A. "Unraveling this mess seems impossible. . . ."
 - B. "The Twins, meanwhile, have their own citizen-based study underway. . . ."
 - C. "Minnesota's stadium mess cannot be fixed, given the toxic political atmosphere."
 - D. "[N]one of this should surprise Minnesotans, given this state's irrational sports setup."

4. What is the author's source for his list of the kinds of sports facilities that Minnesota needs?
- A. A poll of the citizens
 - B. An independent study done by the university
 - C. His own analysis of what other cities have
 - D. A newspaper article about local sports
5. Which statement from the article is appropriate to an editorial but **not** to a news story?
- A. "Philadelphia last week decided to move ahead on two new stadiums."
 - B. "[T]he Metrodome and Xcel Arena were . . . built with public money. . . ."
 - C. "Minneapolis interests continue to investigate a small-scale, privately funded urban ballpark. . . ."
 - D. "[N]o other metropolitan area has amassed a more illogical stadium/arena configuration."
6. The author's main purpose in writing this article is to
- A. suggest a specific solution to the problem.
 - B. explain who caused the problem.
 - C. persuade the reader that there is a problem.
 - D. explore the problem in detail.

Please write your response to question 7 on page 2 of your answer book.

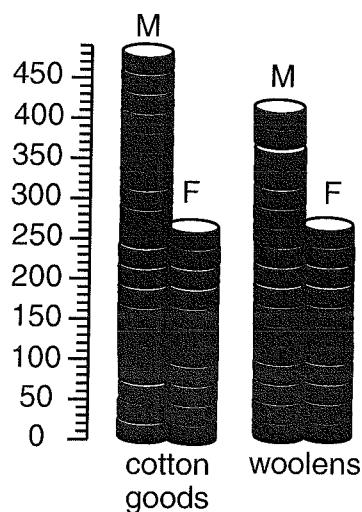
7. The author of this article states, "It's pointless at this late date to lay blame for the sports facilities mess" However, he does indicate some possible causes. In your own words, state at least four causes of the stadium mess that the author mentions.

**Be sure to write your complete answer
in your answer book.**

Women have sought equality in the workplace for a long time. Read this article about the early beginnings of this struggle. Then answer questions 8–14.

Women in Factories

by Sandra Opdycke



Wage gap among textile workers,
Massachusetts, 1875



\$1 earned by the
average male



\$1 earned by the
average female

By 1900, more than a million women were working in American factories. What had seemed a striking innovation in the textile mills of the 1820s had by the turn of the century become a familiar feature of the industrial scene. Some women tended huge mechanical looms in textile mills; others worked at sewing machines in crowded sweatshops or found jobs in shoe factories, cigar factories, or canneries. All faced the common hardships of industrial labor during this period: long hours, low pay, dirty and unsafe working conditions, and periodic spells of unemployment. This era did see the gradual establishment of laws limiting working hours for women, but enforcement was weak, and large segments of the female workforce remained unprotected.

Beyond these problems, female factory workers experienced certain further difficulties specifically because of their gender. Many male workers resisted the growing use of women in industry because they associated it with a process called “deskilling,” in which complicated tasks were broken down into steps so simple that they could be done by the cheapest labor available: women and children. Deskilling had indeed made significant inroads, but most factories maintained two gradations of work: one set of skilled jobs allocated to men and another set, at the lower end of the pay scale, assigned to women. In the garment trades, for instance, men did the cutting and pressing, while women performed simpler tasks such as sewing on pockets and buttons. In food processing, men did the baking while women were restricted to frosting and packaging. No amount of talent or industriousness could qualify a woman to be trained for a “man’s job,” and even women who had somehow acquired the skills were not allowed to practice them. Any employer who permitted a woman to cross this line risked a strike by his male employees.

Wage scales were calibrated to this gender-based hierarchy of skills in the cigar mills, the male hand rollers earned about \$10 a week, while the females (who were allowed only to strip the leaves from the tobacco plants) earned \$5. Even when their tasks were similar, women usually earned less than men, since many factories had separate pay scales by gender.

Both male workers and male employers justified this ceiling on women’s earnings and job opportunities by arguing that women were in the labor force only temporarily and that they did not carry the burden of family support that men did. The first assertion was correct; women usually did stop working when they married. But the second was wrong; most female factory workers (predominantly single women, widows, and divorcees) were as dependent on their earnings as any man, and many carried responsibility for supporting parents, siblings, or children. The result of the persistent double standard was that male workers—having acquiesced in these arrangements—lived under the constant threat of having their jobs reorganized to be performed by cheaper female labor, while many women spent their working lives on the very edge of subsistence.

8. What change took place in American factories during the years from 1820 to 1900?
- A. Textile mills switched from hand looms to huge mechanical looms.
 - B. Female factory workers went from being a novelty to being commonplace.
 - C. Male factory workers began doing more complicated tasks than they had previously done.
 - D. Women workers' wages rose until they equaled the wages men received.
9. Which is **not** a message that the author intended to communicate in this article?
- A. Male workers opposed deskilling because it threatened their jobs.
 - B. Employers practiced deskilling in order to produce goods more cheaply.
 - C. Even highly-qualified women were unable to secure the best jobs.
 - D. Single women were not good employees.
10. Which statement from the article offers the best evidence that male workers helped prevent female workers from advancing?
- A. "No amount of talent or industriousness could qualify a woman to be trained for a 'man's job. . . .'"
 - B. "Even when their tasks were similar, women usually earned less than men. . . ."
 - C. "[M]ost female factory workers . . . were as dependent on their earnings as any man. . . ."
 - D. "Any employer who permitted a woman to cross this line risked a strike by his male employees."

11. The practice of deskilling involved
- A. using machinery instead of manual labor.
 - B. replacing workers who were not well trained.
 - C. breaking down a complex task into several simple jobs.
 - D. reducing the quality of factory products to cut costs.
12. The author presented the wage gap graph in order to support which statement from the article?
- A. "[E]ven women who had somehow acquired the skills were not allowed to practice them." (paragraph 2)
 - B. "Even when their tasks were similar, women usually earned less than men. . . ." (paragraph 3)
 - C. "[L]arge segments of the female workforce remained unprotected." (paragraph 1)
 - D. "[W]omen were in the labor force only temporarily. . . ." (paragraph 4)
13. The author's main purpose is to
- A. describe the obstacles faced by female workers in early factories.
 - B. describe efforts to improve working conditions in factories.
 - C. explain how manufacturing changed in the late 1800s.
 - D. explain why women were not suited to the same work as men.

Please write your response to question 14 on page 3 of your answer book.

14. Explain how deskilling impacted both women and men in American factories. Give two examples how the impact affected women and two examples of how the impact affected men.

1

Be sure to write your complete answer
in your answer book.

Reading Test — Segment X

The change that comes with progress is not always for the better. For Aaron, progress means losing the places that are dear to him. To learn how he is affected, read the following passage. Then answer questions 15–21. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

Progress

by Michael Demchsak

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- 1 I live in the same town where my parents and my grandparents grew up. In fact, most of the people and places that were part of my grandparents' and parents' lives are still here. My dad says that nothing much ever really changes around here, and I used to take him at his word. Now I'm not so sure.
- 2 Not too long ago, Josh Rundberg came into Cooper's Grocery, where I was working my after-school job running the cash register. It must have been May; the snow was gone, but the hardwood trees hadn't shown their leaves yet.
- 3 "Hey, Aaron, have you been down by the old Peterson farm lately?" he asked.
- 4 "No. Why?"
- 5 "Well, there are some big, yellow machines down there, and they're digging up dirt and pushing it around."
- 6 The Peterson farm sat adjacent to Mallard Lake and had been sold years ago to some man down in the city. No one had ever seen him in the area. I guess everyone in town was lucky that he never did anything with the property—until now.
- 7 I thought about what Josh said and decided to take a detour on my way home. Sure enough, as I stopped my bike and got off to look around, there was a bulldozer and a grader, and men were felling trees with chainsaws and burning piles of slash timber, leaving only a stumpy stubble where the forest once encroached on the farm. I stood straddling my bike and stared before slowly pedaling home.
- 8 After seeing the carnage at the Peterson farm, I knew that I had to go to Mallard Lake. When my sisters and I were younger, Dad would take us on a trail that ran past the old Peterson farm and then through the thick woods to Mallard Lake. We visited the lake in every season. In the spring, we would revel in the soft greens of the evergreen forest and skip stones across the water. We would camp there in the summer and toast marshmallows over the fire as the moon rose in the night sky. In autumn, just as the sun was setting, it seemed as if the leaves of the hardwood trees had burst into flame. In

winter the bare branches of the birch trees were outlined in white against a crisp blue sky. It seemed like Mallard Lake had gone on this way for a thousand years and would continue for a thousand more.

- 9 It was nearly a month before I could find a free day. The day I went was one of those tourist-postcard days when lilacs perfume the whole town, the leaves are fresh and green, and sunlight dapples the forest floor.
- 10 When I reached the farm, it was early and the equipment was parked over on the west side of the property with not a worker in sight. I took the trail into the woods as I had done ever since I was a kid and began the near mile-long trek back toward the lake. It all seemed untouched and quiet and serene as ever. I wondered what the old farm was being turned into, but I contented myself with the thought that at least Mallard Lake would still be Mallard Lake.
- 11 As I walked, the memories kept coming back to me. I passed the large blackberry patch that had provided for many a pie and many a jar of jam, but it was too early for berries. Further on, I came to the granite outcrop where we used to stop and eat lunch. Realizing that I was hungry, I stopped and took out the food that I had brought, some biscuits and bacon left over from breakfast, and began eating. While I ate, looking at the familiar surroundings, a feeling of contentment spread through me. I knew the place and the place knew me. I felt like I was home.
- 12 I continued on the trail and began walking down the west shore, the sun now high overhead. Then a flicker of color moving against the greenery caught my eye. I stood and stared, frozen in place.
- 13 "No," I whispered. Over by the lake, four wooden stakes topped with bright orange plastic tape were fluttering in the breeze. Someone was building a house on the shores of Mallard Lake. A passionate disappointment welled up inside me, and I slowly recognized that nothing remains the same forever. Everything has to change.

15. Why is Aaron unsure about taking his father at his word?
- A. Aaron found out his father sometimes told lies.
 - B. The things that were true for Aaron's father had changed.
 - C. Aaron had changed his opinion about his father.
 - D. The things Aaron's father told him were never true.
16. Which of these caused Aaron to stand frozen in place?
- A. He spotted a slithering snake.
 - B. He saw orange plastic tape.
 - C. He watched a giant bumblebee.
 - D. He observed parked equipment.
17. When Aaron saw four wooden stakes in the ground near Mallard Lake, he concluded that
- A. water in Mallard Lake was polluted and about to be cleaned up.
 - B. someone had left some trash on the shore of Mallard Lake.
 - C. the trail near the Peterson farm was about to be improved.
 - D. the development of the Peterson farm would extend to the lake.

18. Aaron's point of view in this passage

- A. forces him to do things alone.
- B. is revealed in his emotional reactions.
- C. makes it easier for him to adjust to change.
- D. causes him to appreciate his family more.

19. In the passage, the author gains the interest and sympathy of the reader by

- A. concluding the story with action and suspense.
- B. explaining the benefits of real estate development.
- C. creating memorable but unfortunate main characters.
- D. developing a plot about the demise of cherished places.

20. Read the following sentence from paragraph 5.

Well, there are some big, yellow machines down there, and they're digging up dirt and pushing it around.

Aaron's immediate reaction to this statement was to

- A. decide to take a detour home.
- B. ponder memories of the past.
- C. pack a snack to take on his hike to the lake.
- D. think Mallard Lake would still be the same.

Please write your response to question 21 on page 4 of your answer book.

21. Using details from the passage:

Part A Provide one change Aaron saw in the Peterson's farm and explain how it made him feel.

Part B Provide one change Aaron saw at Mallard Lake and explain how it made him feel.

2

**Be sure to write your complete answer
in your answer book.**

It takes drive and determination to rise to the top of any profession. To learn about a remarkable woman who rose to the top of her chosen field, read the following article. Then answer questions 22–32. Some questions may ask you about certain paragraphs. The numbers are found on the left side of the paragraphs.

Dr. Joycelyn Elders: United States Surgeon General

by Nancy Beaulieu

- 1 A high-ranking physician in the United States Public Health Service heads the Office of the Surgeon General. The Office deals with public health emergencies. It also provides leadership to help improve the health of individuals in this country. This honored position was held not too long ago by the daughter of a poor farmer. Because doctors were hard to find and money was scarce, this future Surgeon General didn't even visit a doctor until she was 16 years old!
- 2 Joycelyn Elders was born in 1933 to a poor African-American family in Arkansas. The oldest of eight children, she picked cotton with her brothers and sisters during times when they were not in school. Elders' mother had only an eighth-grade education, but she knew that education was the best tool to help secure a better life. Another strong supporter of education was Elders' grandmother. When Elders won a scholarship to college at age 15, she wasn't sure she could go. Her father said he needed her help on the farm until Elders' grandmother convinced him otherwise. Soon after, Elders enrolled at Philander Smith College in Little Rock, Arkansas.
- 3 Elders graduated from college and went directly into the United States Army as an officer. She worked as a physical therapist, but Elders knew she wanted to do more with her medical training. When she was discharged from the Army she made a decision to continue her education. Using the funds available to military personnel for her tuition, Elders enrolled at the University of Arkansas Medical School.
- 4 The year was 1956. Two years earlier the United States Supreme Court had made its ruling in the famous case of *Brown v. Board of Education of Topeka, Kansas*. In that case the Court ruled that the old doctrine of "separate but equal" facilities was not in keeping with the Constitution. Segregated educational facilities were ruled illegal. Troops were sent to support that decision in several states, including Arkansas. But even though the separation of races had been ruled illegal in education, the Supreme Court's decision did not change society overnight. Although Elders' application to medical school was accepted, she was the only African American in her class.
- 5 Despite these difficulties, Elders was not deterred from reaching her goals. In 1960, she graduated and went on to an internship at a medical center in Little Rock. Many of the patients she came in contact with at the medical center were young children and

teenagers. Her experience with these young people convinced her to specialize in pediatrics.

- 6 While completing her medical residency in 1961, her supervisors noticed her drive and skill and placed Elders in charge of other pediatric residents. At the time this was unusual since she was the only woman in the group and the only African American.
- 7 Over the next 20 years Dr. Elders devoted her career to various aspects of children's medicine. She wrote more than 100 papers and was recognized as an expert on juvenile diabetes. Drawing on her own experience, she tried to instill in her young patients a sense that they had a responsibility to take charge of their own lives. In 1976, she began teaching medicine at the University of Arkansas. In 1987, she became the Director of the Arkansas Department of Health. Then, in 1993, she was nominated by President Bill Clinton to serve as the Surgeon General of the United States.
- 8 Dr. Elders' term as Surgeon General was not a long one, but it was characterized by actions that were very much a part of her character. She had always been blunt and outspoken in her goal to improve people's healthcare and welfare generally. She maintained that candid style during her term of office.
- 9 Dr. Elders' record of achievement is an impressive one because it reflects a commitment to improving the lives of others. Drive and determination, two qualities she has in abundance, helped her achieve those goals.

22. In this article, the word segregated means
- A. students learning about medicine.
 - B. police required to be present.
 - C. races separated from each other.
 - D. officers learning about leadership.
23. What is the main idea of this article?
- A. Dr. Joycelyn Elders used her time as Surgeon General to improve people's lives by working for better medical schools.
 - B. Dr. Joycelyn Elders was accepted to the University of Arkansas Medical School and soon after was named Surgeon General.
 - C. Because of her father's financial support, Dr. Joycelyn Elders was able to become one of the first female African-American doctors.
 - D. Through hard work and determination, Dr. Joycelyn Elders overcame many obstacles to become Surgeon General.
24. In paragraph 6, the word residents refers to people who
- A. are training to be doctors.
 - B. live in a place permanently.
 - C. are traveling as part of a job.
 - D. come from a particular country.
25. How did *Brown v. Board of Education* affect Elders' education?
- A. It created a new medical school at the University of Arkansas, which she attended.
 - B. It provided money for people who had served in the military to attend school.
 - C. It gave African Americans an equal right to attend any public school in America.
 - D. It required all medical students in Arkansas to intern at a medical center in Little Rock.

26. What job did Elders hold immediately before becoming Surgeon General of the United States?
- A. Director of the Arkansas Department of Health
 - B. Professor of medicine at the University of Arkansas
 - C. Director of physical therapy in the United States Army
 - D. Pediatrician at a medical center in Little Rock
27. Which statement from the article is an opinion?
- A. "Elders won a scholarship to college at age 15. . . ."
 - B. "Dr. Elders' record of achievement is an impressive one. . . ."
 - C. "[S]he graduated and went on to an internship. . . ."
 - D. "Soon after, Elders enrolled at Philander Smith College. . . ."
28. The author organizes the information about Elders' life by using
- A. compare and contrast.
 - B. order of importance.
 - C. cause and effect.
 - D. chronological order.
29. According to the author, what influenced Elders to specialize in pediatrics?
- A. Her desire to give poor children opportunities
 - B. Her experience as the oldest of eight children in Arkansas
 - C. Her work with children during her internship
 - D. Her experience with juvenile diabetes patients

30. Joycelyn Elders was successful because she

- A. did not allow difficulties to discourage her.
- B. served longer than any other Surgeon General.
- C. did not say things that would anger people.
- D. was encouraged by other female medical students.

31. Why was Elders uncertain about whether she would be able to accept her college scholarship?

- A. Her grandmother did not believe in college for women.
- B. Her father needed her to help pick cotton on the farm.
- C. She did not know if she would be successful.
- D. She thought she needed to go directly into the military.

Please write your response to question 32 on page 5 of your answer book.

32. The author states, "Dr. Elders' record of achievement is an impressive one. . . ."

Part A List two of Dr. Elders' most impressive achievements.

Part B Explain why each achievement was impressive.

2

Be sure to write your complete answer
in your answer book.

Reading Test — Segment 3

School is a true beginning of independence for a child. Read this poem of a father's experience taking his son to school for the first time. Then answer questions 33–39. Some questions may ask you about certain lines in this poem. The numbers are found on the left side of the poem.

Taking My Son to His First Day of Kindergarten

By William Trowbridge

- 1 As the eight o'clock bell spills
its racket into this mild September,
it is I, not he, who hesitates
in the clamor toward the open doors,
5 who spots the little ruffian throwing rocks
at the Trash-Master by the swings,
who shyly searches for Room 106,
where Miss Wynn waits with the name tags.
- The halls still gust and flow
10 with the rush of new dresses, the scent
of denim and sharpened pencils.
Eighth-graders arrange themselves
in groups to tower in their nonchalance,
eyeing each other like sprinters at the blocks.
- 15 Near 106, a bulletin board
declares "The Season of Changes"
above a paper grove of sugar maples.
He pulls me on, then runs ahead,
fearless, blameless, gone.

33. What does the figurative language in the opening lines emphasize?

- A. The chaos of the new school year
- B. The faulty working of the school's bell
- C. The classrooms that need cleaning
- D. The end of summer's oppressive heat

34. What is ironic about lines 3 and 4?

- A. Loudness is not something people expect at school.
- B. School doors usually remain closed.
- C. Parents rarely go to school with their children.
- D. Children normally hesitate in this situation.

35. In line 5, the reader can tell that a ruffian is someone who

- A. disobeys rules.
- B. enjoys learning.
- C. is athletic.
- D. resents being small.

36. What is the poet's main purpose in lines 9–11?

- A. To persuade parents to accompany their children to school
- B. To complain about the lack of order in the hall
- C. To capture the energy of the first day of school
- D. To describe the anxiety of the other children

37. What do lines 12–14 highlight about the eighth-graders?

- A. They seem indifferent but are really competitive.
- B. The boys are much taller than the girls.
- C. The group values athletics more than academic work.
- D. They don't need teachers to give them directions.

38. What does line 18 tell the reader about the poet?

- A. He is getting tired of walking.
- B. He wishes he were back in school.
- C. He can't understand his son's curiosity.
- D. He is still a bit hesitant.

39. In line 19, what do the words "fearless" and "blameless" suggest about the poet's son?

- A. He possesses an innocent excitement about the new school year.
- B. He seems to have an overactive imagination.
- C. He doesn't have a strong love for his father.
- D. He wants to be able to sprint like an eighth-grader.