

**Greene ESC
2008 8th Grade
Reading**

Item Analysis

Greene County ESC 2008 8th Grade Reading

Q#	Question			% Correct	Std	Bmk	Indicator
		Ans	State				
	Items 1-15 have not been slated for public release in 2008.						

2
Std = Standard
Bmk. = Benchmark

AV = Acquisition of Vocabulary
IT = Informational Text

LT = Literary Text
RP = Reading Process
PA = Phonemic Awareness

Greene County ESC 2008 8th Grade Reading

Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website

3
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Autumntime

1 I saw my first tree today. Dad finally broke down and took us to East Boston Urban Center after Mom had been harping on it for the past two weeks. I think he was glad we went after all, because he was smiling quietly all during the trip back.

2 Dad used to tell me stories about the trees that still existed when he was a boy. There weren't very many even then, with the urbanization program in full swing, but most people had seen at least one tree by the time they started school. It wasn't like nowadays, at any rate. Oh, I've seen the plastic trees; practically every street has a few of them. But you can tell the plastic ones are artificial just from looking at pictures in the microdot library.

3 This morning when we got up, the house was all excited. Mom dialed a light breakfast of toast and synthetic milk so that we wouldn't waste time eating. And when finished, the three of us took an elevator-bus up to the fourth level, where we caught the air track to Brooklyn. From there we took another elevator-bus down to main level, rode the monorail to Intercity Subway Station 27, and caught the second sublevel AA train to Boston. Our expectations were so high that Dad and I didn't mind it when Mom told us again how the tree was discovered.

4 The O'Brien home was one of the few examples of old-style wooden structures that hadn't been demolished in Boston's urban-renewal campaign at the turn of the century. The family had been able to avoid this because of its wealth and political influence, and the house was passed on through several generations to the present. Old man O'Brien had no heirs, so when he died the family home went up for auction, and the Urban Center bought it. When local officials arrived for an appraisal, they discovered that the house had a back yard, which is forbidden by zoning restrictions.

5 In the yard was a live tree—an *oke* was what Mom called it. When the news of the tree's discovery leaked out, quite a few sightseers stopped by to have a look at it, and the local government, realizing the money-making potential, began charging admission and advertising the place. By now it had become a favorite spot for school field trips and family excursions such as ours.

6 When we arrived in main Boston we rode the elevator-bus up to ground level and caught a monorail out to East Boston Urban Center 3. An air-cush taxi took us the rest of the way to the residence.

7 The home itself was unimpressive. It had none of the marble gloss or steely sheen of modern buildings, but was rather a dull white color, with the paint peeling in places. Dad paid the admission fee, and we spent the next fifteen minutes on a dull guided tour of the house. The rooms were roped off to keep people from touching anything, but there were no windows facing the illegal back yard anyway, so it really didn't matter that I couldn't enter the rooms on that side.

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8 My mind was on the tree, and I thought the inside tour would never end, but soon we were walking through a doorway hidden in one of the bookshelves and into the back yard. The yard was big—at least ten by twenty feet—and I was surprised to find real grass growing on the sides of the concrete walkway built for tourists. The grass didn't distract me for long, however, because I just couldn't help noticing the tree!

9 It was located at one end of the yard, and there was a mesh fence around it for protection. It was similar in form to the plastic trees I'd seen, but there was much more to it than that. You could see details more intricate than in any artificial plant. And it was alive. Long ago someone had carved their initials in the bark, and you could see where the wound had healed. But best of all was the smell. It was a fresh, living odor, alien to the antiseptic world outside with all its metal, plastic, and glass. I wanted to touch the bark, but the fence prevented me from doing so. Mom and Dad just breathed deeply and stared up with smiles on their faces. The three of us stood there for a moment, and then the tour guide told us to make room for the next group. I didn't want to go—in fact, I felt almost like crying.

10 On the way back home, Mom and Dad were silent, and I read through one of the brochures the guide had passed out. When I came to the part that said the O'Brien home would be open only for the rest of this year, I was sad. They intend to tear down the place to make room for some kind of insurance building, and the tree will have to go, too.

11 For the rest of the trip, I just sat still, fingering the object in my pocket which I had picked off the grass in the O'Brien's back yard. I think it's called an acorn.

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		Ans	State				
16	<p>What does the setting suggest about the narrator's life?</p> <p>A. It is exciting. B. It is artificial. C. It is inspiring. D. It is dangerous.</p>	B	65%	<p>18% of total students who took this test chose "A" as their answer 65% of total students who took this test chose "B" as their answer 16% of total students who took this test chose "C" as their answer 1% of total students who took this test chose "D" as their answer</p>	LT	B	8 th grade – Indicator 2 - Analyze the influence of setting in relation to other literary elements.
17	<p>This passage is classified as science fiction. Provide four examples from the passage that support this classification and explain how each example shows that the passage is science fiction.</p> <p>Write your answer in the Answer Document. (4 points)</p>		17.87%	<p>17.87% of total students who took this test got this question right 10.97% of total students who took this test scored 3 points for their response 9.49% of total students who took this test scored 2 points for their response 10.18% of total students who took this test scored 1 point for their response 49.07% of total students who took this test scored 0 points for their response</p>	LT	E	8 th grade – Indicator 6 - Explain how an author's choice of genre affects the expression of a theme or topic

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
16	setting, narrator's		suggest		Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Students need to understand what the setting conveys about the characters and the story within the passage.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=195
17	passage, science fiction, classification			provide four examples from the passage that support this classification and explain how each example shows that the passage is science fiction	Analyze the use of a genre to express a theme or topic.	Students need to understand why the author chooses to write in a specific genre and how this choice helps the author convey a theme or topic.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=211

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Q#	Question	% Correct			Std	Bmk	Indicator
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18	<p>What does the first paragraph of this passage lead the reader to expect the story will do?</p> <p>A. provide clues to solve a mystery</p> <p>B. keep the reader on edge with suspense</p> <p>C. describe an unusual family experience</p> <p>D. explain how the narrator travels in the city</p>	C	74%	<p>4% of total students who took this test chose "A" as their answer</p> <p>14% of total students who took this test chose "B" as their answer</p> <p>74% of total students who took this test chose "C" as their answer</p> <p>8% of total students who took this test chose "D" as their answer</p>	LT	F	8 th grade – Indicator 7 - Identify examples of foreshadowing and flashback in a literary text.
19	<p>"Dad finally broke down and took us to East Boston Urban Center after Mom had been harping on it for the past two weeks."</p> <p>What does the phrase harping on it imply about the narrator's mom?</p> <p>A. She was proud of it.</p> <p>B. She was upset about it.</p> <p>C. She was insistent about it.</p> <p>D. She was unaware of it.</p>	C	87%	<p>6% of total students who took this test chose "A" as their answer</p> <p>5% of total students who took this test chose "B" as their answer</p> <p>87% of total students who took this test chose "C" as their answer</p> <p>2% of total students who took this test chose "D" as their answer</p>	AV	C	8 th grade – Indicator 4 - Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
18	mystery, suspense, narrator		expect		Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.	Students need to understand why authors use specific literary techniques in a text to shape plot, set meaning or develop tone.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=94
19	phrase, narrator's				Recognize the importance and function of figurative language.	Students need to use words around phrases they do not understand to find the correct meaning (connotation or denotation) of those phrases.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=186

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Q#	Question	% Correct			Std	Bmk	Indicator
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20	<p>What does using the first-person point of view allow the author to do?</p> <p>A. analyze relationships among members of the family</p> <p>B. describe experiences only through the eyes of the narrator</p> <p>C. compare the effects of experiences on the emotions of family members</p> <p>D. explain motivations of characters from the viewpoint of an outside observer</p>	B	71%	<p>10% of total students who took this test chose "A" as their answer</p> <p>71% of total students who took this test chose "B" as their answer</p> <p>10% of total students who took this test chose "C" as their answer</p> <p>8% of total students who took this test chose "D" as their answer</p>	LT	B	8 th grade – Indicator 4 - Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
21	<p>"The O'Brien home was one of the few examples of old-style wooden structures that hadn't been demolished in Boston's urban-renewal campaign at the turn of the century."</p> <p>In this sentence from paragraph 4, what does demolished mean?</p> <p>A. demonstrated</p> <p>B. designed</p> <p>C. destroyed</p> <p>D. developed</p>	C	94%	<p>2% of total students who took this test chose "A" as their answer</p> <p>2% of total students who took this test chose "B" as their answer</p> <p>94% of total students who took this test chose "C" as their answer</p> <p>2% of total students who took this test chose "D" as their answer</p>	AV	A	8 th grade – Indicator 1 - Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

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20	first-person point of view, describe, compare, explain motivations				Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Students need to understand the point of view, or perspective, from which an author tells a story. Stories usually are written either in the first-person point of view by one of the characters in the story or third-person point of view by a narrator who is not a character in the story. Students need to understand that readers know and understand how a story changes depending on who is telling it.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.learner.org/interactives/literature/index.html
21	examples				Use context clues and text structures to determine the meaning of new vocabulary.	Students need to define an unknown word by identifying the correct context clues in the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=253

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Q#	Question	% Correct			Std	Bmk	Indicator
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22	<p>In paragraph 9, how does the author help the reader share the narrator’s emotional experience of viewing the tree?</p> <p>A. by suggesting the need to protect the rare tree</p> <p>B. by hinting that the tree soon will be destroyed</p> <p>C. by using sensory details to describe the tree and its effects on the narrator</p> <p>D. by emphasizing the requirement for the narrator to move away from the tree</p>	C	61%	<p>11% of total students who took this test chose "A" as their answer</p> <p>17% of total students who took this test chose "B" as their answer</p> <p>61% of total students who took this test chose "C" as their answer</p> <p>11% of total students who took this test chose "D" as their answer</p>	LT	F	8 th grade – Indicator 7 - Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
23	<p>Do you think that “Autumntime” is an appropriate title for this passage? Support your answer with information from the passage.</p> <p>Write your answer in the Answer Document. (2 points)</p>		23.79%	<p>23.79% of total students who took this test got this question right</p> <p>41.07% of total students who took this test scored 1 point for their response</p> <p>34.26% of total students who took this test scored 0 points for their response</p>	RP	B	8 th grade – Indicator 2 - Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
22	author, emotional experience, suggesting, hinting, using, emphasizing	help the reader			Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.	Students need to understand why authors use specific literary techniques in a text to convey mood.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nytimes.com/learning/teachers/lessons/19990319friday.html
23	title		appropriate	support your answer with information from the passage	Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Students need to judge the appropriateness of a title. Understanding a title and why an author has chosen it helps the student develop critical thinking skills.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.peacecorps.gov/ws/educators/lessonplans/lesson.cfm?lpid=416

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Q#	Question	% Correct			Std	Bmk	Indicator
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24	<p>The O'Brien home is open for tours because the local government views the site in which way?</p> <p>A. as an educational resource</p> <p>B. as a good source of income</p> <p>C. as a piece of architectural history</p> <p>D. as an example of illegal development</p>	B	60%	<p>13% of total students who took this test chose "A" as their answer</p> <p>60% of total students who took this test chose "B" as their answer</p> <p>22% of total students who took this test chose "C" as their answer</p> <p>5% of total students who took this test chose "D" as their answer</p>	RP	B	8 th grade – Indicator 2 - Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
	Items 25-30 are field test items, which are not released						

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
24	educational resource, source of income, architectural history, illegal development				Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Students need conduct a close reading of the passage and make inferences (figure out meanings) based on details in the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=372

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An Excerpt from John Glenn: A Memoir

1 This was something I had been looking forward to, a sunset in space. All my life I have remembered particularly beautiful sunrises or sunsets; in the Pacific islands in World War II; the glow in the haze layer in northern China; the two thunderheads out over the Atlantic with the sun silhouetting them the morning of Gus's¹ launch. I've mentally collected them, as an art collector remembers visits to a gallery full of Picassos, Michelangelos, or Rembrandts. Wonderful as man-made art may be, it cannot compare in my mind to sunsets and sunrises. Here on Earth we see the beautiful reds, oranges, and yellows with a luminous quality that no film can fully capture. What would it be like in space?

2 It was even more spectacular than I imagined, and different in that the sunlight coming through the prism of Earth's atmosphere seemed to break out the whole spectrum, not just the colors at the red end but the greens, blues, indigos, and violets at the other. It made *spectacular* an understatement for the few seconds' view. From my orbiting front porch, the setting sun that would have lingered during a long Earthly twilight sank eighteen times as fast. The sun was fully round and as white as a brilliant arc light, and then it swiftly disappeared and seemed to melt into a long thin line of rainbow brilliant radiance along the curve of the horizon.

3 I added my first sunset from space to my collection.

4 I reported to the capcom² aboard the ship, the *Ocean Sentry*, in the Indian Ocean that was my fifth tracking link, "The sunset was beautiful. I still have a brilliant blue band clear across the horizon, almost covering the whole window."

5 "The sky above is absolutely black, completely black, I can see stars up above."

6 Flying on, I could see the night horizon, the roundness of the darkened Earth, and the light of the moon on the clouds below. I needed the periscope to see the moon coming up behind me. I began to search the sky for constellations.

7 Gordo Cooper's familiar voice came over the headset as *Friendship 7* neared Australia. He was the capcom at the station at Muchea, on the west coast just north of Perth. "That sure was a short day," I told him.

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From JOHN GLENN, A MEMOIR by John Glenn and Nick Taylor, copyright © 1999 by John Glenn. Used by permission of Bantam books, a division of Random House, Inc. Photograph © NASA/Roger Ressmeyer/CORBIS.

¹Gus Grissom: an astronaut who flew aboard the Gemini 3 in 1965.

²capcom: capsule commander. A capcom is an individual on Earth who talks directly with the crew.

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Q#	Question	% Correct			Std	Bmk	Indicator
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31	<p>John Glenn intended this passage to be read by which group?</p> <p>A. scientists studying aeronautics</p> <p>B. capcoms stationed around the world</p> <p>C. art dealers looking for unusual photographs</p> <p>D. people interested in experiences of space flight</p>	D	76%	<p>8% of total students who took this test chose "A" as their answer</p> <p>9% of total students who took this test chose "B" as their answer</p> <p>7% of total students who took this test chose "C" as their answer</p> <p>76% of total students who took this test chose "D" as their answer</p>	IT	D	8 th Grade – Indicator 6 - Identify the author's purpose and intended audience for the text.
32	<p>John Glenn wrote, "I added my first sunset from space to my collection."</p> <p>To what does the collection refer?</p> <p>A. his memories</p> <p>B. an art gallery</p> <p>C. his photographs</p> <p>D. a scientific record</p>	A	83%	<p>83% of total students who took this test chose "A" as their answer</p> <p>5% of total students who took this test chose "B" as their answer</p> <p>7% of total students who took this test chose "C" as their answer</p> <p>4% of total students who took this test chose "D" as their answer</p>	AV	C	8 th grade – Indicator 4 - Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.

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31	aeronautics, capcorns		intended this passage to be read		Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Students need to understand that authors use specific word choice and include specific information to appeal to an intended audience.	http://ohio3-8.success-ode-state-oh-us.info/ http://catlinclassroom.si.edu/lessonplans/cq-b.html
32	memories, scientific record				Recognize the importance and function of figurative language.	Students need to use words and sentences around words they do not know to find the literal or figurative meanings of the words.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=79

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Q#	Question	% Correct			Std	Bmk	Indicator
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33	<p>The passage portrays John Glenn in which way?</p> <p>A. cautious</p> <p>B. lonely</p> <p>C. orderly</p> <p>D. sensitive</p>	D	62%	<p>10% of total students who took this test chose "A" as their answer</p> <p>6% of total students who took this test chose "B" as their answer</p> <p>23% of total students who took this test chose "C" as their answer</p> <p>62% of total students who took this test chose "D" as their answer</p>	RP	B	Grade 8 – Indicator 2 - Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
34	<p>Which is the overall organization of this passage?</p> <p>A. a list of scientific observations</p> <p>B. a series of details in order of importance</p> <p>C. a personal opinion supported with evidence</p> <p>D. a process for performing a series of tasks</p>	C	55%	<p>16% of total students who took this test chose "A" as their answer</p> <p>19% of total students who took this test chose "B" as their answer</p> <p>55% of total students who took this test chose "C" as their answer</p> <p>10% of total students who took this test chose "D" as their answer</p>			8 th Grade – Indicator 2- Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.

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33	passage, portrays				Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Students need to know how to read closely information in a passage and to remember main ideas and key facts.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.pbs.org/wnet/americanmasters/education/lesson2-overview.html
34	overall organization, scientific observations, series of details, personal opinion, series of tasks				Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Students need to understand basic organizational patterns and be able to identify them within a text.	http://ohio3-8.success-ode-state-oh-us.info/ http://memory.loc.gov/learn/lessons/98/mock/intro.html

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Q#	Question	Ans	% Correct		Std	Bmk	Indicator
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35	<p>How was the sunset John Glenn viewed from <i>Friendship 7</i> different from most sunsets that are viewed from Earth? Using information from the passage, describe the differences between the sunsets.</p> <p>Write your answer in the Answer Document. (2 points)</p>		19.67 %	<p>19.67% of total students who took this test got this question right</p> <p>45.19% of total students who took this test scored 1 point for their response</p> <p>33.57% of total students who took this test scored 0 points for their response</p>	RP	A	8 th Grade – Indicator 1 - Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
36	<p>Which statement from the passage is an example of bias on the part of John Glenn?</p> <p>A. "This was something I had been looking forward to, a sunset in space."</p> <p>B. "Wonderful as man-made art may be, it cannot compare in my mind to sunsets and sunrises."</p> <p>C. "Gordo Cooper's familiar voice came over the headset as <i>Friendship 7</i> neared Australia."</p> <p>D. "I needed the periscope to see the moon coming up behind me."</p>	B	64%	<p>22% of total students who took this test chose "A" as their answer</p> <p>64% of total students who took this test chose "B" as their answer</p> <p>8% of total students who took this test chose "C" as their answer</p> <p>5% of total students who took this test chose "D" as their answer</p>	IT	B	8 th Grade – Indicator 5- Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.

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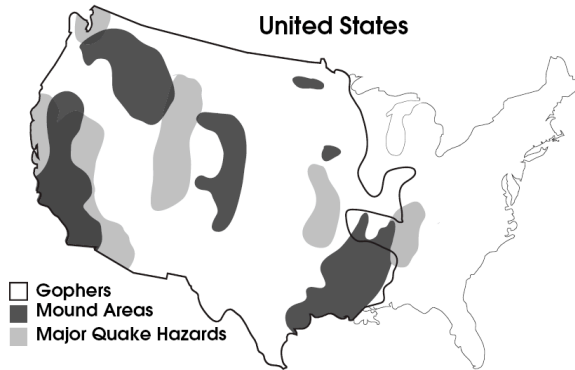
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35				How was the sunset John Glenn viewed, Using information from the passage, describe the differences between the sunsets	Apply reading comprehension strategies to understand grade-appropriate text.	Students need to compare and contrast information found in the text in order to find and understand similarities and differences.	http://ohio3-8.success-ode-state-oh-us.info/ http://english.unitecology.ac.nz/resources/units/survival/home.html
36	statement, passage, bias				Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.	Students need to identify the use of rhetorical devices so that they can better understand the author's purpose.	http://ohio3-8.success-ode-state-oh-us.info/ http://english.unitecology.ac.nz/resources/units/guilty/home.html

Greene County ESC 2008 8th Grade Reading

Mystery of the Mima Mounds



CAN YOU SOLVE THE MYSTERY?

1 It's one of the weirdest landscapes in the United States. Hundreds of grassy hillocks form an eerie field of bumps stretching as far as the eye can see. Located on the Mima Prairie in Washington State, the bumps are called Mima [MEE-mah] mounds.

2 Where did the weird bumps, also known as prairie pimples and hogwallows, come from? How long have they existed? Why are they so uniformly distributed? Those questions have been baffling geologists for more than a century.

THE EVIDENCE

3 Mima mounds aren't exclusive to Washington State. They also exist in Arkansas, California, Louisiana, Texas, and Wyoming, and in other countries, including Mexico, Canada, Argentina, and Kenya. However, Washington boasts "the most conspicuous, best-developed" mounds, said Bernard Hallet, a geologist at the University of Washington. "But why they're the biggest here," he confessed, "frankly, I have no idea."

4 Excavations of the Washington mounds show that underneath their blankets of prairie grass lies a mixture of loose sand, fine gravel, and decayed plants. What's unusual about this, Hallet explained, is that most land surfaces have a top layer of *organic material*—dead plants and animals—no more than half a meter (1.6 feet) thick. The question is, what caused all the soil to heap up? The theories range from plausible¹ to wildly improbable. You be the judge.

FISH, SOIL, ANTS, WATER

5 One theory holds that the mounds are the remains of giant nests built by fish when the area was submerged by water many years ago. Another theory holds that the mounds are remnants of frozen chunks of soil left behind when the glaciers receded at the end of the last ice age, 10,000 years ago.

6 Some scientists theorize that the mounds are vacated anthills or began as uprooted trees that then collected other organic debris. Others suggest the mounds were whipped into shape by *helical*, or spiral, flows of groundwater.

SEISMIC ACTIVITY

7 One of the more popular theories was hatched by Andrew Berg of Spokane, Washington, formerly a geologist with the U.S. Bureau of Mines. Berg's theory came to him shortly after the Mount Saint Helens volcanic eruption in 1980, while he was building a doghouse. As he hammered together sheets of plywood coated with volcanic ash, he noticed that the hammering vibrations caused the ash to heap into small mounds that looked a lot like miniature Mima mounds.

24
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8 From that observation, Berg hypothesized that vibrations from violent earthquakes could have formed the Mima mounds. According to Berg, the soil on the Mima Prairie is like volcanic ash, and the layer of rock below that is like a plank of wood. When *seismic waves*—shock waves produced by an earthquake—move through the hard ground and bump into *faults*, or large fractures in the ground, the waves bounce backward. Those ricocheted² waves collide with other seismic waves from the quake, and between the collision points, the soil rises and forms mounds.

9 Berg claims that Mima mounds occur only in *seismically active areas*—areas where the ground is unstable and many earthquakes occur. The area where the Washington Mima mounds are found experienced a major earthquake about 1,000 years ago, he notes.

POCKET GOPHERS

10 A rival theory is that the prime suspects in the Mima mound mystery are *pocket gophers*—small, burrowing rodents with fur-lined “pockets,” or pouches, in their cheeks. The theory is that gophers tunneling into loose soil run into a gravel layer below. Unable to burrow any farther, the gophers start building upward and outward. Many years and gophers later: gopher domes!

11 Sound far-fetched? The theory’s author, George Cox, a recently retired zoologist at San Diego State University, says that a gopher family of ten can move up to 5 tons of earth a year. That’s one-twentieth of the soil in an average Mima mound. What’s more, Cox asserts, most North American mounds are in gopher territory, and many gophers actually live in mounds—except the ones in Washington State! The only pocket gophers ever spotted on Mima Prairie built their burrows between the mounds, not in them.

12 Cox’s theory includes a chicken-and-egg problem. Did gophers create the mounds, or did the gophers migrate to them because the mounds provided handy tract homes³? Even Cox has admitted he’s never seen a bunch of gophers building a mound.

13 Commented Hallet, “There are no animals currently in the Washington mounds that may have played a role in their formation.”

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¹plausible: believable

²ricocheted: (ˈrɪk OE shɛd): rebounded or bounced back

³tract homes: similar homes built on a strip of land

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Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
37	<p>Why does the author ask a series of questions in the second paragraph of the passage?</p> <p>A. to find out how much the reader already knows about the Mima mounds</p> <p>B. to increase the reader's curiosity about the subject of Mima mounds</p> <p>C. to establish the author's attitude toward the topic of the passage</p> <p>D. to model the way that information in the passage will be organized</p>	B	78%	<p>9% of total students who took this test chose "A" as their answer</p> <p>78% of total students who took this test chose "B" as their answer</p> <p>7% of total students who took this test chose "C" as their answer</p> <p>7% of total students who took this test chose "D" as their answer</p>	IT	D	8 th Grade – Indicator 7- Analyze an author's argument, perspective or viewpoint and explain the development of key points.
38	<p>Andrew Berg based his mound theory on an observation he made while</p> <p>A. building a dog house.</p> <p>B. studying pocket gophers.</p> <p>C. experiencing an earthquake.</p> <p>D. watching a volcanic eruption.</p>	A	65%	<p>65% of total students who took this test chose "A" as their answer</p> <p>10% of total students who took this test chose "B" as their answer</p> <p>11% of total students who took this test chose "C" as their answer</p> <p>14% of total students who took this test chose "D" as their answer</p>	RP	B	8 th Grade – Indicator 2 - Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
37	passage, increase, establish, model				Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Students need to understand and identify how an author develops his or her argument, perspective or viewpoint.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.cyberbee.com/viewpoints/
38					Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Students need to use words and sentences around words they do not know to find the literal or figurative meanings of the words.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nytimes.com/learning/teachers/lessons/19990716friday.html

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Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
39	<p>“One of the more popular theories was hatched by Andrew Berg of Spokane, Washington, formerly a geologist with the U.S. Bureau of Mines. Berg’s theory came to him shortly after the Mount Saint Helens volcanic eruption in 1980.”</p> <p>Which meaning of hatched is used in this sentence?</p> <p>A. produced from an egg</p> <p>B. brought into existence</p> <p>C. included thin parallel lines in a drawing</p> <p>D. inserted contrasting material into other materials</p>	B	87%	<p>4% of total students who took this test chose "A" as their answer</p> <p>87% of total students who took this test chose "B" as their answer</p> <p>3% of total students who took this test chose "C" as their answer</p> <p>6% of total students who took this test chose "D" as their answer</p>	AV	C	8 th grade – Indicator 4 - Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.
40	<p>Why might the pocket gopher theory proposed by George Cox fail to hold true in Washington State?</p> <p>A. The gophers could not have created such enormous mounds.</p> <p>B. The mounds are too close together to be created by gophers.</p> <p>C. The gophers live between the mounds rather than in them.</p> <p>D. The mounds exist in areas where gophers have not lived.</p>	C	49%	<p>17% of total students who took this test chose "A" as their answer</p> <p>6% of total students who took this test chose "B" as their answer</p> <p>49% of total students who took this test chose "C" as their answer</p> <p>27% of total students who took this test chose "D" as their answer</p>	RP	B	8 th Grade – Indicator 1 - Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
39	theories, geologist				Recognize the importance and function of figurative language.	Students need to use words and sentences around words they do not know to find the literal or figurative meanings of the words.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nytimes.com/learning/teachers/lessons/19990716friday.html
40	pocket gopher, theory proposd				Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Students need to conduct a close reading of the passage and be able to make inferences (conclusions) based on the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=212

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Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
41	The author uses language to create a sense of mystery. Provide four examples from the passage that support this statement. Write your answer in the Answer Document . (4 points)		14.28%	14.28% of total students who took this test got this question right 16.10% of total students who took this test scored 3 points for their response 23.04% of total students who took this test scored 2 points for their response 21.96% of total students who took this test scored 1 point for their response 20.91% of total students who took this test scored 0 points for their response	IT	D	8 th Grade – Indicator 7- Analyze an author's argument, perspective or viewpoint and explain the development of key points.
42	Why does the author use italics throughout the passage? A. to emphasize terms that are followed by definitions B. to explain how to pronounce unfamiliar words C. to highlight topics to consider for further research D. to cite sources of information presented in the passage	A	59%	59% of total students who took this test chose "A" as their answer 9% of total students who took this test chose "B" as their answer 23% of total students who took this test chose "C" as their answer 9% of total students who took this test chose "D" as their answer	IT	A	8 th Grade – Indicator 1- Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
41			provide four examples from the passage that support this statement		Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.	Students need to understand and identify how an author develops his or her argument, perspective or viewpoint.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=203
42	author, italics, passage				Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Students need to understand why authors use text features like italics to help the reader understand the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://learning.loc.gov/learn/lessons/98/brady/teacher.html

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Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
43	<p>The first heading in the passage is different from the other headings in that the first heading is intended to</p> <p>A. state the author’s opinion. B. arouse the reader’s curiosity. C. provide a warning to the reader. D. compare views about the topic.</p>	B	72%	9% of total students who took this test chose "A" as their answer 72% of total students who took this test chose "B" as their answer 7% of total students who took this test chose "C" as their answer 12% of total students who took this test chose "D" as their answer	IT	A	8 th Grade – Indicator 1- Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
44	<p>What is the overall organizational pattern of this passage?</p> <p>A. problem and solution B. cause and effect C. comparison and contrast D. opinion and support</p>	D	57%	15% of total students who took this test chose "A" as their answer 15% of total students who took this test chose "B" as their answer 13% of total students who took this test chose "C" as their answer 57% of total students who took this test chose "D" as their answer	IT	A	8 th Grade – Indicator 2- Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
43					Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Students need to understand how features and characteristics, such as headings, captions, or titles, help the author achieve his or her purpose. Here, students need to read the heading and relate it to the information that follows. To evaluate these features, students need to relate them to the information contained in the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.thirteen.org/edonline/lessons/media/
44					Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.	Students need to understand why authors use text features like italics to help the reader understand the text.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.readwritethink.org/lessons/lesson_view.asp?id=306