**Read the story. Then read each question. Choose the best answer.**

**A New Fan**

*1* “But *Mom*!” Susie Chang knew her mother hated it whenever she whined, but she continued anyway.

*2* “Honey,” said Susie’s mother, stretching her lips across her teeth as she applied a coat of Blushing Burgundy lipstick, “don’t you have some guests to attend to?”

*3* “We’re making bracelets and anklets, and they’re fine.”

*4* “That’s wonderful. How do I look?” Susie’s mother, dressed in a shimmering emerald green evening gown, struck a model’s pose.

*5* “Like a traitor,” Susie pouted. “When I organized this slumber party, you said you were going to be home.” At the last minute, Susie’s mother had been invited to host an important charity function in the city with her dad.

*6* “We won’t be getting home all that late. And don’t worry. Nai Nai will be right here all evening long.”

*7* Susie’s face darkened visibly. Not one of her friends referred to their grandmother as *Nai Nai*, and none of them had a grandmother who lived with them either. Susie’s grandmother had moved into the house about six months ago from Minneapolis, where she had lived with Susie’s Ye Ye, or Grandpa Joe. When Ye Ye died, Nai Nai had relocated, and was living with Susie’s family. Though Susie hardly knew her, she was confident that no one else had a grandmother quite like Nai Nai.

*8* After her mother’s elegant departure, Susie rejoined her company downstairs in the living room, where they were twisting embroidery threads into colorful bracelets, anklets, and other accessories. Nai Nai was sitting in the corner, playing a game of solitaire in the glow of a fringed floor lamp, with a delicate pair of half-moon spectacles sitting primly on the bridge of her nose.

*9* “I sure wish my grandma would, like, go to the veranda, or something,” Susie muttered under her breath to Anna, whom she’d known since kindergarten.

*10* Shocked, Anna turned to look at Nai Nai. “Why?”

*11* “Talk about invading my personal space.” Susie stole a glance at the corner. Nai Nai was wearing one of those dresses made of a shiny satin fabric that fastened at the neck. Why couldn’t she just wear jeans, or a tracksuit, like any normal grandmother?

*12* “Chill out, Susie,” said Hillary, whom Susie had met the year before playing youth basketball. “It’s 90 degrees outside—just enjoy the air conditioning.”

*13* Nai Nai nodded at Susie, then abruptly frowned in the direction of the sofa. “Not feeling so good?”

*14* Susie turned to see Greta, her best friend, lying across half the couch, holding a cushion to her forehead. “It’s just a really bad headache,” moaned Greta. “And it’s my own fault—I was reading without my glasses.”

*15* Without a word, Nai Nai scurried to the kitchen, quickly returning with a cup of steaming liquid. “Herbal tea,” said Nai Nai. “It has hibiscus blossom and honey. It’s good for treating a headache,” she explained, sitting next to Greta. And then, the lights went out.

*16* With a single voice, everyone screamed. Anna yelled, “Flashlights!”

*17* “They’re in the kitchen!” said Susie, fumbling her way to the adjoining room. “Oh, I can’t believe it—this is the unluckiest slumber party ever!” Her friends were stumbling along behind her, each girl holding on to the one in front, like boxcars in a railroad train.

*18* “No, it’s not,” giggled Greta. “It’s awesome!”

*19* Susie peered out the kitchen window, noticing that her neighbors’ homes—and the streetlights—had also gone dark. “The power’s gone out on the entire street—super. Here, have a flashlight.”

*20* “You call these flashlights?” Anna laughed. Two puny beams of light struggled to penetrate the blackness.

*21* “You know what’s worse than no light?” Becca asked through the darkness. “No air conditioning!”

*22* The girls all groaned their agreement. Then a sound made them swivel around and gaze toward the fireplace at the back of the room. On the mantle, a little flame appeared, then another and another, until a row of light danced across the mantle. Nai Nai had set up the candles and lit them one by one.

*23* “Oooh,” the girls marveled in unison. They moved toward the fireplace as if drawn by an unseen magnet. Then they arranged themselves around the hearth and admired the flickering lights.

*24* “My candle collection was packed away,” said Nai Nai. “Now we get to put it to good use.” She picked up a slender candle and used it to help light her way out of the living room.

*25* “Your grandmother is so awesome,” said Hillary.

*26* “And so is this party!” Julie added. “Hey, you know, I bet if we stay really still, we won’t be so hot.” As if on cue, Nai Nai returned and began passing out small solid objects from a bulky plastic bag. Initially confused, the girls examined the items in the flickering light.

*27* “I know!” Greta yelled. With a flap, she shook open what was suddenly a semi-circular fan. Nai Nai had handed one to each girl. As the girls batted the fans at themselves and each other, they admired the patterns painted on them—cypress trees, cherry blossoms, and buffaloes.

*28* As she waved her fan, Susie’s tension let go in the comforting atmosphere of the candlelight. It was funny how here, in the darkness, she could see Nai Nai more clearly than ever before.

1. The setting of “A New Fan” is—
   1. Minneapolis
   2. the Changs’ home
   3. Nai Nai and Ye Ye’s home
   4. an important charity function
2. Susie assumes her friends will—
   1. admire Nai Nai’s dress.
   2. enjoy Nai Nai’s company.
   3. laugh at Nai Nai’s remarks.
   4. find Nai Nai strange.
3. Which of these details BEST supports the theme that Susie doesn’t understand her grandmother?
   1. Nai Nai wears traditional clothing.
   2. Susie’s mother must attend a charity function.
   3. Nai Nai lived in Minneapolis with Ye Ye.
   4. The power went out during the slumber party.
4. At the beginning of the passage, which statement BEST compares Susie’s attitude with that of her friends toward Nai Nai?
   1. Susie’s friends are embarrassed by the grandmother and Susie is accepting of her.
   2. Susie and her friends are embarrassed by her grandmother.
   3. Susie is embarrassed by her grandmother and her friends are accepting of her.
   4. Susie and her friends are accepting of her grandmother.
5. What does the last sentence in paragraph 28 tell the reader about the conflict within Susie?
   1. It is resolved as Susie makes tea for her guests.
   2. It continues as Susie become jealous of her friends.
   3. It is resolved as Susie comes to appreciate Nai Nai.
   4. It continues as Susie is still embarrassed by Nai Nai.
6. On the night of the slumber party, Susie learns to—
   1. forgive her mother for going out.
   2. be prepared for changes in plans.
   3. trust her friends to enjoy themselves.
   4. accept someone very different from her.

**Read the selection. Then read each question. Choose the best answer.**

**The Ellis Island Experience**

*1* Ellis Island lies in New York Harbor, with a view of the Statue of Liberty and New York City’s impressive skyline. Between 1892 and 1954, over twelve million immigrants entered the United States through Ellis Island.

*2* Before they arrived in New York Harbor, immigrants had already made tough decisions. Some decided to leave behind family and friends, perhaps never to see them again, while others sold everything they couldn’t carry to pay for their tickets. Most made the long sea trip beneath the deck, in cramped conditions. Immigrants often traveled with the cargo and were included on the ship’s cargo list, along with barrels of food and bolts of wool. Immigrants put up with all of this in order to seek out fresh opportunities in a new world.

*3* When they arrived at Ellis Island, all immigrants had one question: Could they begin new lives in the United States, or would they have to get back on a ship and return home? Happiness, hope, and sometimes heartbreak filled the station’s rooms as each immigrant waited for the answer to this question. Most made it through the tests; about two percent had to return home.

**In the Harbor**

*4* Before any ship could dock in New York City, inspectors came on board and checked passengers for any contagious illness. Passengers who were ill had to be treated before being allowed to go ashore. Once cleared, first and second class passengers got on a ferry to the city, and then the other passengers from the ship came up on deck, dragging suitcases and trunks heavy with everything they owned. Each person and piece of baggage was tagged with a piece of paper giving the name of the ship and their number on the cargo list. Then the newcomers took a ferry to the Ellis Island station.

**In the Baggage Room**

*5* At Ellis Island, immigrants were instructed to place their baggage in a pile to spare them from having to drag it through the station during the arrival process. However, some immigrants refused. They feared their baggage—everything they had brought to the new country— would be lost or stolen.

*6* With or without their suitcases, immigrants formed a line and walked up the broad stairs to the Registry Room. As they walked, doctors and inspectors checked them again for illness or other medical problems. Doctors looked at each person’s scalp, face, neck, hands, and way of walking. Doctors asked people to remove their hats and unbutton their high collars. This way, doctors could check for problems more easily. Some immigrants found the exam embarrassing. Whenever doctors saw a problem, they took chalk and wrote a code on the person’s clothing.

*7* Other doctors checked each person for signs of contagious illness. Some illnesses were so feared that anyone who had them was sent back to the ship immediately. But most illnesses could be treated. The sick were taken to dorms where they stayed until they were well again. Men stayed in one dorm, women in another. It was possible for an entire family to be turned away when one member was ill, especially if the person was a child.

*8* Immigrants also took an intelligence test as they slowly moved up the stairs. This was not easy for some. The questions were in English, and not all immigrants spoke the language well. If they were over fourteen years of age, immigrants were asked to read a short text in their home language.

9By the time they reached the top of the stairs, immigrants had passed the first tests.

**In the Registry Room**

*10* Now immigrants faced legal tests to their entry into the United States. Translators helped them understand the questions. Inspectors asked, “Do you have a job waiting for you?” If the answer was “No,” the immigrant might be turned away.

*11* Immigrants often had letters from family already in the United States. They might have rail tickets to their new homes. These papers helped greatly. Most people passed the legal test in just a few minutes. They gladly gathered their belongings and took the ferry to New York City.

*12* But some immigrants did not pass the legal test. They had to face more questions. Any woman traveling on her own had to have a family member or sponsor waiting for her. Otherwise, she was sent home. Sadly, now and then, a wife came with her children, only to find her husband could not come to claim her. When this happened, she had to take her children back to her home country.

*13* The Ellis Island experience was scary for some immigrants. Coming to a new nation was risky. Still, most made it through the station in a day. During the 1920s, immigrants were required to pass all the tests before leaving their home port. This saved travelers from getting to America only to have to turn around and make a long and expensive trip back home.

*14* Ellis Island closed in 1954. It is now a museum and a monument to the immigrants who chose to become Americans.

1. According to the article, immigrants chose to make the challenging journey to the new world to—
   1. pass hard tests.
   2. begin a new life.
   3. sell their belongings.
   4. get medical treatment.
2. The author most likely wrote “The Ellis Island Experience” to—
   1. tell the story of one immigrant family.
   2. teach readers how to pass immigration tests.
   3. encourage people to immigrate to the United States.
   4. explain the immigration process of the early twentieth century.
3. Which statement from the article presents the author’s opinion on the processing of immigrants?
   1. Between 1892 and 1924, about twelve million immigrants entered the United States through Ellis Island.
   2. Most made it through the tests; about two percent had to return home.
   3. Other doctors checked each person for signs of contagious illness.
   4. The Ellis Island experience was scary for some immigrants.
4. What text structure does the author use in the paragraph below?

Before any ship could dock in New York City, inspectors came on board and checked passengers for any contagious illness. Passengers who were ill had to be treated before being allowed to go ashore. Once cleared, first and second class passengers got on a ferry to the city, and then the other passengers from the ship came up on deck, dragging suitcases and trunks heavy with everything they owned.

* 1. comparison
  2. problem and solution
  3. sequence of events
  4. cause and effect

1. Which summary most accurately describes the use of Ellis Island?
   1. It served as a processing station for immigrants from 1892 to 1954 and is now a museum.
   2. It served as a processing station for immigrants for ten years and is now part of the New York skyline.
   3. It served as a processing station for immigrants for many years and continues to welcome immigrants today.
   4. It served as a processing station for immigrants for many years and is now the gateway to the Statue of Liberty.
2. Which of the following sequence of events best illustrates the process for a new immigrant to Ellis Island?
   1. First immigrants completed paperwork, then they met their families, and finally they got their baggage.
   2. First immigrants met their families, then they were examined by a doctor, and finally they were given a legal test.
   3. First immigrants were checked for contagious illness, then they took an intelligence test, and finally they were given a legal test.
   4. First immigrants were questioned, then their baggage was taken, and finally they met their families
3. Which of the following tests was so important to immigration officials that it was given before immigrants could leave the ship?
   1. tests for illnesses because immigrants were checked a few times
   2. legal tests so no criminals were allowed into the United States
   3. intelligence tests to see if the immigrants spoke English
   4. employment tests because there were few jobs for immigrants in the United States.



**Read the story. Then read each question. Choose the best answer.**

**Ode to an Otter**

*1* I ought to be an otter, ‘cause when all is said and done

I could play along the riverbank, or stretch out in the sun.

I’d swim beneath the water, or backstroke up on top.

I’d dive in like a graceful swan, or do a belly flop.

*2* My days would be so peaceful as a furry, swimming mammal

As opposed to carrying things like a one-humped desert camel.

I wouldn’t want to herd sheep like a working collie dog

Or end up an amphibian—a turtle, toad, or frog.

*3* But oh, to be an otter! It would be a stroke of luck

Just to spend all day a-swimming, or a-rolling in the muck.

But oh, as fate would have it, I’m required to spend my time

Doing schoolwork. What a pity. It seems like such a crime.

*4* The month of May has ended, and all across the nation

The schools have shut their doors, and all of the kids are on vacation.

Yet here it’s still the school year, and it can’t end too soon,

But the days just go so slowly, stretching till the end of June.

*5* Ah, the otter, who, when sunshine makes the heat rise at the shore,

Stays within its coolsome burrow, eating clams and snails and more.

It swims along the river, catching crayfish, frogs, and trout.

I’d be an awesome otter—of that I have no doubt.

*6* Right now I watch the summer tapping at each window pane

And count the days till school is out, and I can swim again.

I’ll walk in glorious mud that squeezes coolness through my toes

And skip along the river, free from tests and schoolwork woes.

*7* Till then, I’ll be an otter, but only in my head,

And start the summer early there, along the riverbed.

‘Cause if I was an otter and could romp and roll and roam,

I wouldn’t have to think of what to write for my class poem.

1. The otter sometimes stays in its “coolsome burrow” because—
   1. the sun is too hot to enjoy.
   2. snails and frogs are stored there.
   3. the otter is avoiding going to school.
   4. it’s May, and June is when the otter emerges.
2. According to the speaker, it would be better to be an otter than a camel because otters—
   1. take it easy; camels worry a lot.
   2. are peaceful; camels are dangerous.
   3. live in the water; camels live in the desert.
   4. are free; camels have to carry things for people.
3. The speaker envies kids “all across the nation” because they—
   1. swim like otters.
   2. are out of school.
   3. stay out of the hot sun.
   4. get to write class poems.
4. The poet’s purpose in writing “Ode to an Otter” is most likely to—
   1. teach the reader facts about animals.
   2. entertain the reader with a funny idea.
   3. persuade the reader to do well in school.
   4. encourage the reader to learn how to swim.



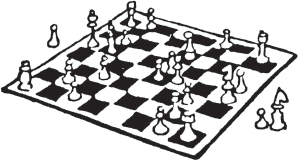
**Read the selection. Then read each question. Choose the best answer.**

**The Newest Board Sport**

*1* People spot them in airports or checking into a hotel—an excited group of city teenagers. They are the Raging Rooks. Sometimes, they carry a large, shiny trophy. People stare. A few ask, “What sport do you play?” or “Are you a singing group?” The answer is almost always a surprise.

*2* These Harlem middle school boys are a chess team. Yes, ladies and gentlemen, *chess*. And they are champions. The Raging Rooks come from the Adam Clayton Powell Jr. Junior High School 43. Once, they tied for first place in the National Junior High Chess Championship. Along the way, they topped 60 other teams.

*3* The Rooks are named for a chess piece called a rook, or castle. These young people are changing the common image of chess players: shy, dull, and, well, sort of . . . not cool. This hip team of teens challenges what people often think about chess: that kids will be bored by a board game.



*4* How did these ordinary kids get the chance to become such winners? They learned in school. Since 1986, New York City’s “Chess-in-the Schools” program has involved thousands of students. This program brings great chess players into the public schools. It brought the Raging Rooks their coach, Maurice Ashley.

**One Cool Coach**

*5* Maurice Ashley, at the age of 33, became the world’s first African American to earn the title of International Grandmaster. Grandmaster . . . sounds like a DJ or a karate instructor. Actually, it’s the highest level of achievement in chess.

*6* Born in Jamaica, Maurice Ashley grew up in Brooklyn, New York. He got serious about chess when he was 14. As he was first beginning to play, a friend beat him in a game . . . badly. Maurice Ashley’s response was to hit the library. He studied chess books. He decided to play in local tournaments. He also improved his skills by playing members of the Black Bear School of Chess. This local group of African American masters helped feed his hunger for the game. The Black Bears held Friday night “chess rumbles.” Here, he says, members attacked the game like fighters.

*7* Maurice Ashley is known for his modern playing style, which is aggressive and determined. He has also been a guest announcer for famous chess meets. At the mike, he spices things up. He has also made the video “Maurice Ashley Teaches Chess,” in which he uses sports comparisons to make the game more exciting.

**Are Chess Players *Athletes?***

*8* Maurice Ashley has worked to showing that chess is a true sport . . . and a fun, cool one. He knows that people laugh when chess is compared to athletics. Let’s face it, a chess move is nothing like shooting a three-pointer or leaping up a wall to catch a sure home run. However, what chess, and all sports, are about, he says, is not just what fans see, but also the energy that goes *into* the game.

*9* Top players like Maurice Ashley train hard in order to have the staying power for tournament play. One game can last as long as six hours. During this time, players need to remain focused. Their brains must be sharp and ready. “If I am not fit,” Maurice Ashley tells a Jamaican sports newsletter, “come round seven or eight . . . my tongue is hanging on the floor.”

**The Benefits of Playing Chess**

* Chess improves memory and concentration.
* Chess Encourages independent thinking as players make on-the-spot decisions.
* Chess develops players’ ability to make predictions and to see ahead to what might happen next.
* Chess improves thinking in science and mathematics.
* Chess develops creativity and helps players use their imaginations.
* Chess helps players’ control their nerves and helps them learn patience.
* Chess gives players the chance to play, meet people, and have fun!

1. Which of the following questions is explicitly answered by the text?
   1. How many members are on the Raging Rooks chess team?
   2. Where did the Raging Rooks get their name?
   3. How many wins have the Raging Rooks had?
   4. How often do the Raging Rooks practice?
2. What event led to the formation of teams like the Raging Rooks?
3. Maurice Ashley became the world’s first grandmaster.
4. New York City started the “Chess-in-the- Schools” program.
5. Studies showed that playing chess helps students do well in class.
6. The team tied for first place in the National Junior High Chess competition.
7. What is the author’s point in writing this text?
8. to convince others to join the Raging Rooks in New York City
9. to convince others to join a sports team
10. to show how Maurice Ashley has brought positive attention to chess
11. to show how a chess player trains for competition
12. Which detail from the article is an opinion about the Raging Rooks?
13. The team’s members are hip and exciting.
14. The team has beaten at least 60 other teams.
15. The team’s members learned chess at school.
16. The team comes from a junior high school in Harlem.
17. How does Maurice Ashley compare himself to an athlete?
18. His brain must be sharp and ready.
19. He must lift weights to build muscle.
20. He must be comfortable speaking in public.
21. His science and math skills must be strong.
22. Which of the following is NOT stated as a benefit of playing chess?
23. opportunity to meet other people
24. improved thinking in science and mathematics
25. opportunity to travel to tournaments
26. improved memory
27. Which main idea is supported by the following evidence from the text?

This hip team of teens challenges what people often think about chess: that kids will be bored by a board game.

1. Chess can be a cool sport.
2. Chess requires much practice.
3. Chess is a sport for ordinary people.
4. Chess is most popular in New York.