

ELA

CFA

3

October 10, 2016

Skills Tested:

1. R2 - Main Idea
2. R2 - Summarizing
3. L4 - Vocabulary in Context
4. R1 - Making Inferences

Directions

Read this article.

Excerpt from *Into the Unknown*

by Walter Dean Myers

When, in 1728, James Cook was born in Yorkshire, England, the entire world could have been described as “new” in the sense that most people had little idea of what life was like beyond the borders of their own country. Maps of the day would show Europe itself, the eastern coast of North America, the western coast of Africa, and only parts of what we now know as the Middle East and Far East. Could there possibly be great cities in central Africa? In the South Pacific? Was the bottom of the earth capable of sustaining human life?

There were many places on Earth where no Europeans had visited, even places where no human beings at all had visited. Scholars tried to guess what these places would be like. Some imagined monsters, or beings only half human, living in wildly exotic and scary lands. Others thought there might be wonderful areas with fertile soil for food crops and rich mineral deposits. But these were all guesses. To discover the reality, human beings needed to go to these places.

Cartographers, those who made maps, weren't sure how to represent these places. On maps the vaguely drawn lower regions of the earth were often labeled *Terra Australis Incognita*, “Unknown Southern Land.” Great Britain, the world's leading sea power in the eighteenth century, decided to send an expedition to these unknown lands. They chose James Cook to lead it.

James Cook was born into a farm family and might well have spent his life in the family business. But Cook was an exceptional youngster and, unlike most English boys of his time, was allowed to attend school when he was twelve years old. As a teenager, Cook became apprenticed to a man who owned a *collier*, a ship that transported coal, and soon found himself carrying cargoes of coal from northern England to the bustling docks of London.

Cook was ambitious and quickly learned that his ability to read set him apart from other sailors, even ones much older than he was. Ships at that time had none of the sophisticated electronics found on ships today. Instead, they found their way around the oceans using instruments that determined their position relative to the sun and stars. This took considerable skill. Cook read whatever books he could find on navigation and learned to use the instruments to find his position on the ocean. While the merchant ships he worked on carried cargo from port to port, James Cook assumed more and more

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responsibility as a navigator and learned the ways of the sea. Perhaps the greatest idea that he absorbed was that self-discipline gave one a huge advantage at sea.

35 After ten years on the collier, Cook decided to join the Royal Navy. The British navy was the most powerful in the world. Its officers were recognized not only as outstanding sailors but also as “gentlemen.” For a young man born on a farm, it was decidedly a step up the social ladder. Again, Cook relied on his discipline and skills, thinking they would set him apart. He was right. Before long he was made a junior officer.

40 Cook, who had already taught himself a great deal about navigation, soon taught himself to draw accurate maps.

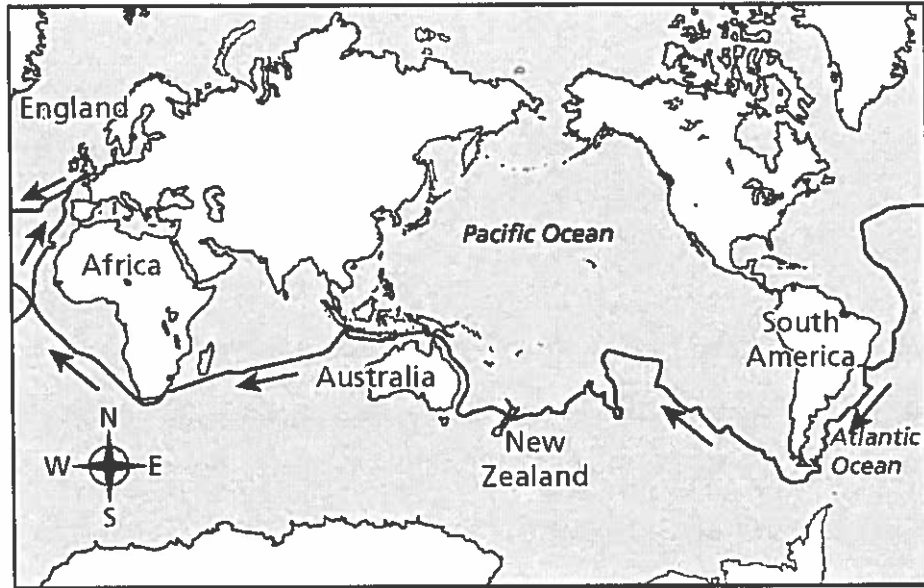
Cartography, the art of making maps, was a truly important skill. With so much of the world unknown, each time a ship left port, it was in danger of never finding its way back. A small error on a map, showing a body of land to be in one direction when it was not, could lead a ship hundreds of miles off course. Ships that needed to find sources of food
45 or water could scarcely afford the days, and sometimes weeks, an errant map would cause them. But Cook’s calculations were so well done, and so well thought out, that his reputation grew quickly. He was sent to the east coast of North America and directed to draw charts of the Canadian border, which he also did successfully.

50 In August 1768, the Royal Society decided to fund an expedition to the South Seas. It would be headed by Lieutenant James Cook.

Cook carried out the expedition, which was to chart the astronomy of the planet Venus from the South Seas. He did so successfully, using a converted collier, the *Endeavour*. During the trip, he also explored New Zealand and the east coast of Australia, which had never been visited by a European. Cook claimed the lands for Great Britain
55 and drew highly accurate maps of the region. On his return to England in 1771, he was given a hero’s welcome. By then, some geographers, people who studied the physical features of the earth, thought that there might be an undiscovered continent on the bottom of the earth.

60 In July 1772, Cook sailed from England in the sloop *Resolution* in company with the ship *Adventure*. His instructions were clear, to continue to explore the southern regions and to claim for Great Britain any new lands he discovered. When he said good-bye to his wife, Elizabeth, he knew it would be years before he would see her again.

Cook's Endeavor Voyage, 1768-1771



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DIRECTIONS: Read the article then answer Questions 1 and 2.

1. According to the article, why were cartographers so valued during Cook's life?
 - A. They provided the information ships required to stay on course while at sea.
 - B. They were responsible for informing the public of the names of unfamiliar regions.
 - C. They prevented sailors from visiting exotic lands with unknown dangers.
 - D. They were assigned the duty of teaching other sailors to read and draw maps.

2. How do lines 51 - 58 develop a central idea of the article?
 - A. By naming previously unknown lands
 - B. By emphasizing Cook's value to the navy
 - C. By describing Cook's contribution to exploration
 - D. By explaining improvements in the study of geography

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DIRECTIONS: Read the article, then answer Questions 3, 4, and 5.

Rethinking Youth Sports to Prevent Kids' Head Injuries

by Representative Betty McCollum

Youth sports are important. Now girls, as well as boys, have an opportunity to be physically active and learn new skills. Whether participating in an individual or group activity, sports teach children and young adults that hard work and personal discipline will help them achieve their personal best. My family and I know firsthand the benefits that sports can offer. I enjoyed playing basketball and volleyball during high school and college. My son had fun participating in soccer and swimming. My daughter scored ice time being a hockey cheerleader.

With all the positive aspects associated with youth sports, these activities also come with some very real risks. Stories of athletes suffering traumatic brain injuries after playing hockey, football, soccer and other sports are becoming more common. A traumatic brain injury is a severe blow to the head, impairing the brain's normal functions. Symptoms can include confusion, motor dysfunction, dizziness, headaches and temporary amnesia. Repeated concussions or other head injuries could run the greater risk of damage to the brain and spinal cord. Public awareness about the seriousness of head injuries is growing.

We are already learning a lot about traumatic brain injuries from our returning Afghanistan and Iraq veterans. An estimated 40,000 men and women veterans have been diagnosed with traumatic brain injuries from multiple concussions in combat. While the situations are vastly different, some of the consequences of repeated head injuries sustained in combat can be similar to those experienced by some athletes.

According to the American Association of Neurological Surgeons (AANS), roughly 446,788 sports-related head injuries were treated at U.S. emergency rooms in 2009. This number represents an increase of nearly 95,000 sports-related injuries from 2008. No longer can a soccer player or cyclist just "walk off" a bump to the head. A child who begins playing full-contact football at age 6 is at risk of brain injuries that could cause long-term cognitive damage.

As parents, coaches and policymakers, we must use what we know about head injuries and rethink how our youth can engage in sports safely. Some organizations and states are already working to reform the athletic programs in their schools and communities. Last year, Minnesota passed legislation aimed at reducing sports-related brain injuries in children by educating coaches, parents and young athletes about the symptoms and risks of head injuries. The new law also ensures students do not return to a sport before seeing a trained health professional.

35 Recently, the largest youth football league, Pop Warner, announced it will limit the amount of contact and collisions in practice to protect its 285,000 football players (ages 5–15) from potential repetitive brain trauma. This move responded to a recent study of second-grade football players that showed the average player suffers more than 100 head impacts during 5 games and 10 practices. Some of these head impacts were characterized as equivalent to those sustained in a car accident.

40 Young players rely on coaches, parents and health professionals to minimize risk through proper practice techniques, good supervision and immediate medical intervention. Pop Warner’s move to limit contact in practice should remind governing bodies that procedures, training methods and the rules of the game can be modified to ensure our youth participate safely.

45 Sports-related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFLSM players filed a lawsuit against football helmet maker Riddell® and the NFLSM for hiding information about dangers of concussions and the consequences of hits to the head.

50 Coaches, parents, athletes, health professionals, policymakers and the athletic community must come together for the best interests of our children. By taking what we already know, we can create opportunities for our children to participate in sports while keeping them healthy and safe. As a parent, watching your child compete should be a sense of pride, not a sense of fear.

NFLSM is a registered service mark of the National Football League.
Riddell® is a registered trademark of the Riddell Corporation.

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3. Read this sentence from lines 22 and 23:

No longer can a soccer player or cyclist just “walk off” a bump to the head.

What does the phrase “walk off” suggest?

- A. The injury is made worse by moving around.
- B. The person needs to leave the playing area.
- C. The person is not seriously injured.
- D. The injury does not affect the legs.

4. Lines 26 - 32 support the central idea that

- A. Progress is being made to make sports safer for kids
- B. Resistance to changes in youth sports is being overcome
- C. Children count on parents and coaches to keep them safe
- D. A lack of training in treating brain injuries has inspired legislation

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5. Read these sentences from lines 44 - 47:

Sports related brain injuries are also receiving more public attention because of the willingness of professional athletes to speak out. For example, more than 2,000 retired NFL players filed a lawsuit against football helmet maker, Riddell, and the NFL, for hiding information about dangers of concussions and the consequences of hits to the head.

Which inference do these sentences best support?

- A. Older helmets do not protect athletes from head injuries.
- B. The problem of head injuries is not confined to student athletes.
- C. Professional athletes are reluctant to report head injuries during their careers.
- D. Legal action is an effective way to discover information about the dangers of concussion.

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Excerpt from The Car

DIRECTIONS: Read the passage, then answer Questions 6 - 8.

A kit car is a car bought as a kit of parts and assembled by the owner. Fourteen-year-old Terry has always been curious about the kit car his father had purchased but never finished putting together. Now that Terry has grown up, today would be the day.

Excerpt from *The Car*

by Gary Paulsen

And the kit car was still in the garage.

5 He looked once at the clock on the kitchen wall. It was in the shape of a cat with eyes that went back and forth and the hands were in a circle on the cat's belly. It was, Terry thought, the ugliest thing he had probably ever seen. He had bought it for a Christmas present when he was nine years old, trying to get his mother's attention. It hadn't worked except that she'd put the clock on the wall over the kitchen window where Terry could see it every day.

Nine-thirty.

10 He could, of course, sit and watch television—the thought hit him even as he was moving toward the door that led to the garage. He could sit and watch the tube and munch on some junk, or he could go to bed because it was getting late, or . . .

He opened the door to the garage, pulled the cord that turned on the overhead light, and looked at the pile near the wall.

15 *Yeah, he thought. I could go to bed or watch the tube, or I could go over there and just take a look at what's involved.*

20 He went to the workbench at the end of the garage where he worked on his mower. He had a complete set of tools—sockets and wrenches, feeler gauges, everything to work on motors. He'd bought the set at a rummage sale for thirty dollars two years before without knowing how complete the set was; it had belonged to an old man who had passed away, who had done all his own work on his car, and the tools were so complete they included a torque wrench and special deep-well sockets. There was even a small dental mirror for looking up in hard-to-see places, and everything, from the mirror to the largest wrench, every tool had been kept in top condition.

25 Terry kept them the same way. He'd bought a large bag of clean red mechanics' rags at the discount store and each time he used a tool he wiped it carefully before putting it back.

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His toolbox was the kind that sat upright with four drawers that pulled out, and he moved to the box now and opened the top, pulled the drawers out, and made sure—as he always did—that the tools were all there.

30 Then he turned to the car.

The boxes and parts were in a haphazard pile on top of the frame. The man who had initially owned the kit car had done some basic work on it. The frame was bolted and welded together correctly and the wheels and tires had been put on. The motor and transmission were also bolted into position on the frame, set in rubber motor mounts, and
35 the drive shaft was in place back to the rear differential, but none of the body was on nor any of the controls for the wheels or motor. The car sat on the floor on tires—the frame, the motor—and stacked on top was the rest of the car in torn paper wrapping and cardboard boxes.

40 “Let’s see what we’ve got . . .” Terry said under his breath and started taking the boxes off, setting them around the garage on the floor, looking in each one as he did so.

Much of the stuff he couldn’t identify. There were large boxes with the fenders, the rear trunk lid, the hood (tags called the hood a bonnet and the trunk lid a boot), doors, interior panels, molded black dashboard, windshield. All of that he knew, could understand, but there were numbered bags and boxes with just bolts and parts, and many
45 of them made no sense to him, and he despaired of ever understanding it all when in the bottom of one of the boxes he found the instructions.

They were in the form of a book or magazine and seemed incredibly complete, explaining things in detail with step-by-step instructions and with photos to show each step being accomplished.

50 “A monkey could do this,” he said, sitting on the frame, going page by page. “You don’t have to know anything about cars at all. It’s beautiful . . .”

Not only were the instructions complete but they explained what was in each numbered box or bag—what each set of bolts was for—and he set about organizing all of them to get ready for starting work on the car.

55 Time seemed to stop while he worked. He used a notebook to catalog and place items, writing them down as he put them in order on the garage floor, and after a period he felt hungry and went into the kitchen for some lunch meat. Once he started to eat he was amazed at his hunger and he looked up to the cat clock, stunned to see that it was three in the morning.

60 *I should feel tired*, he thought, but the sandwich seemed to give him energy, and he moved back to the garage to start work on the car.

6. Read lines 10 and 11:

He could sit and watch the tube and munch on some junk, or he could go to bed because it was getting late, or ...

These lines suggest that Terry

- A. Prefers to relax in the evening
- B. Disapproves of snacking in front of the television
- C. Wants to do something different from his usual activities
- D. Wastes time deciding whether to watch television or sleep

7. Based on lines 24 - 29, readers can conclude that Terry

- A. Rarely works in the garage
- B. Feels proud of his possessions
- C. Is worried about losing his tools
- D. Is still becoming familiar with his tools

8. In lines 55 - 59, what does "Time seemed to stop" suggest about Terry?

- A. Terry works very quickly.
- B. Terry is absorbed in his task.
- C. Terry forgets to eat his dinner.
- D. Terry is ignoring the cat clock.

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How to Fix School Lunches

DIRECTIONS: Read the passage, then answer questions 9 - 11.

How to Fix School Lunches

by Peg Tyre and Sarah Staveley-O'Carroll

Celebrity chefs, politicians and concerned parents are joining forces to improve the meals kids eat every day.

For Jorge Collazo, executive chef for the New York City public schools, coming up with the perfect jerk sauce is yet another step toward making the 1.1 million schoolkids he serves healthier. In a little more than a year, he's introduced salad bars and replaced whole milk with skim. Beef patties are now served on whole-wheat buns. Until recently, "every piece of chicken the manufacturers sent us was either breaded or covered in a glaze," says Collazo. Brandishing the might of his \$125 million annual food budget, he switched to plain cutlets and asked suppliers to come up with something healthy—and appealing—to put on top. Collazo tastes the latest offering. The jerk sauce isn't overly processed and doesn't have trans fats. "Too salty," he says with a grimace. Within minutes, the supplier is hard at work on a lower-sodium version.

A cramped public-school test kitchen might seem an unlikely outpost for a food revolution. But Collazo and scores of others across the country—celebrity chefs and lunch ladies, district superintendents and politicians—say they're determined to improve what kids eat in school. Nearly everyone agrees something must be done. Most school cafeterias are staffed by poorly trained, badly equipped workers who churn out 4.8 billion hot lunches a year. Often the meals, produced for about \$1 each, consist of breaded meat patties, french fries and overcooked vegetables. So the kids buy muffins, cookies and ice cream instead—or they feast on fast food from McDonald's, Pizza Hut and Taco Bell, which is available in more than half the schools in the nation. Vending machines packed with sodas and candy line the hallways. "We're killing our kids" with the food we serve, says Texas Education Commissioner Susan Combs.

As rates of childhood obesity and diabetes skyrocket, public-health officials say schools need to change the way kids eat. It won't be easy. Some kids and their parents don't know better. Home cooking is becoming a forgotten art. And fast-food companies now spend \$3 billion a year on television ads aimed at children. Along with reading and writing, schools need to teach kids what to eat to stay healthy, says culinary innovator Alice Waters, who is introducing gardening and fresh produce to 16 schools in California. It's a golden opportunity, she says, "to affect the way children eat for the rest of their lives." Last year star English chef Jamie Oliver took over a school cafeteria in a working-class suburb of London. A documentary about his work shamed the British government into spending \$500 million to revamp the nation's school-food program. Oliver says it's the United States' turn now. "If you can put a man on the moon," he says, "you can give kids the food they need to make them lighter, fitter and live longer."

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Changing school food takes time. More than a decade ago, when local restaurateur Lynn Walters lobbied school-board members in Santa Fe, N.M., to provide kids with healthy alternatives to soggy pizza, they refused. So Walters and parent volunteers began an in-school cooking class. Armed with an electric griddle and a bag of fresh produce, they taught fractions using measuring cups and discussed nutrition over bunches of kale while concocting such lunch alternatives as spinach fettuccine and black-bean tostadas. The teachers loved it; so did the kids. But getting the entrees on the school menu was another challenge. The school kitchens there, like many around the country, were equipped to reheat food, not to prepare it. “I was passionate, but I was ignorant of the realities” the school was facing, says Walters, who got a grant to buy knives so the school cooks could at least peel and chop fresh fruits and vegetables.

Changing school food will take money, too. Many schools’ administrators are hooked on the easy cash—up to \$75,000 annually—that soda and candy vending machines can bring in. Three years ago Gary Hirshberg of Concord, N.H., was appalled when his 13-year-old son described his daytime meal—pizza, chocolate milk and a package of Skittles. “I wasn’t aware Skittles was a food group,” says Hirshberg, CEO of Stonyfield Farm, a yogurt company. So he devised a vending machine that stocks healthy snacks: yogurt smoothies, fruit leathers and whole-wheat pretzels. So far 41 schools in California, Illinois and Washington are using his machines—and a thousand more have requested them. The schools don’t make as much money. Kids spend about half as much on granola bars as they did on Fritos. But, Hirshberg says, “schools have to make good food a priority.”

Some states are trying. California, New York and Texas have passed new laws that limit junk food sold on school grounds. Districts in California, New Mexico and Washington have begun buying produce from local farms. Las Vegas parent Terri Jannison says real change can be incremental. After three years of lobbying, the cafeterias there now sell reduced-fat muffins. The soda and candy in the vending machines have been replaced by juice and beef jerky. Doritos were banned, but then replaced by baked Doritos. “It’s not perfect,” says Jannison. But it’s a cause worth fighting for. Even if she has to battle one chip at a time.

9. Read these sentences from lines 13 - 16.

A cramped public-school test kitchen might seem an unlikely outpost for a food revolution. But Collazo and scores of others around the country - celebrity chefs and lunch ladies, district superintendents and politicians - say they're determined to improve what kids eat in school.

What central idea is supported by these sentences?

- A. It is not easy to make changes in school lunch programs.
- B. Public schools have become test kitchens for improving the American diet.
- C. Many people have been seeking to improve the nutritional value of school lunches.
- D. Educating students about nutrition can improve their health for the rest of their lives.

10. Read this sentence from lines 16 - 18.

Most school cafeterias are staffed by poorly trained, badly equipped workers who churn out 4.8 billion hot lunches a year.

What does the phrase "churn out" suggest about the school lunches?

- A. They are mass produced without careful planning.
- B. They are easily prepared using modern kitchens.
- C. They are economically made and include nutritious ingredients.
- D. They are thoughtfully created and include wide-ranging menus.

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11. Read this sentence from lines 24 and 25.

As rates of childhood obesity and diabetes skyrocket, public health officials say schools need to change the way kids eat.

Why should this information be included in a summary of the article?

- A. It predicts the consequences of current eating habits for students.
- B. It emphasizes the importance of healthy meal options for students.
- C. It suggests that schools are responsible for diseases related to eating.
- D. It highlights the role school administrators have in teaching health habits.

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