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## Session 2: Reading and Responding Directions

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In this session, you will read several passages and respond to questions about those passages to show your understanding.

- Read each passage carefully and then answer the questions.
- Write your answers for questions 1 through 30 in the spaces provided on the answer sheets.
- When you are finished, you may check your work in this session but do not work on any other part of the test.

### Notes to Teacher:

- The passages, introductions, items/questions, and answer options must NOT be read aloud. Only the directions may be read aloud or signed to students whose accommodation is Tests Read Aloud or Communication Assistance.
- Though the actual test is not timed, the suggested time to complete this session is 90 minutes.

## Session 2: Reading and Responding

Read the passage, and then answer questions 1 through 7.

### Dave Mirra: BMX<sup>1</sup> Superstar by Aaron Rosenberg

- 1 Some athletes have fought uphill battles, trying to get their athletic activities recognized as legitimate sports. Others have had less difficulty, quickly grabbing attention around the nation. Bicyclists have had, perhaps, the easiest time of it. People have been riding bikes for almost two centuries. Baron Karl de Drais de Sauerbrun of Germany is credited with creating the first bike, a *draisienne*, back in 1817. However, the idea of a bike with pedals did not occur until the velocipede in the 1860s. Most people rode their bikes on level surfaces and paved roads, but some bikers had the idea of playing around a little.

In the early 1970s, a group of bike enthusiasts, known as the Klunkers, began modifying "clunky" old bikes for off-road use. This soon caught on, and ever since, people have been doing tricks and stunts on their bikes, riding them over challenging terrain, and generally competing to be the fastest, the most daring, and the best. It's not surprising, then, that most people had no problem recognizing this style of biking as a sport and off-road biking, or BMX, as an extreme sport. It's no surprise, either, that, since biking is one of the two most widely recognized and respected extreme sports (the other being skateboarding), its champions are also well known and very popular. And one of the biggest stars in the world of BMX is Dave Mirra.

- 3 Dave has been biking professionally for almost a decade now and is still one of the most successful athletes in the sport—he holds more X Games<sup>2</sup> gold medals than any other X Games competitor. His success can also be attributed to his approach both to the sport and to its fans. In many ways, Dave has demonstrated that he has what it takes to be a real star.

His success comes not just from his biking ability but also from his personality. Dave has consistently fostered his relationship with his fans and continues to inspire future generations of BMX stars. His popularity has translated into endorsements, video games, and other areas that have turned Dave into a superstar in his sport. Much like BMX and extreme sports in general, there seems to be no limit to Dave Mirra's popularity.

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1. **BMX**: an abbreviation for *bicycle motocross*

2. **X Games**: an extreme-sports competition, originally called the Extreme Games

## Session 2: Reading and Responding

1. Which statement best presents the central idea of the passage and the way in which it is developed?
- A. The place of BMX among other sports is developed by recounting the history of the sport.
  - B. The thrill of stunt riding on bicycles is developed through details about early riders and a contemporary BMX star.
  - C. The changes in bicycle features is developed through comparisons of early bicycles to the bicycles used for BMX.
  - D. The importance of BMX as a recognized sport is developed through details about its most famous rider.

2. Read the sentence from the passage.

Some athletes have fought uphill battles, trying to get their athletic activities recognized as legitimate sports.

What is the meaning of the word legitimate as it is used in the sentence?

- A. challenging
  - B. authentic
  - C. organized
  - D. profitable
3. Read the last sentence from paragraph 1.
- Most people rode their bikes on level surfaces and paved roads, but some bikers had the idea of playing around a little.
- How does this sentence function in the passage?
- A. It serves as a transition into paragraph 2.
  - B. It acts as a summary statement for paragraph 1.
  - C. It contrasts with the claim developed in paragraph 2.
  - D. It restates an important point from paragraph 1.

## Session 2: Reading and Responding

4. According to the passage, Dave Mirra will continue to build his reputation as a BMX superstar by
- A. beginning to design his own line of bikes.
  - B. winning competitions against younger riders.
  - C. coaching BMX athletes for the X Games in the future.
  - D. remaining loyal to his fans and receiving more endorsements.
5. Why does the author include information about the Klunkers in the passage?
- A. to illustrate the difficulty of BMX competition
  - B. to contrast early contests with modern BMX
  - C. to explain the origins of BMX competition
  - D. to describe the skills needed for success at BMX
6. How does the passage make a connection between Dave Mirra's career as a rider and his personality?
- A. by comparing the development of his career to the development of his personality
  - B. by explaining how his career decisions have led to positive changes in his personality
  - C. by describing aspects of his career and his personality that have led to his success
  - D. by analyzing parts of his personality that caused him to seek out a career as a rider

**Write your answer to question 7 on the lines provided on page 51.**

7. Explain how the author develops the claim that bicyclists have had the easiest time capturing attention for their sport. Use at least two specific details from the passage to support your answer.

## Session 2: Reading and Responding

Read the folktale, and then answer questions 8 through 15.

### The Blind Man and the Hunter

*A Folktale from West Africa*

Retold by *Hugh Lupton*

ONCE UPON A TIME there was a blind man who lived with his sister in a hut in a village on the edge of the forest.

Now, this blind man was very clever. Even though his eyes saw nothing, he seemed to know more about the world than people whose eyes were as sharp as needles. He would sit outside his hut and talk to passersby. If they had problems, they would ask him what they should do, and he would always give good advice.

If there were things they wanted to know, he would tell them, and his answers were always the right ones.

People would shake their heads with amazement and say, "Blind man, how is it that you are so wise?"

- 5 The blind man would smile and say, "Because I see with my ears."

Well, one time the blind man's sister fell in love with a hunter from another village. And soon enough there was a wedding: the hunter was married to the blind man's sister.

And when the great wedding feast was finished, the hunter came to live in the hut with his new wife.

But the hunter had no time for his wife's brother. He had no time at all for the blind man.

"What use," he would say, "is a man with no eyes?"

- 10 And his wife would reply, "But, Husband, he knows more about the world than people who can see."

The hunter would laugh then and say, "Ha, ha, ha! What could a blind man who lives in darkness know? Ha, ha, ha. . . ."

Every day the hunter would go into the forest with his traps and spears and arrows. And every evening, when the hunter returned to the village, the blind man would say, "Please, let me come hunting in the forest with you tomorrow."

But the hunter would shake his head. "What use is a man with no eyes?"

And the days and the weeks and the months passed, and every evening the blind man asked, "Please, let me come hunting tomorrow."

- 15 And every evening the hunter shook his head.

## Session 2: Reading and Responding

But then, one evening, the hunter was in a good mood. He had returned home with a fine catch—a fat gazelle. His wife had prepared and cooked the meat, and when they'd finished eating, the hunter turned to the blind man and said, "Very well, tomorrow you will come hunting."

So the next morning they set off into the forest together, the hunter with his traps, spears, and arrows, leading the blind man by the hand along the track between the trees. For hours and hours they walked.

Then, suddenly, the blind man stopped; he tugged the hunter's hand, saying, "Sh, there is a lion!"

The hunter looked about, but he could see nothing at all.

- 20 "There is a lion," said the blind man, "but it's all right. . . . He's eaten and he's fast asleep. He won't hurt us."

They carried on along the track and there, sure enough, was a great lion stretched out fast asleep under a tree.

As soon as they had passed it, the hunter asked, "How did you know about the lion?"

"Because I see with my ears." . . .

And they continued deep, deep into the forest until they came to a clearing.

- 25 The hunter said, "We'll leave our traps here."

The hunter set one of his traps, and he told the blind man how to set another one. When both traps were ready, the hunter said, "We'll come back tomorrow and see what we've caught."

And together they made their way home to the village.

The next morning they were up early. Once again they set off along the track into the forest. The hunter offered to hold the blind man's hand, but the blind man said, "No, I know the way now."

The blind man walked ahead this time, and he didn't catch his foot on a root or a tree stump; he didn't miss a single turn.

- 30 They walked and they walked until they came to the clearing deep in the forest where the traps had been set.

The hunter saw straightaway that there was a bird caught in each trap. And he saw straightaway that the bird caught in his trap was a little gray one, and the bird caught in the blind man's trap was a beauty, with feathers of green, crimson, and gold.

"Sit down there," he said. "We've each caught a bird. I'll fetch them out of the traps."

So the blind man sat down, and the hunter went across to the traps, and as he went across he was thinking to himself, "A man with no eyes will never know the difference."

And what did he do?

## Session 2: Reading and Responding

35 He gave the blind man the little gray bird and he kept the beautiful bird with the green, crimson, and gold feathers for himself.

And the blind man took the little gray bird in his hand, and he got to his feet, and they set off for home.

They walked and they walked, and as they were walking the hunter said, "If you're so clever and you see with your ears, then answer me this: Why is there so much anger and hatred and warfare in this world?"

And the blind man answered, "Because the world is full of so many people like you—who take what is not theirs."

And suddenly the hunter was filled with bitter shame. He took the little gray bird out of the blind man's hand and gave him the beautiful green, crimson, and gold one instead.

40 "I'm sorry," the hunter said.

And they walked and they walked, and then the hunter said, "If you're so clever and you see with your ears, then answer me this: Why is there so much love and kindness and gentleness in this world?"

And the blind man answered, "Because the world is full of so many people like you—who learn from their mistakes."

And they walked and they walked until they came home to the village.

And from that day onward, if the hunter heard anyone ask, "Blind man, how is it that you are so wise?" he would put his arm around the blind man's shoulders and say, "Because he sees with his ears . . . and hears with his heart."

## Session 2: Reading and Responding

8. Which of these is the **best** theme for this folktale?
- A. People's lives are enriched when they help others.
  - B. Greed can lead a person to make rash decisions.
  - C. Each person's unique strengths should be valued.
  - D. Foolish people often create their own problems.

9. Read the sentence from paragraph 3.

If there were things they wanted to know, he would tell them, and his answers were always the right ones.

What is the **most likely** reason the folktale includes this information?

- A. to suggest that the blind man is talkative
  - B. to explain why the blind man is confident
  - C. to indicate that the blind man is intelligent
  - D. to establish why the blind man is content
10. How does the point of view affect the reader's understanding of the folktale?
- A. It creates humor because the reader is aware of jokes that the characters do not understand until the end of the folktale.
  - B. It creates suspense as the reader tries to determine why the characters behave the way they do.
  - C. It creates humor as the reader recognizes motives for the wife's actions that the blind man does not recognize.
  - D. It creates irony as the reader perceives characteristics of the blind man that the hunter does not perceive.
11. Which event **first** reveals the blind man's abilities to the hunter?
- A. the discovery of the lion under a tree
  - B. the setting of the traps in the forest
  - C. the second journey down the track
  - D. the exchange of the trapped birds



## Session 2: Reading and Responding

12. Read the sentence from paragraph 42.

And the blind man answered, "Because the world is full of so many people like you—who learn from their mistakes."

What motive do the blind man's words reveal?

- A. He wants to remind the hunter of his recent misbehavior.
  - B. He wants to thank the hunter for taking him hunting.
  - C. He wants to teach the hunter to recognize his own value.
  - D. He wants to forgive the hunter for his unkind behavior.
13. What relationship is signaled by the dialogue in the final paragraph of the folktale?
- A. The hunter has begun to feel protective of the blind man.
  - B. The hunter has begun to envy the popularity of the blind man.
  - C. The hunter has come to appreciate the blind man's compassion.
  - D. The hunter has come to resent the blind man's indirect way of speaking.

Write your answer to question 14 on the lines provided on page 52.

14. The author often uses repeated images and dialogue in the folktale. Identify one example of repetition and explain how the author uses this repetition to develop the folktale. Use specific details from the passage to support your response.

Write your answer to question 15 on the lines provided on page 53.

15. Explain two key events in the folktale that affect the hunter's feelings about the blind man. Be sure to use relevant information from the folktale to support your response.

## Session 2: Reading and Responding

The Loch Ness monster, known as “Nessie,” has been a subject of interest and curiosity for hundreds of years. Read this passage about the search for Nessie and then answer questions 16 through 22.

### The Quest for Nessie



*This photograph is probably the most published image of the Loch Ness monster. It was first released in 1934. Recently, however, the photograph was exposed as a hoax. The photo was actually created using a small model as Nessie.*

Nestled deep in the Scottish Highlands, surrounded by rugged mountains and forests and fields, Loch Ness is one of Europe's great lakes. Its length is a modest twenty-four miles, and its width rarely exceeds one mile, but the fantastic depth—more than 700 feet in places—makes Loch Ness by volume the third-largest body of freshwater in Europe. And it

## Session 2: Reading and Responding

is by all odds the most mysterious. In those frigid waters, rendered dark and virtually opaque by peat leached from the land, a huge creature is said to reside.

Among the countless believers is Hugh Ayton, a farmer who in 1963 was tilling land that bordered the lake near the village of Dores. Ayton, his son Jim, and three other men were still working at 7:30 one serene August evening when the son saw something moving across the lake. The men stared where the youth was excitedly pointing. "It was big and black," said Ayton later. "The loch was calm and everything was quiet; there wasn't a noise anywhere. Just this thing moving steadily forward."

- 3 Suddenly, the men realized that they were watching "the monster" of Loch Ness lore, and in an instant, curiosity overwhelmed caution. Racing down to a nearby jetty, four of them jumped into a small rowboat equipped with an outboard motor and took off after it. "The thing was still coming down the loch," recalled Ayton, "and as we got closer, we could see more details of it. There was a long neck coming about six feet out of the water, and a head which reminded me rather of a horse, though bigger and flatter. The body was made up of three low humps—about 30 to 40 feet long in all and about four feet high. The color was dark and the skin looked rough."

The men were within about fifty yards of the creature, related Ayton, when it "rose up a little out of the water and dived and put up an enormous disturbance which swirled the boat around." A few seconds later, the head resurfaced, and then it disappeared for good. "The one feature of it that I'll always remember," said Ayton, "was the eye—an oval-shaped eye near the top of its head. I'll always remember that eye looking at us."

History does not record when the first of the lake creatures was sighted or who encountered it. Water spirits and other such beings have been a part of Highland legend for many centuries. . . .

- 6 The early Scots called these creatures water kelpies, water horses, water bulls, or simply spirits, and mothers sternly warned their children not to play too close to the shores of lakes or rivers; the beast, or whatever it was, could take the form of a horse, galloping onto the land, enticing a child on top of its back, and then plunging with its helpless little rider back into the depths.

One of the first of the modern-day sightings is said to have occurred in 1880, when a seasoned Loch Ness waterman named Duncan McDonald was examining a boat that had sunk in the lake. McDonald was examining the wreck when he signaled frantically to be pulled to the surface. Ashen-faced, trembling uncontrollably, and incoherent with fear, he was finally able to blurt out that he had seen a monster in the murky water. He had gotten a good look at one of the creature's eyes, he reported, and described it as "small, gray and baleful." According to some accounts, McDonald never entered the lake again.

Since then, there have been something like 3,000 reported sightings—from shore and from boats, in every daylight hour, some

## Session 2: Reading and Responding

vague and some powerfully detailed—by every imaginable sort of person, singly and in groups of a score or more: farmers and priests, fishermen and lawyers, policemen and politicians, and even a Nobel prize-winning chemist, the Englishman Richard L. M. Synge, who saw the creature in 1938. Million-dollar expeditions have descended on Loch Ness.

Investigators have spent months at a time scanning the lake with binoculars, have launched mini-submarines into its depths, and have probed its gloomy reaches with strobe-light cameras and sonar equipment. One investigator estimated that, for every observation, there have been 350 hours of concerted search, leading to scores of books, some scornfully debunking, others stoutly championing “Nessie,” as she—for some reason, the monster seems to have been deemed female—has come to be called.

- 9 Nevertheless, the lake has yet to yield an ancient bone, a bit of tissue, or any other definitive testimony to the monster’s presence. Aside from the volumes of eyewitness reports, the evidence consists of only a handful of fuzzy and ambiguous photographs and films and some debatable sonar readings. For all the ardent attention, the puzzles of Loch Ness and its elusive creature are no closer to solution now than they were that day in 1880 when Duncan McDonald was scared half to death by the ominous form he supposedly spotted in the dim, peat-stained waters.

## Session 2: Reading and Responding

16. Which sentence expresses a central idea of the passage?
- A. Most of the people who claim to have seen Nessie have been proven wrong.
  - B. Nessie is most likely some kind of large, common fish or turtle.
  - C. In spite of many reports, the existence of Nessie has never been proved.
  - D. The stories of Nessie are told mostly to attract people to Scotland.
17. How is the first paragraph of "The Quest for Nessie" important for developing the ideas in the passage?
- A. It argues that Loch Ness is a healthy environment for a creature like Nessie.
  - B. It explains practical reasons that research on Nessie is difficult to conduct.
  - C. It offers instructions on how people interested in Nessie can reach Loch Ness.
  - D. It establishes the atmosphere in which Nessie is reported to live.
18. In paragraph 3, what is the author's purpose for putting quotation marks around "the monster"?
- A. to imply that Nessie is only a mythical creature
  - B. to acknowledge that the words are a direct quotation
  - C. to indicate that the phrase is used in an unusual way
  - D. to signal that people commonly refer to Nessie like this
19. How does the passage make connections between Hugh Ayton and Duncan McDonald?
- A. by pointing out the consistency in two sightings of the creature from different time periods
  - B. by commenting on their similar reactions to seeing the creature in the water
  - C. by describing the ways in which their lives changed as a result of seeing the creature
  - D. by analyzing the believability of the two accounts of the creature

## Session 2: Reading and Responding

20. What is the meaning of the word enticing as it is used in paragraph 6 of the passage?
- A. sensing
  - B. allowing
  - C. tempting
  - D. providing
21. According to the passage, what is the source of **most** evidence about the Loch Ness monster?
- A. historic myths
  - B. reports of individuals
  - C. scientific investigations
  - D. photographs and sonar

Write your answer to question 22 on the lines provided on page 54.

22. Explain whether the passage is more convincing in supporting Nessie's existence or more convincing in casting doubt on Nessie's existence. Use specific details from the passage to support your response.

## Session 2: Reading and Responding

Read the poems and then answer questions 23 through 30.

### Dream Horses by Nancy Willard

When I was thirteen I found two horses.  
The shining one calls itself, *Keeper of  
Lights*.  
The wild one calls itself, *Never Tame Me*.

- 5 *Keeper of Lights* comes when I call her  
from the stable at the end of the world  
hung with bridles and bits so soft  
a rose might wear them and love  
the journey.
- 10 *Never Tame Me* shies at the sight of  
a saddle,  
bare as a wave with her rocking gait  
when we gallop on the dark meadows.  
The rim of the sea is her fence.
- 15 One carries me home, the other  
shadows her  
on the slippery trail shifting and  
shaking  
where even a river could lose its way
- 20 between sleeping and waking.

### Nightmares by Siv Cedering Fox

Some say the nightmare is  
a horse  
that starts to gallop in a dream  
and scares the sleeping one awake.

- 5 Some say the nightmare is  
a sea  
where storms have made the waves  
so big that they frighten me.
- 10 I do not know  
what nightmares are,  
I only know  
they are.
- 15 But though the nightmares come  
at times,  
they do not come as often as  
the pretty horse, as often as  
the calmer sea, that bring  
all other dreams to me.

## Session 2: Reading and Responding

23. Which statement best explains the structure of each poem?
- A. "Dream Horses" presents comparisons of three horses to three types of dreams in the second, third, and fourth stanzas, whereas "Nightmares" presents a general comparison of one horse to a dream in the first stanza and then extends the comparison in the stanzas that follow.
  - B. "Dream Horses" uses the first and last stanzas to represent a wakeful state and the middle three stanzas to represent a sleeping state, whereas "Nightmares" represents a wakeful state throughout the poem.
  - C. "Dream Horses" alternates between comparisons of different horses to different types of dreams throughout, whereas "Nightmares" presents contrasting images of horses in the first and last stanzas.
  - D. "Dream Horses" uses horses to contrast pleasant dreams in the first two stanzas with unpleasant dreams in the last three stanzas, whereas "Nightmares" uses only negative comparisons of horses to dreams throughout.

### 24. Part 1

What central idea about nightmares is emphasized in the poem "Nightmares"?

- A. Nightmares often bring to mind unsettling images from nature.
- B. Nightmares occur less frequently than pleasant dreams.
- C. Nightmares are uncommon for the speaker.
- D. Nightmares are most frightening when they include animals.

### Part 2

Which lines from the poem best support this central idea?

- A. "Some say the nightmare is / a horse"
- B. "a sea / where storms have made the waves / so big"
- C. "I do not know / what nightmares are"
- D. "they do not come as often as / the pretty horse"



## Session 2: Reading and Responding

25. Which aspect of nightmares is **most** emphasized by the repetition of the phrase "Some say the nightmare is" in the first two stanzas of "Nightmares"?
- A. the difficulty of explaining the experience of a nightmare
  - B. the fact that having nightmares is a frequent occurrence
  - C. the similarities in how people describe their nightmares
  - D. the sudden wakefulness that comes when a nightmare ends
26. Which statement **best** describes the change of tone in the final stanza of "Nightmares"?
- A. It changes from reflective to reassured.
  - B. It changes from doubting to knowing.
  - C. It changes from frustrated to content.
  - D. It changes from frightened to amused.
27. What is the central idea presented in the poem "Dream Horses"?
- A. Dreams are most vivid when the dreamer is an adolescent.
  - B. Dreams can reveal different parts of a dreamer's personality.
  - C. Dreams help a person make sense of real-life experiences.
  - D. Dream environments can be more appealing than actual places.

28. Read line 14 from "Dream Horses."

The rim of the sea is her fence.

Which characteristic of *Never Tame Me* is emphasized by this figurative language?

- A. her ability to hide
- B. her graceful movement
- C. her love of nature
- D. her adventurous spirit

**Write your answer to question 29 on the lines provided on page 55.**

29. Explain how the last line of "Dream Horses" is related to the overall meaning of the poem. Use at least **two** specific details from the poem to support your response.

## Session 2: Reading and Responding

Plan your answer to question 30 in the space provided below. Then write your completed response on the lines provided on page 56. Use page 57 if you need more space.

30. Look back at the poems “Dream Horses” and “Nightmares” and the passage “The Quest for Nessie.” They all explore the idea of mystery. Explain how this idea is developed in the poems and the passage on Nessie. Be sure your response
- explains how all three texts explore the idea of mystery
- and
- uses specific details from the texts to support your response.

Use for notes, brainstorming, and/or an outline.

