

Student Name

OHIO GRADUATION TESTS



Reading

Test

Spring 2004

This test was originally administered to students in March 2004. This publicly released material is appropriate for use by Ohio teachers in instructional settings. The test is aligned with Ohio's Academic Content Standards.

READING TEST

Directions: Each passage in this test is followed by several questions. After reading the passage, choose the best answer to each question and blacken the corresponding space on your answer document. When you respond to the short-answer and extended-response items, you do not have to use all of the space provided in your answer document, but be sure your answers are complete. You may refer to the passages as often as necessary.

My Father and the Figtree

- 1 For other fruits my father was indifferent.
 He'd point at the cherry trees and say,
 "See those? I wish they were figs."
 In the evenings he sat by my bed
 weaving folktales like vivid little scarves.
 They always involved a figtree.
 Even when it didn't fit, he'd stick it in.
 Once Joha was walking down the road
 and he saw a figtree.
 Or, he tied his camel to a figtree
 and went to sleep.
 Or, later when they caught and arrested him,
 his pockets were full of figs.
- 2 At age six I ate a dried fig and shrugged. "That's not what I'm talking about!" he said. "I'm talking about a fig straight from the earth—gift of Allah!—on a branch so heavy it touches the ground. I'm talking about picking the largest fattest sweetest fig in the world and putting it in my mouth." (Here he'd stop and close his eyes.)
- Years passed, we lived in many houses, none had figtrees. We had lima beans, zucchini, parsley, beets. "Plant one!" my mother said, but my father never did. He tended garden half-heartedly, forgot to water, let the okra get too big. "What a dreamer he is. Look how many things he starts and doesn't finish."

- 4 The last time he moved, I had a phone call, my father, in Arabic, chanting a song I'd never heard. "What's that?"
 "Wait till you see!"
- 5 He took me out to the new yard.
 There, in the middle of Dallas, Texas,
 a tree with the largest, fattest, sweetest figs in the world.
 "It's a figtree song!" he said,
 plucking his fruits like ripe tokens,
 emblems, assurance
 of a world that was always his own.

"My Father and the Figtree" from *Words Under the Words: Selected Poems* by Naomi Shihab Nye, copyright © 1995. Reprinted with the permission of Far Corner Books.

- 1. Which statement characterizes the mother's attitude toward her husband?
 - A. She is proud that he retains the memory of his native land.
 - B. She is fearful that his obsession with figs will cause further troubles.
 - C. She is frustrated by his unwillingness to take firm actions to finish things.
 - D. She is supportive of his connecting figs with happy memories of his native land.

- 2. How does the mother feel about her husband's dreams?
 - A. She is frustrated by them.
 - B. She shares them with him.
 - C. She worries about them.
 - D. She admires them.
- 3. "At age six I ate a dried fig and shrugged." (stanza 2)

This line from the poem can be restated as

- A. I hated the figs my father grew.
- B. Eventually, I learned to love the taste of figs.
- C. I didn't see why figs were so important to my father.
- D. I ate that first fig and then gestured to have more of them.

- 4. A line in stanza 3 says, "He tended garden <u>half-heartedly</u>, forgot to water." Which phrase means the same as <u>half-heartedly</u>?
 - A. to try one's best to accomplish something, but fail
 - B. to do something with little real interest in it
 - C. to go about doing something with great dedication
 - D. to try to make something fail because of intense dislike for it
- What is a plausible theme for this poem? Support your answer with an example from the poem. Write your answer in the **Answer Document**. (2 points)

- 6. The main conflict in this poem is between
 - A. the father's longing and his reality.
 - B. the father's figs and his other fruit trees.
 - C. the father's dreams and the mother's dreams.
 - D. the father's dreams and his daughter's dreams.

~Advertisement~

Don't Sweat the Small Stuff ... and it's all small stuff

Discover a wealth of no-sweat, low stress strategies for success!

- 1 What is your reaction when you are stuck in traffic ... on hold forever ... thrown yet another rush project that is "due yesterday" ... or faced with others' thoughtless or irrational behavior?
- 2 If you are like most people, you fume ... fidget ... mutter under your breath. You may even work yourself into a full-blown fit of anger.
- 3 The trouble is, when you spend your precious time and energy "sweating the small stuff," you sacrifice your potential to achieve happiness and success in your life. As Richard Carlson says, "When you are bothered, frustrated, stressed out, and annoyed, all the emotion takes a great deal of energy that could be better spent accomplishing your goals."
- 4 This seminar will show you how to respond to stressful situations with grace and dignity. You'll learn how to infuse your life with greater wisdom and restraint through the seven-point M.A.G.I.C.A.L. process. And you'll see that by altering your attitude, you can alter your life—and boost your professional productivity and personal happiness in the bargain.
- Most of us already understand how we "should" act in certain situations—cool in a crisis, positive when things go wrong, emotionally consistent with our loved ones, persistent when breaking a bad habit or taking on a new, constructive one. Yet, why is it so hard for us to do what we know is best? It isn't—not if you use the lessons you'll gain in this seminar.
- In one day you'll learn strategies to help you handle crises and reduce stress, methods for reducing compulsive behavior, and techniques to remain in control and ease pressure. Here's your chance to develop the steady self-control that people respond to and respect. It can help you live a happier and less stressful life, starting the very next day.

- 7 In just one day you'll see the amazing results:
 - When you start to lose your temper ... you'll remain calm and clearheaded
 - When you're upset and feel the tears well up ... you'll stay powerful and effective
 - When you crave food that is bad for you ... you'll say no easily, and make it stick
 - When you feel overwhelmed ... you'll stay productive and positive
- 7. The advertisement indicates that the seminar will teach
 - A. the definition of compulsive behavior.
 - B. the seven-point M.A.G.I.C.A.L. process.
 - C. about the health risks of losing your temper.
 - D. how to stop people from treating others thoughtlessly.
- 8. In what way is the advertisement intended to appeal to a wide audience?
 - A. It refers to the most common mistakes people make.
 - B. It warns people not to act in ways they will later regret.
 - C. It mentions situations that most people have experienced.
 - D. It urges people not to take out their anger on the wrong people.

- 9. Which is **not** an interpretation of "sweat" as used in the advertisement?
 - A. worry
 - B. perspire
 - C. fret over
 - D. be vexed
- In your Answer Document, explain two ways the advertisement promises that incorporating the M.A.G.I.C.A.L. process will benefit consumers. (2 points)

- 11. Which quote from the passage does **not** demonstrate a persuasive technique used in the passage?
 - A. "You'll learn how to infuse your life with greater wisdom and restraint through the sevenpoint M.A.G.I.C.A.L. process." (paragraph 4)
 - B. "Most of us already understand how we 'should' act in certain situations." (paragraph 5)
 - C. "It can help you live a happier and less stressful life, starting the very next day." (paragraph 6)
 - D. "In just one day you'll see the amazing results." (paragraph 7)

12. Read the following excerpt from the advertisement.

"(W)hen you spend your precious time and energy 'sweating the small stuff,' you sacrifice your potential to achieve happiness and success in your life. ... (w)hen you are bothered, frustrated, stressed out, and annoyed, all the emotion takes a great deal of energy. ..."

Which phrase from the above passage explains what is meant by "sweating the small stuff"?

- A. "all the emotion takes a great deal of energy"
- B. "when you are bothered, frustrated, stressed out"
- C. "when you spend your precious time and energy"
- D. "you sacrifice your potential to achieve happiness"

Homemade Bread

- 1 My grandmother used to bake 25 loaves of bread a week. She and my grandfather were ranchers with a crew of four or five ranch hands. When I was young I worked for them in the summertime. My job was to help Grandma.
- 2 Every Monday morning, after I finished washing the breakfast dishes, Grandma would tell me to get the bread pan. It was a five or more gallon, enamel wash basin, the kind you might see hanging on the side of a sheep wagon. Grandma's bread pan hung from a nail on the back wall of the pantry.
- Within minutes of handing the pan to her, she had milk, lard, yeast and flour poured into it and was elbow deep in sticky bread dough. As she mixed and pushed at the mass, her grey bangs wilted down over her eyes. Her breathing came harder and heavier as the dough thickened into a solid ball. My job was to stand beside her with a tin sifter full of flour. Each time she nodded, I shook more flour around the edges of the pan so she could work it into the dough.
- 4 Sometimes I couldn't help myself. I'd reach out and try to snitch a piece of dough to eat. I hoped she wouldn't notice, but I always got caught. Without looking up or breaking her concentration, she would order, "Don't fuss in the food. You know I don't like <u>fussing in the food</u>." And I would pull my hand away, place it back on the sifter and try to look contrite¹ and obediently dutiful.
- When she was done mixing and kneading, the bread dough rose while we made the beds, shook the rugs, and swept the wooden floors. Then Grandma shaped the loaves and placed them into greased pans that I handed to her as she needed them. When the pans of swelling dough lumps filled her small counter, we covered them with white tea towels and let them rise again while I washed all of the bread-making dishes. By the time I was done, Grandma was pulling the last batch of golden loaves from the oven and dumping them out of the pans onto the counter. It was a moment of triumph, a moment of having a large and essential task completed.
- 6 When the last loaf had been dumped out, Grandma would throw her hot pads into the only remaining space left in the corner of the counter. Wiping the bangs from her face with her forearm and then carefully, so not to burn her fingers, she would break the last loaf of bread open and let the steam flow from it. Then she gingerly tore it into five or six pieces. Taking one of the pieces in her fingertips, she slathered it with butter, sprinkled it with a spoonful of sugar, then turned, bent over slightly and placed it into my cupped hands. After a very brief smile, she

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contrite: apologetic

turned back to the cupboard and began pulling things out of the shelves for making lunch.

I never, ever, remember a time my grandmother actually and verbally said, "Shelly, I love you." From the time she woke in the mornings until she dropped into bed at night, she worked too hard to be philosophical, emotional, or sentimental. She never gave words: she didn't have to. Instead, we shared the task of baking bread. It's been many years since she passed away. But still, I can't walk into a bakery, pass the bakery counter at the grocery store, or smell bread baking in my own oven without thinking about her and feeling her standing next to me ready to nod for more flour.

"Homemade Bread" by Shelly Ritthaler, copyright © 1990 by Shelly Ritthaler. From *The Ginger Jar* published by Raven Creek Press.

13. "Sometimes I couldn't help myself. I'd reach out and try to snitch a piece of dough to eat. ... I always got caught. ... She would order, 'Don't fuss in the food. You know I don't like <u>fussing in the food</u>.' And I would pull my hand away, place it back on the sifter and try to look contrite and obediently dutiful."

As used in paragraph 4, the phrase <u>fussing in the food</u> is similar to

- A. touching the food.
- B. fretting over the food.
- C. worrying about the food.
- D. complaining about the food.

- 14. Which statement from the passage helps the reader understand the grandmother's loving personality?
 - A. "Her breathing came harder and heavier as the dough thickened into a solid ball."
 - B. "When she was done mixing and kneading, the bread dough rose while we made the beds, shook the rugs, and swept the wooden floors."
 - C. "Within minutes of handing the pan to her, she had milk, lard, yeast and flour poured into it and was elbow deep in sticky bread dough."
 - D. "Taking one of the pieces in her fingertips, she slathered it with butter, sprinkled it with a spoonful of sugar, then turned, bent over slightly and placed it into my cupped hands."

15. Read the following excerpt from paragraph 7 of the passage.

"She never gave words: she didn't have to. <u>Instead</u>, we shared the task of baking bread."

What does the word <u>instead</u> refer to in this excerpt?

- A. instead of eating dinner together
- B. instead of saying I love you
- C. instead of laughing
- D. instead of farming
- 16. Read the following excerpt from paragraph 4 of the passage.

"And I would pull my hand away, place it back on the sifter and try to look contrite and obediently dutiful."

Why does the narrator behave in the manner stated above?

- A. She disobeyed her grandmother.
- B. She does not want the bread to rise too much.
- C. She is concerned about getting her hands dirty.
- D. She wants to make the bread taste different.

- 17. What does the reader learn from the grandmother's interaction with Shelly?
 - A. People who work hard are never sentimental.
 - B. People on a ranch should depend on their neighbors for help.
 - C. There are ways to express one's feelings without using words.
 - D. Making bread on Mondays was once a tradition for many people.
- 18. Using four references from the passage, describe what the narrator learns from her grandmother. Write your answer in the **Answer Document**. (4 points)
- 19. The narrator looks back on the summers spent with her grandmother with
 - A. humor.
 - B. fear.
 - C. fondness.
 - D. indifference.

On the March 2004 Ohio Graduation Reading Test, questions 20–25 and the passage on which the questions are based are field test items that are not released.

Living Treasure

- Pick up a handful of soil anywhere on Earth. In it you will find more organisms—visible and microscopic—than exist on the entire surfaces of other planets.
- 2 The planet Mars is icy cold—and lifeless. The planet Venus is fiery hot—and lifeless. Between these planets lies our home, Earth. Its atmosphere makes it an oasis in space, with a favorable climate, abundant water, and a rich variety of living things.
- 3 Scientists are dazzled and puzzled by the diversity of life on Earth. No one knows how many different kinds of plants, animals, and other organisms there are. But we do know that the organisms identified so far are only a small fraction of all living things. There are millions—perhaps many millions—that await discovery.
- 4 The study of living things is called biology (bio is a Greek term for "life"). Scientists who study living things are called biologists. And biologists have a name for Earth's incredible variety of life: biodiversity.
- The first step toward understanding this biodiversity is naming and describing the different living organisms. Throughout human history and all over the world, people have given names to animals and plants they recognize. For example, in New Guinea, hunters can name sixteen different frogs, seventeen lizards and snakes, more than a hundred birds, and many more insects and worms. The New Guinea hunters are walking encyclopedias of information about the life around them.
- 6 Besides naming things, people have tried to make sense of Earth's biodiversity by considering similar organisms to be members of groups. The modern system of naming and classifying living things was devised by Swedish botanist Carl von Linné in the eighteenth century. At that time, Linné and other scientists believed that perhaps 50,000 kinds of organisms lived on Earth.
- 7 Since then, more than 1.5 million kinds, or species, have been discovered and named. They include 250,000 species of flowering plants and 41,000 kinds of vertebrate animals. These animals with backbones include about 4,000 mammals, 19,000 fishes, about 9,000 birds, and more than 10,000 reptiles and amphibians. The largest group by far is the insects, with more than 751,000 named so far. The remainder includes worms, spiders, fungi, algae, and microorganisms.

- 8 Biologists believe that most of Earth's flowering plants and vertebrate animals have been discovered. They estimate that only a few thousand more fishes, birds, reptiles, and other vertebrates are likely to be found. The greatest riches of biodiversity remain to be discovered in the world of insects and other small creatures without backbones (invertebrates).
- 9 Biologists expect to find some of Earth's undescribed organisms living in coral reefs. There also may be other undiscovered habitats, and species, on the floor of the deep ocean. In the 1980s, using small research submarines, scientists began to discover new forms of life—near geysers of hot, mineral-laden water that spew from the ocean floor.
- 10 Earth's greatest riches, however, lie in tropical rain forests. In the 1980s, as funds for tropical research increased, biologists found astonishing numbers of animals there.
- In Panama, entomologist¹ Terry Erwin of the Smithsonian Institution collected insects from nineteen trees of the same species. On those trees alone, he found more than 12,000 different kinds of beetles. He estimated that one out of seven species lived on that kind of tree and no other.
- 12 Erwin also collected insects from one tree in the Amazon rain forest of Peru. He sent the ant specimens to be identified by biologist Edward O. Wilson of Harvard University. Wilson found forty-three kinds of ants, including several new species. This diversity of ants—from a single tropical tree—equaled the number of ant species that are known to live in all of Canada or Great Britain.
- 13 Tropical forests are also rich with plant life. In Borneo, a botanist discovered 700 species of trees growing on ten separate plots of land that totaled about twenty-five acres. This matches the number of tree species growing in all of North America. Also, the trunks and branches of rain forest trees are habitats for mosses, ferns, lichens, orchids, and other plants that grow far above the soil. In Costa Rica alone, more than 1,100 species of orchids have been identified.
- In the 1980s, Terry Erwin and other biologists began for the first time to study insects, plants, and other organisms that live near the tops of tropical trees. The organisms living in the treetops, or canopy, of a rain forest are different from those living on or close to the ground. More than half of all rain forest species may live aloft. Most of them never touch the ground. Terry Erwin has called the tropical forest canopy "the heart" of Earth's biodiversity.

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¹ **entomologist:** an expert in the branch of biology that deals with insects

- 15 Until the 1980s, biologists estimated that 3 to 5 million species live on Earth. However, since large numbers of tropical insects and other organisms may live on just one kind of tree, or in one small area of tropical forest, the biodiversity of Earth may be much greater. Terry Erwin has estimated that Earth may be home to 30 million species of insects alone.
- 16 The total of all kinds of life could be much higher. Rain forest canopies harbor not only insects but also unknown numbers of mites², roundworms, fungi, and other small organisms. Little is known about life in tropical soils. And most animals have other living things, called parasites, living on or inside them.
- 17 Whether the total number of species is 5 million, 30 million, or more, we know very little about the biodiversity of our planet. Our ignorance is great.
- Suppose the number of species is "only" 10 million. This means that we have perhaps discovered just 15 percent of the total number of species. Then consider that we have not yet learned much about the plants and animals that have been identified. Many of these organisms are "known" only in the sense that a few individuals are kept as preserved specimens in scientific collections and that they have been given a formal name.

Living Treasure, by Laurence Pringle. ©1991 by Laurence Pringle.

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² **mites:** tiny animals that look like spiders

- 26. Which represents the organizational pattern of the passage?
 - A. repetition of a key idea with examples
 - B. cause-and-effect
 - C. problem-solution
 - D. chronological order
- 27. According to the information given in the passage, the number of different species to be found on Earth is likely to be
 - A. greater than has been presently catalogued.
 - B. about the same as has been presently catalogued.
 - C. dependent on how many different categories scientists can devise.
 - D. greater for the plant kingdom than for the animal kingdom.
- 28. According to information given in the passage, how do scientists go about classifying a new life form they have found? Give an example from the passage that supports your explanation. Write your answer in the **Answer Document**. (2 points)

- 29. Which sentence summarizes paragraph 2?
 - A. Earth has abundant water.
 - B. Venus is too hot to support life as we know it.
 - C. The planet Mars is too cold to support life as we know it.
 - D. The climate of Earth is just right for living things.
- 30. Based on paragraph 5, which is probably true?
 - A. Hunters in New Guinea did not name any fish or plants.
 - B. People did not begin naming animals and plants until three hundred years ago.
 - C. All of the frogs, lizards, snakes, birds, insects, and worms in New Guinea have been named.
 - D. Other cultures around the world have historically named the animals and plants like the hunters in New Guinea.

- 31. Using information from the passage, which phrase is likely the meaning of the word "microbiology"?
 - A. the study of very small organisms
 - B. the study of very ancient organisms
 - C. the study of very complex organisms
 - D. the study of very rare organisms
- 32. In paragraph 18, why does the word known appear in quotation marks?
 - A. It is a direct quote from the author.
 - B. It is meant to indicate that very little is actually known about those organisms.
 - C. It is meant to indicate that all that can be known about those organisms has been discovered.
 - D. It is meant to indicate that scientists disagree over the names and classifications of many of those organisms.

- 33. Explain the author's main point and give three examples from the passage that demonstrate how he develops it. Write your answer in the **Answer Document**. (4 points)
- 34. According to the information given in the passage, what would be the branch of biology that is concerned with the study of the various species of insects?
 - A. entomology
 - B. marine biology
 - C. microbiology
 - D. anthropology
- 35. What is the main purpose of paragraph 7?
 - A. to explain why insects are the largest group
 - B. to persuade people to care about the living things on Earth
 - c. to describe the variety of living things that has been discovered
 - to illustrate how various types of living things are treated differently

Hope Is the Thing with Feathers

(Note: The last documented sighting of a wild Passenger Pigeon in the USA was near Sargents, in Pike County, Ohio. It was spotted sometime between March 12 – 24, 1900, by 14-year-old Press Clay Southworth. For many years, the stuffed and mounted Passenger Pigeon was on view at The Ohio Historical Museum, in Columbus, Ohio.)

- In a volume of his American Ornithology, pioneering naturalist Alexander Wilson described a flock of Passenger Pigeons that he had witnessed in the early 1800s as the birds flew between Kentucky and Indiana. The flock, Wilson estimated, numbered 2,230,272,000 birds. "An almost inconceivable multitude," he wrote, "and yet probably far below the actual amount." The multitude spanned a mile wide and extended for some 240 miles, consisting of no fewer than three pigeons per cubic yard of sky.
- 2 Mathematicians and physicists perhaps can visualize the number, but for years I struggled. Just what was a flock of more than 2.2 billion pigeons like? I needed metaphor. I needed to make the swarm linear. My pocket calculator—good for figuring gas mileage—fritzed as I attempted the equations. So I called on two friends with better calculators. What I wanted to know was this: If the birds had flown single file, beak to tail, how long would the line have stretched?
- 3 Assuming each pigeon was about 16 inches long, a line of 2,230,272,000 Passenger Pigeons would have equaled 35 billion inches, or 3 billion feet. That's 563,200 miles of Passenger Pigeons. In other words, if Wilson's flock had flown beak to tail in a single file the birds would have stretched around the earth's equatorial circumference 22.6 times.
- 4 Not to be confused with message-bearing "carrier pigeons"—those trained, domesticated birds so useful in war—Passenger Pigeons were wild creatures, prodigious and unequaled. This species once <u>comprised</u> 25 to 40 percent of the total land-bird population of what would become the United States. Historians and biologists have estimated that 3 to 5 billion Passenger Pigeons populated eastern and central North America at the time of the European conquest. The Passenger Pigeon was the most abundant bird on the planet. The next time you see an American Robin, imagine 50 Passenger Pigeons in its stead; that was the ratio between the two during colonial times.
- Jacques Cartier, the first European to write about the pigeons, did so on July 1, 1534, having seen flocks on what is now Prince Edward Island. Champlain saw them at Kennebunkport, Maine, in 1605. De Soto. Marquette. Sir Walter Raleigh. William Strachey. The pigeons awed them all. "So thicke that even they have shadowed the Skie from us," marveled one early account. "What it portends I

know not," mused Thomas Dudley of Salem, Massachusetts, on March 28, 1631, after having witnessed a tenebrific¹ flight of pigeons.

- 6 Flying as low as a few feet off the ground or as high as a quarter-mile, Passenger Pigeons moved in vast congregations that observers compared to squall lines, oval clouds, thick arms, and waterfalls. Wilson saw how his flock flew in the shape of a river, then, suddenly, the birds moved into "an immense front." Flocks could contain pigeons on only a single level or be stacked in layers, with the birds flying loosely scattered or packed wing tip to wing tip. When bright sky showed through those multitudes, it must have glittered like a lantern signaling a frantic code, a frenzied semaphore.
- With their powerful chests and long, quick-snapping wings, the pigeons flew an average of 60 miles per hour, for hours at a time. Sometimes the swift and seemingly endless flocks stretched across the entire dome of the sky, so that wherever one looked, horizon or zenith or somewhere between, there flew the pigeons. They closed over the sky like an eyelid.

From Hope Is the Thing with Feathers by Christopher Cokinos, copyright © 2000 by Christopher Cokinos. Used by permission of Jeremy P. Tarcher, a division of Penguin Putnam, Inc.

36. "The multitude <u>spanned</u> a mile wide and extended for 240 miles, consisting of no fewer than three pigeons per cubic yard of sky."

In this excerpt from paragraph 1, the word <u>spanned</u> means

- A. flew.
- B. slowed.
- C. increased.
- D. stretched.

- 37. The author's purpose in this passage is to
 - persuade people to study their own favorite birds or animals.
 - B. explain why Passenger Pigeons can no longer be seen.
 - C. describe how impressive the numbers of Passenger Pigeons were.
 - D. show the danger of wild Passenger Pigeons.

¹ tenebrific: causing gloom or darkness, like a dark cloud passing over

38. "Mathematicians and physicists perhaps can visualize the number, but for years I struggled."

This sentence from paragraph 2 can be paraphrased by which of these statements?

- A. I cannot see why these numbers are so important to some people.
- B. I had trouble understanding how large the number was.
- C. I decided to study math and physics to help me understand.
- I was never good at math or physics when I was in school.
- 39. If the author had included some type of graphic (e.g., photo, graph, map, etc.) with the passage, what type of graphic would be appropriate for the author's purpose? Explain how that type of graphic would promote or support the author's purpose. Write your answer in the **Answer Document**. (2 points)

- 40. What do paragraphs 6 and 7 add to the reader's understanding of Passenger Pigeons?
 - A. how mathematicians and physicists calculated the number of pigeons that flew over Kentucky and Indiana in the early 1800s
 - B. the reasons why Passenger Pigeons are more interesting than carrier pigeons
 - C. what the Passenger Pigeons looked like to those who saw them
 - D. the reasons why Passenger Pigeons are unlikely to be seen again
- 41. "This species once <u>comprised</u> 25 to 40 percent of the total land-bird population. ..."

In this excerpt from paragraph 4, the word <u>comprised</u> means

- A. led to.
- B. made up.
- C. counted on.
- D. improved on.

- 42. The author uses the image, "They closed over the sky like an eyelid" (paragraph 7), to describe the
 - A. breadth of the flock.
 - B. delicate flesh color of the flock.
 - C. sense of doom brought by the flock.
 - D. way the flock appeared in his dreams.
- 43. What does paragraph 5 add to the reader's understanding about flocks of Passenger Pigeons?
 - A. the difficulty in imagining how many there were
 - B. how people reacted to their appearance
 - C. why their sighting was a rare event
 - D. what scientists long ago believed about them

- 44. Which statement accurately describes Passenger Pigeon flocks today?
 - A. The birds sometimes fly in layers on top of each other.
 - B. They close over the sky like an eyelid.
 - C. We have to imagine what it would be like to see a flock of them.
 - D. Some flocks of the birds are reported to have blocked out the sun.

19 STOP