Reading Practice Test Book
Grade 10 SBA–HSGQE
HSGQE Retest

10P01R

Alaska

Alaska Department of Education
& Early Development

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○ Apr	1	1	1
○ May	2	2	2
○ Jun	3	3	3
○ Jul		4	4
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○ Sep		6	6
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TEACHER USE ONLY

Fill in all that apply.

- Ⓡ Large Print
- Ⓡ Braille
- Ⓡ Modified – Altered Exam No Score Generated
- Ⓡ Absent
- Ⓡ Student Refusal
- Ⓡ Parent Refusal
- Ⓡ Suspension
- Ⓡ Invalid No Score Generated

For an item that is **not** multiple-choice, you must respond to what is requested, write in English, and make sure that your responses are readable. No credit will be given to any response that

- is too short to score
- consists of "I don't know"
- indicates refusal to respond to the item
- consists of copying the item
- does not address the item or topic
- is not legible
- is written in a language other than English. (If part of the response is in English, that part will be scored.)

SAMPLE QUESTIONS

Directions

Use the passage to do Samples A and B.

SAMPLE PASSAGE

Fireweed: Alaska's Famous Wildflower

Fireweed is the most famous wildflower in the Pacific Northwest. It has the ability to grow back rapidly after an area of land has been cleared or burned by fire. In fact, fireweed is usually the first plant to reappear after a wildfire. It can grow to be over seven feet tall. Its blossoms decorate open spaces with blazes of hot pink and purple. When the fireweed plant is young, the stems can be prepared and eaten. The leaves can be added to salads. The blossoms are used to make jelly and syrup. Bees love the nectar from the fireweed's blossom, which becomes delicious honey for humans to enjoy.

Sample A

According to the passage, which part of the fireweed plant is used to produce syrup?

Ⓐ root

Ⓑ stem

Ⓒ leaves

Ⓓ blossoms

GO ON

Sample B

What are two reasons fireweed is an appropriate name for this plant? Use details from the passage in your response. This item is worth 2 points.

Directions

Read the passage about the construction of the Brooklyn Bridge. Then, answer the questions that follow.

The Brooklyn Bridge

The people of Brooklyn and Manhattan had looked forward to the day for fourteen years. On May 24, 1883, tens of thousands of people gathered at the site of the Brooklyn Bridge to witness its opening. Hundreds of ships and boats floated in the East River, which the bridge now spanned. The mayor of New York City, President Chester Arthur, and other dignitaries took part in one of the grandest celebrations New Yorkers had ever witnessed. Bells, whistles, and cheers rang out as speeches and ceremonies marked the opening of the "Eighth Wonder of the World." That evening, fireworks exploded for an hour, launched from the towers of the new bridge, ending with the sight and sound of five hundred rockets fired in unison.

As Washington Roebling watched the fireworks from his window in Brooklyn, he must have reflected on how it all came about. When Washington was fifteen, he and his father, John, rode a ferry from New York to Brooklyn, just as thousands of others did every day. Ice chunks filled the East River during that cold winter of 1852, and as John Roebling observed the slow progress of the ferry, he conceived the idea of building a bridge there. John specialized in building bridges, so he knew that this bridge would be not only the most difficult to build in his career but also the greatest bridge ever built.

John Roebling was born in Germany where he studied engineering before moving to the United States in 1831. John had already established himself as a bridge builder and brilliant engineer when he sat down to design what became known as the Brooklyn Bridge. His specialty was suspension bridges, structures in which the roadway hangs from thick cables fastened to high towers at either end, allowing ships and boats to pass beneath. Since this bridge would be the longest suspension bridge ever built, it took several years before John could convince businessmen, investors, and politicians that it could be done. Tragically, John died before the actual work on the bridge started, so it remained for Washington to fulfill John's vision.

Washington, born in 1837, also studied engineering and then became his father's assistant. He had served as a colonel in the Civil War, where he met his commanding officer's sister, Emily. They were married after the war, and in 1869 he became chief engineer of the Brooklyn Bridge.

Work was ready to begin. The two large bridge towers had to rest on solid surfaces beneath the sand and mud at the river bottom. To reach this bedrock, men would have to dig through the mud, under the water. To protect the workers, Washington had huge, bottomless, wooden boxes, called caissons,

GO ON

built at a nearby shipyard. The boat builders made the caissons waterproof. A caisson was then launched into the river, towed by barge to the tower site, and sunk. Steam engines forced compressed air into the caisson, pushing out the water. As workers inside the caisson dug through the mud and sand below them, others on the top of the caisson were gradually building the stone tower. As the tower became taller, it grew heavier, and the caisson sank further into the riverbed. When it reached bedrock, the men stopped work and filled the caisson with concrete, providing a solid foundation for the tower.

Working inside the caissons was not only hard work, it was dangerous. The air inside was under great pressure, and when the men finished work and climbed outside to normal air pressure, some became ill. At the time, no one realized that the human body needs time to adjust to drastic changes in air pressure. Quickly returning to normal air pressure from high pressure, such as in deep water, causes gas bubbles to form in the bloodstream, a painful condition often called the bends. Many workers on the Brooklyn Bridge suffered from the bends, or caisson disease as they called it, including Washington Roebling. In fact, he was in and out of the caissons so much that he eventually became incapacitated. After this, he was confined to his home, forced to watch construction of the bridge through powerful binoculars from his bedroom window.

Once again, another Roebling had to step in and see that work on the bridge continued. Emily Roebling had been by Washington's side during the construction, and she had learned much about bridge building from listening to Washington and his father John. She became Washington's contact with the assistant engineers and contractors on the bridge, discussing the problems and decisions with Washington and relaying his directives to the workers on the bridge. Emily played a vital part in the construction process, and, in a time when women were not involved in businesses such as construction, she earned the trust and admiration of everyone connected with the building of the bridge.

As the towers rose above the water, people could finally see the work on the bridge. They must have been in awe of the 25-story towers; most buildings of the time were no more than five stories high. In fact, halfway through construction, thousands of people on land and on boats assembled to watch as master mechanic E. F. Farrington, clad in linen suit and straw hat, made the first trip between the two towers. To the cheers of the watchers below, he crossed the East River seated in a swing attached to the first wire strung between the towers. A short time later, a footbridge was constructed so workers and tourists could walk from one side to the other. The high and narrow, swaying bridge proved to be too much excitement for many of the tourists, and it was eventually closed to the public.

Building the Brooklyn Bridge was a remarkable feat, and for fifty years it was known as the "World's Greatest Bridge." It was the first time that steel was used on such an extensive scale, making the bridge strong and durable. John's design not only served to make it solid and safe, but also beautiful. The suspender cables and diagonal steel ropes created a beautiful mesh that resembled lace. To finish it off, some of the very first electric lamps lighted the bridge at night.

From the time Washington was confined to his home, he never again went to the bridge site. His health gradually improved over the

GO ON

years, and he returned to the family business, making steel wire for bridges.

Emily continued to do amazing things for the time in which she lived. She traveled extensively and earned a law degree when she was fifty-five years old.

Today the Roeblings' creation stands as a monument to both engineering and the human imagination.

1 **This passage was written mainly to**

Ⓐ compare and contrast the work of two men.

Ⓑ tell about one man's accomplishments.

Ⓒ convince people to learn more about bridge building.

Ⓓ explain how the Brooklyn Bridge was designed and built.

2 **According to the passage, caisson disease was caused by**

Ⓐ caissons not being watertight.

Ⓑ workers working too long in the caissons.

Ⓒ workers going to the surface too quickly.

Ⓓ air not being pumped to the workers.

GO ON

3 **According to the passage, what does the word *incapacitated* mean?**

Ⓐ unable to work

Ⓑ confused

Ⓒ immune to disease

Ⓓ isolated

4 **Which is the best summary of the fifth paragraph?**

Ⓐ Air was pumped into the caissons to get the water out.

Ⓑ Caissons were sunk in the river to let workers dig to the bedrock.

Ⓒ Boat builders made sure the caissons were watertight.

Ⓓ Towers were built on top of the caissons to protect the workers.

5 **The main reason for including information about Roebling's ferry ride is to**

Ⓐ introduce Washington to the reader.

Ⓑ explain that John's specialty was building suspension bridges.

Ⓒ show how John got the idea to build the bridge.

Ⓓ tell why Washington was watching the celebrations from his home.

GO ON

6 **How does the author organize the information in the passage?**

Ⓐ chronologically

Ⓑ by order of importance

Ⓒ cause and effect

Ⓓ problem-solution

7 **Which statement best supports the main theme of the passage?**

Ⓐ ". . . for fifty years it was known as the 'World's Greatest Bridge.' "

Ⓑ "Working inside the caissons was not only hard work, it was dangerous."

Ⓒ ". . . E. F. Farrington . . . made the first trip between the two towers."

Ⓓ "From the time Washington was confined to his home, he never again went to the bridge site."

8 **Emily Roebling played an important role in the bridge's history by**

Ⓐ making sure workers were treated for caisson disease.

Ⓑ ensuring the temporary footbridge was safe.

Ⓒ taking charge of the bridge's construction.

Ⓓ installing some of the first electric lights on the bridge.

GO ON

Directions

Read the poem. Then, answer the questions that follow.

I Tramp A Perpetual Journey

by Walt Whitman

I tramp a perpetual journey, (come listen all!)
My signs are a rain-proof coat, good shoes, and a staff cut from the woods,
No friend of mine takes his ease in my chair,
I have no chair, no church, no philosophy,
I lead no man to a dinner-table, library, exchange,
But each man and each woman of you I lead upon a knoll,
My left hand hooking you round the waist,
My right hand pointing to landscapes of continents and the public road.

Not I, not any one else can travel that road for you,
You must travel it for yourself.

It is not far, it is within reach,
Perhaps you have been on it since you were born and did not know,
Perhaps it is everywhere on water and on land.

Shoulder your duds[1] dear son, and I will mine, and let us hasten forth,
Wonderful cities and free nations we shall fetch as we go.

If you tire, give me both burdens, and rest the chuff[2] of your hand on my hip,
And in due time you shall repay the same service to me,
For after we start we never lie by again.

This day before dawn I ascended a hill and look'd at the crowded heaven,
And I said to my spirit *When we become the enfolders of those orbs, and the pleasure and knowledge of every thing in them, shall we be fill'd and satisfied then*?
And my spirit said, *No, we but level that lift*[3] *to pass and continue beyond.*

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[1] **duds:** clothes

[2] **chuff:** probably the palm

[3] **level that lift:** reach that height

GO ON

9 **The poet most likely wrote this poem to**

Ⓐ instruct travelers about the best equipment.

Ⓑ illustrate a belief in the goodness of people.

Ⓒ convince others to enjoy the wonders of life.

Ⓓ show the exhaustion of an endless journey.

10 **Which word is a synonym for *perpetual* as it is used in the poem?**

Ⓐ continual

Ⓑ desperate

Ⓒ satisfying

Ⓓ wearying

11 **The speaker points "to landscapes of continents and the public road" in order to symbolize**

Ⓐ the reason for his fears.

Ⓑ the vast possibilities of life.

Ⓒ his request for company.

Ⓓ the route to the nearest town.

GO ON

12 **Which best indicates why the speaker wishes to hurry away?**

Ⓐ to greet the dawn

Ⓑ to meet friends along the road

Ⓒ to seek pleasure and knowledge

Ⓓ to spend a lifetime helping others

13 **When the speaker refers to "the crowded heaven," the speaker is seeing**

Ⓐ the sky at sunset.

Ⓑ the sky during a sunrise.

Ⓒ a cloud-filled sky.

Ⓓ a star-filled sky.

GO ON

14 **What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.**

GO ON

Directions

Read the passage about some inventors and their inventions. Then, answer the questions that follow.

Inventors Who Made a Difference

Women in the United States have been inventing at least since 1715, when Sybilla Masters developed a new method for cleaning and curing corn. Mrs. Samuel Slater invented a new way of spinning cotton thread in 1793. In 1845, Sarah O. Mather invented a submarine telescope and lamp that allowed ships to survey the water below them. Women have made many contributions to science, manufacturing, business, and society. Among these amazing women are the first African-American woman millionaire (Madame C. J. Walker), a computer programming pioneer (Grace Hopper), and an office innovator (Bette Nesmith Graham).

Madame C. J. Walker

Sarah Breedlove Walker went from being a poor child of former slaves to becoming the first African-American woman millionaire. Sarah, known professionally as Madame C. J. Walker, successfully produced a line of hair care products intended especially for African-American women.

Sarah was born in 1867 in Louisiana. Both of her parents died when she was young, and her married sister moved her to Vicksburg, Mississippi. Later, Sarah married Moses McWilliams. When he died five years after their marriage, she was left with a two-year-old daughter, no job, and no education. She became a washerwoman.

In 1887, Sarah decided that conditions would be better for her and her daughter, A'Lelia, in St. Louis, Missouri, because St. Louis had a flourishing African-American community. Once again, Sarah found work washing clothes and, occasionally, as a domestic servant. Life was better, but still difficult. Sarah managed to send A'Lelia to public school and, in time, saved enough money to send her to a private college.

By the time Sarah was in her thirties, her hair had begun to fall out, probably from too much work, stress, or poor nutrition. Hair loss was a problem for many women. Sarah tried the existing products on the market, but none of them helped her. Then she had an idea for her own product. She sent to Africa for some of the ingredients. When she had followed the recipe and applied the mixture to her scalp, her hair grew back within a few weeks. Sarah tried it on her friends and when it helped them, she decided to sell it.

Since Sarah's biggest competitor was headquartered in St. Louis, she decided to move to Denver to start her business. Arriving with only $1.50 in her pocket, Sarah first took a job as a cook. With the money she saved, she began to perfect three hair-care products designed for African-American women. They were an immediate success, and she began to advertise in a local paper.

GO ON

In time, Sarah's close friend, Charles Joseph Walker, moved to Denver, and they married. Sarah changed her name to Mrs. C. J. Walker. Charles had experience in the mail-order business and helped Sarah expand her advertising. Sarah traveled for a year and a half, establishing sales offices across the country. As the business grew, Sarah decided to move her company operations to Pittsburgh, closer to the more populous areas of the country. A'Lelia came to help her mother, and in 1911 the two opened a training school for the company's sales agents, a concept far ahead of its time. By this time, after moving headquarters to Indianapolis, Sarah's company had 950 agents, all making above-average income.

Sarah extended her business internationally, and at A'Lelia's urgings, moved the headquarters to Harlem, the African-American center of New York City. By 1918, Madame C. J. Walker was a household name and had become the first African-American woman millionaire. Sarah built herself a mansion and lived a life very different from the days of her childhood. She died in 1919, having become an inspiration to women everywhere.

Grace Hopper

Like Madame C. J. Walker, the phrase "it can't be done" was not in Grace Murray Hopper's vocabulary. In 1952, she devised a method to make a computer understand English-like words, paving the way for the computer languages that now run our banks, businesses, and government.

Grace was born in 1906. As a child, she built everything from ships to dollhouse furniture. She did well at science and math, and eventually earned Masters and Doctorate degrees in mathematics from Yale University. In 1931, she became a professor of mathematics at Vassar College. Her great-grandfather had been an admiral in the U.S. Navy, and when World War II began, Grace joined the navy herself.

In 1944, the navy gave Grace the job of learning to program and then write the programming manual for the huge Mark I, the first digital computer. The Mark I was the size of a large room, primitive by today's standards but considered a miracle machine at the time.

After the war, Grace went to work for a company that was building UNIVAC I, the first commercial computer. Information fed to early computers was in mathematical code: a combination of zeros and ones. This made the programming process very slow. Then, in 1952, Grace developed what she called a computer compiler, a program that would translate programmers' languages into more basic languages that the computer could understand and then instruct the computer to program itself. Next, she developed a new language, using words instead of numbers, called Flow-matic. This innovation led to COBOL (Common Business-Oriented Language). Grace continued to work with computers, and among other things, pioneered computer weather forecasting. Grace always felt that computers would some day be commonplace and easy to use, and she helped make that happen. Grace died in 1992, the recipient of 37 honorary degrees and 30 professional awards.

Bette Nesmith Graham

Bette Nesmith Graham, born in 1924, also had an idea that simplified her work and affected many people. While trying to improve her life as a secretary, Bette came up with the

GO ON

idea for a product that made her a fortune—she developed Liquid Paper.

Bette was an executive secretary for a large bank. When she tried to erase her typing errors on the new electric typewriters, Bette discovered that the typewriter ribbon caused the eraser to smear ink on the page. Mistakes in her job were unacceptable, so she was determined to find a way to hide them, as retyping took too long.

Bette also worked as a part-time artist to make extra money. Artists correct mistakes by painting over them, so Bette decided to try "painting" over her typing errors. She took some tempera paint and a miniature paintbrush to work with her and tried painting over the mistakes. It worked! The other secretaries learned about Bette's new method, and begged her to share her paint.

After a few years, Bette began selling her concoction to other secretaries. She mixed up batches of her product at home, placed it in small bottles, and labeled it "Mistake Out." Bette used her kitchen and garage and had her son, Michael, and his friends to help her. People began urging her to market Mistake Out to the public. Before she could do this, Bette knew that it needed improving as it took too long to dry. She could not afford to hire a chemist, so she set out to do the job herself. She did research at the library, sought the advice of a chemistry teacher, and had a paint-manufacturing company employee show her how to grind and mix paints. As Bette could not afford attorney's fees, she figured out how to apply for a registered trademark and patent, as well.

Bette renamed her product Liquid Paper and started marketing it. In 1962, she married Robert Graham, who joined her company. Once an article about Bette's product appeared in a national office-supply magazine, her business took off. By 1975, Bette's company was selling its product in 31 countries. Within twenty years of her first idea for Liquid Paper, Bette sold the company for $47.5 million dollars. Before she died in 1980, Bette set up two charitable foundations to help women through research and education.

These three women, along with many others, used their talents and strengths to change people's lives. The revolutionary ideas that these women gave to the world have become part of everyday life. Madame C. J. Walker's business ideas, Grace Hopper's advancements in computers, and Bette Nesmith Graham's timesaving Liquid Paper are now thought of as common conveniences. Their lasting contributions are inspirations to the women of today, as well as the inventors of tomorrow. These three inventors truly have made a difference in our daily lives.

GO ON

15 **The author's purpose is most likely to**

Ⓐ persuade readers to become inventors.

Ⓑ show the processes used by female inventors.

Ⓒ explain the accomplishments of some female inventors.

Ⓓ inform readers of the possibilities for inventions.

16 **Read these sentences from the passage.**

Next, she developed a new language, using words instead of numbers, called Flow-matic. This innovation led to COBOL (Common Business-Oriented Language).

Which is a synonym for *innovation*?

Ⓐ improvement

Ⓑ computer

Ⓒ inconvenience

Ⓓ opportunity

GO ON

17 **As used in the passage, what does the word *concoction* mean?**

Ⓐ machine

Ⓑ treat

Ⓒ mixture

Ⓓ idea

18 **Which is an implied main idea of the passage?**

Ⓐ Each of these women saw a problem and found a way to solve it.

Ⓑ Women have excellent technical and mechanical skills.

Ⓒ One has to be on a tight budget to be a successful inventor.

Ⓓ Being an inventor is generally more difficult for a female.

GO ON

Directions

Read the passage about a special place in Alaska. Then, answer the questions that follow.

The Alaska Raptor Center

The visitors step through the door of the Alaska Raptor Center, not sure of what to expect. All of a sudden, a huge screeching breaks out behind them. Turning, they see a short-eared owl perched in the corner.

"Don't mind him," one of the volunteers calls out. "That's only Asio. He's our office manager. He meets and greets people. He yells like that when he's hungry."

Soon, all calms down as the guide beckons the twenty visitors to sit down and someone takes Asio to his dinner. The show is about to begin, and the actors—the birds themselves—are not nervous. After all, the raptors at the Alaska Raptor Center educate over 40,000 visitors a year. And they've been doing it for years.

In 1980, two people started the Alaska Raptor Center when they found an injured bald eagle in a backyard in Sitka, a village on beautiful Baranof Island. Sitka is some ninety-five miles as the raptor flies from Juneau, Alaska's capital. For three years eagles were treated in the homes of these two people. In 1983, the operation moved to a local college campus. Today, the Alaska Raptor Center has several permanent staff members, a beautiful 17-acre site, and a new state-of-the-art flight training facility.

The purpose of the Alaska Raptor Center is to rehabilitate eagles, owls, hawks, falcons, and ravens and to educate the public about raptors. Raptors are birds of prey—meat-eaters that hunt for food. To hunt successfully, they need keen eyesight, strong feet with sharp talons, and a sharp, hooked beak. If these birds cannot hunt, they cannot survive in the wild.

The Alaska Raptor Center rehabilitates some two hundred raptors a year. Veterinarians treat their injuries and the diseases they catch. Then trainers work with the birds, helping them to fly again, to find food, and to socialize. With these goals accomplished, the trainers release the birds back into the wild.

Not all of the raptors that arrive at the Alaska Raptor Center can be released, however. Some go to live in zoos and aviaries. A small number become Raptors-in-Residence at the Alaska Raptor Center.

Raptors-in-Residence educate visitors who come to the Alaska Raptor Center. They reveal the physical attributes of their particular breed by showing off their wingspan. They interact and respond to people throughout the presentation. Hoot, an old barred owl, treats lucky visitors to her "Who cooks for you? Who cooks for you all?" call.

Some Raptors-in-Residence become ambassadors, flying on airlines with trainers to classrooms all across the country. These emissaries give schoolchildren an up-close, personal experience with raptors.

Each Raptor-in-Residence has its own story. Volta, the Chief Ambassador, a mature bald eagle, has become the single most

GO ON

important bird at the Center. With his six-foot wingspan and dignified snowy head, he impresses all who see him. And he is in hot demand, making numerous trips to classrooms every year. "Volta has more frequent flyer miles than I do!" joked Alaska Raptor Center Executive Director Elizabeth Whealy. Some visitors have heard of him beforehand and come especially to see him.

In 1992 rescuers brought Volta to the Alaska Raptor Center. He had flown into a power line on the Sitka waterway. Volta had been electrocuted, had suffered from a concussion, and had bone fracture injuries. One of the bones in his shoulder, a bone crucial for flight, was all but destroyed from the accident. Consequently, Volta cannot survive in the wild; he cannot be released. However, Volta's life has taken on new meaning. Now he educates young and old alike about raptors, and may help ensure the health of countless birds.

Injured and sick raptors arrive at the Alaska Raptor Center for many reasons. Some raptors come as a result of human contact. These birds may have been hurt unwittingly or taken away at a young age from their environment. Hoot, the old barred owl, came to the Center after loggers cut down her nest tree. Her injured wing never healed properly. Hoot's experience lets people know that better ways are needed to mark nest trees so those trees can be left standing.

Raptors taken too young from their nest have different problems. Children took Asio from his nest when he was just a chick. Although the children cared for him, they did not know how to feed him properly. Without the right nutrients, his bones became deformed. Furthermore, he imprinted on his human friends. He became attached to them and learned from them. Birds in the wild attach to their parents and learn the behaviors necessary to live in the wild. Asio eventually became a Raptor-in-Residence. Thinking his parents had abandoned him, children picked up Kily, a Harlan's red-tailed hawk, and took him home. He, too, imprinted on humans. Because Kily was in good health, the Center released him twice. But because he did not learn how to hunt from his parents and had been fed by humans, he became a nuisance, begging people for food rather than looking for his own. One falconer tried to teach him to hunt, but Kily couldn't learn. He, too, joined the raptor teachers. Today he helps educate people to leave birds in their nests or to wait to see whether parents return to their young.

Other raptors come for other reasons. A team of biologists found the red-tailed hawk Esperanza while on a research mission. Her right wing had been broken and her elbows severely bruised in an unknown collision. Arthritis keeps her on the ground. A larger brother or sister probably pushed Duke, a golden eagle, out of their nest when they were chicks. First-born golden eagle chicks typically assert their strength over younger siblings, and Duke's sibling was no exception. With one of his eyes injured, Duke cannot see well enough to hunt. Teeka, a Western screech owl, fractured her wing when she hit a car in Sitka. Because the break was so severe, her wing had to be removed. All three have become part of the Alaska Raptor Center family.

Despite these sad stories, many birds are released back into the wild. Sitka police found Mattie, a bald eagle, lying on her back in a parking lot. Her right wing was injured and her left shoulder was sensitive to touch. She could not fly well enough to perch or to

GO ON

participate in courtship rituals. With treatment and four weeks of rehabilitation, Mattie was able to fly from the ground to a perch, and a month later, she traveled to Montana for flight conditioning. The training was successful, and the Alaska Raptor Center returned Mattie to the wild. Wings, a young bald eagle, arrived thin and weak. Veterinarians could not find any injuries, but Wings appeared depressed. A few days after treatment, she perked up, began eating, put on weight, and felt better. She, too, received flight training in Montana and was released successfully back to the wild.

Today, the Alaskan Raptor Center has a new flight-training center. This state-of-the-art facility allows trainers to better diagnose and rehabilitate raptors. The facility encloses a coastal rainforest area similar to one the raptors live in. This new housing has made the birds feel more at home. Best of all, the building allows trainers to better prepare birds for their eventual release. Bald eagles must be strong fliers, not just good hunters. They must also be able to protect their territory, avoid collisions, and participate in courtship rituals. Trainers help raptors overcome their injuries. In the new facility, rehabilitators can test a raptor's flying ability by placing obstacles in its path. The rain forest conditions help birds learn or relearn to fish for salmon in a waterfall and pond. Visitors to this new facility observe first-hand what raptors need for survival and how the Alaskan Raptor Center helps birds return to and live successfully in the wild.

A visitor leaving the Alaska Raptor Center feels uplifted by the experience. Contact with bald eagles, owls, ravens, and falcons inspires awe and renews hope. The Alaska Raptor Center makes it possible for these majestic birds and people to come together in meaningful ways and to restore birds to their natural homes.

19 **Which theme does this passage best illustrate?**

Ⓐ nature against society

Ⓑ society helping nature

Ⓒ survival of the fittest

Ⓓ growth and initiation

GO ON

20 **Which statement best summarizes the paragraph that begins, "In 1980, two people started the Alaska Raptor Center . . . "?**

Ⓐ Sitka is a scenic but somewhat isolated location.

Ⓑ Raptors have individual personalities, almost like humans.

Ⓒ The Alaska Raptor Center has a long history of treating bald eagles in Sitka.

Ⓓ From humble beginnings, the Alaska Raptor Center has grown into a modern facility.

21 **Based on the information in the passage, the reader can infer that Volta got his name from**

Ⓐ the philosopher Voltaire.

Ⓑ his high energy levels.

Ⓒ his electric personality.

Ⓓ the power line accident.

22 **Why was Wings brought to the Alaska Raptor Center?**

Ⓐ She appeared to not be feeling well.

Ⓑ Her nest tree was cut down by loggers.

Ⓒ Her wing was injured.

Ⓓ She was found in a parking lot.

23 **In the last paragraph, how does the author support the conclusion that a visit to the Alaska Raptor Center leaves visitors feeling uplifted?**

Ⓐ The author describes the lovely surroundings of Sitka.

Ⓑ The author elaborates on how veterinarians and trainers save birds.

Ⓒ The author focuses on how birds are educating people.

Ⓓ The author quotes experts in the field of raptor behavior.

GO ON

Directions

Read the passage about building ships. Then, answer the questions that follow.

A Master Shipbuilder

Anton considered himself a master shipbuilder, having used his talents to construct many vessels, from fishing schooners to yachts. No one could understand exactly how he crafted the beautiful ships that delighted his admirers. The ships he built took so long to construct that they were nicknamed "patience projects." Even then, some of the ships he had made were more challenging than others. Anton used no blueprints to build his ships. Instead, he started with a photograph. Then, he made precise measurements of each part of the ship he could see in the photograph. He selected the finest materials and made most of the tools for his projects by hand.

Obtaining the materials to build the ships was no small task as he had to travel from his small village into the city. There he found stores with large inventories and places where he could meet with other shipbuilders who knew the trade and were eager to share their secrets. Each time Anton traveled to the city, he met with Nicolai and other retired sailors who entertained themselves by building ships, none of which would ever sail. Nicolai was a master of shipbuilding also, and in some ways even more skilled than Anton. Anton planned to visit with Nicolai exclusively the next time he was in the city. Nicolai had just constructed a whaling vessel, and Anton wanted to photograph it before Nicolai secured it in place. Perhaps Nicolai could also add to the wealth of knowledge that he had given to Anton.

Over the last several years, Nicolai had advised Anton about shipbuilding techniques. Nicolai had devised a special way to arrange the rigging and raise the masts of the ship. He had shared that secret with Anton, and had directed him to a special craft store so that he could purchase hinges and other parts that were often difficult to locate.

In the city, Anton visited at length with Nicolai. Together they examined Nicolai's latest project, walking around to inspect it from all sides. Anton took his photograph and made a list of materials necessary for constructing his own ship, one that would match Nicolai's whaling vessel, and one they could display together at next year's shipbuilding fair.

After his visit with Nicolai and a trip to the city's shops, Anton returned to his village. He had bought fine pieces of cherry wood that he would use for the construction of his whaling vessel. He had found and purchased long, thin slivers of wood, called skewers, which would make good masts. He had on hand plenty of clay to form the illusion of the ocean; adhesives to glue the ship in place inside the bottle; and black, coarse thread, which he would attach to the masts and sails. The right kind of thread, Anton knew, was an absolute essential for raising the masts. Of course, that step—pulling gently on the

GO ON

skewers and unfurling the white paper he used for sails—was several months away. For the present, Anton had plenty to do to begin his next project.

Anton anticipated the task ahead of him. First, he would study the photograph to determine the precise shape of the hull and sails. Then he would draw a replica, taking into account the size and shape of the bottle. The ship had to fit inside the bottle, yet not be too tall. If the ship were too tall, the rigging would not stand upright. If the ship were too small, the rigging would look awkward and crude.

It was autumn when Anton started his project, but he worked well into winter, when on stormy days, many of the ships in the village's harbor were pelted by the rain and rocked by the wind. Anton built his miniature ship outside the bottle, taking care to sand and polish the hull that was so narrow it could slip through the bottle's neck. He had often built a ship completely inside the bottle, taking care to use his long, tiny tools and tweezers to adjust the pieces as he slipped them in place. This time, however, he would complete his boat on his workbench, and then ease it into its resting place inside the bottle.

When the day arrived for him to begin the ship's placement, he rolled the blue and green clay into long, snake-like pieces. Anton used a pair of tweezers to put the clay in place. As he laid the pieces of clay in the bottom of the bottle, he smoothed the blue and green clay strips together so that they looked like the color of the sea. He made a long indentation in the center of the clay where his boat would rest. Then he used another special tool and pushed up parts of the clay to form waves. Next, he painted the tops of the waves white so that the waves appeared to have white crests of foam.

Clay placement was critical. Anton remembered what Nicolai had told him about the oils in the clay. "Use alcohol to wipe the clay before you insert it in the bottle," Nicolai had instructed. "Be sure that the oils from the clay don't touch the sides of the bottle, or you will have to clean the inside of the glass. Remember, throughout the process you must keep the glass clean." "Yes," Anton thought to himself as he looked at his handiwork, "The clay looks very much like the ocean I knew so well when I was sailing."

When Anton's whaling vessel was finished, he attached the thread to the masts and he rolled up the sails. The long, black threads hung off the end of the whaling vessel like dark fishing lines. Anton could already envision the finished product. To keep the glass clean while securing the ship would require patience, but Anton took meticulous care in his preparations. He carefully pushed his ship inside the neck of the bottle with its masts folded down like the spines on an umbrella. He held the threads as they dangled out the end of the bottle's top. Then, Anton gently pulled the threads and raised the masts with their sails. They locked in place. He unfurled the sails. Cutting the strings with snake-like scissors and pulling the strings out slowly, Anton stepped back from the table and admired his work. He looked out the window at the ships in the village's harbor. Then he looked at his own ship, smiled with satisfaction, and put a cork in the bottle neck. "Another ship for my collection," he said to himself. He placed the bottle on the shelf with the others and retired to his chair.

GO ON

"Tomorrow," Anton thought, "I will go to the city and visit the library." He wanted to show Nicolai his version of the whaling vessel and talk about their next projects. He also wanted to find other photographs of whaling vessels, and read about some of the old sailors who stood on board the actual ships. Now that he had built a miniature version, he wanted to discover what it must have been like for them to walk the decks and look out into the horizons. There was so much more to learn, and, of course, there was his friend Nicolai, who had taught him so much about the art of building ships inside an old bottle.

24 **The author's purpose in writing the passage is most likely to**

Ⓐ tell a story about a patient and skillful shipbuilder.

Ⓑ argue that only a former sailor can build a miniature ship.

Ⓒ explain the series of steps necessary in building a miniature ship.

Ⓓ show that building a miniature ship is just like building a real ship.

25 **In building a ship, what does Anton do first?**

Ⓐ He begins with a photograph of the ship.

Ⓑ He chooses the finest materials and tools.

Ⓒ He measures the ship he wants to replicate.

Ⓓ He makes a precise blueprint of the ship.

GO ON

26 **Why does Anton make his own tools by hand?**

Ⓐ The tools have to be small enough to fit in the bottle.

Ⓑ He wants to exhibit them at the shipbuilding fair.

Ⓒ Nicolai has told him that handmade tools work best.

Ⓓ He wants to impress his audience of admirers.

27 **Anton uses threads to**

Ⓐ look like fishing lines.

Ⓑ slip the ship into place.

Ⓒ raise the ship's masts.

Ⓓ keep the glass clean.

28 **Read this sentence from the passage.**

To keep the glass clean while securing the ship would require patience, but Anton took meticulous care in his preparations.

What is another word for *meticulous*?

Ⓐ essential

Ⓑ hasty

Ⓒ obvious

Ⓓ precise

GO ON

29 **According to the passage, what does Anton do after he places the ship inside the bottle?**

Ⓐ unfurls the sails

Ⓑ cleans the glass

Ⓒ paints the wave crests

Ⓓ wipes off the clay oils

30 **Why does Anton plan to go to the library?**

Ⓐ to find addresses of stores that carry boat materials

Ⓑ to interpret the blueprints of various whaling ships

Ⓒ to locate photographs for Nicolai

Ⓓ to learn about whaling and whaling vessels

31 **Read this sentence from the passage.**

He carefully pushed his ship inside the neck of the bottle with its masts folded down like the spines on an umbrella.

Which literary device does the sentence contain?

Ⓐ personification

Ⓑ hyperbole

Ⓒ simile

Ⓓ metaphor

GO ON

32 **In what ways has Nicolai been a mentor to Anton? Use two examples from the passage to support your response. This item is worth 2 points.**

STOP

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