Nevada Ready!

Nevada Instructional Materials

for the

Nevada Academic Content Standards for ELA

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Grade 8

STUDENT WORKBOOK

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Introduction

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed "Teacher Tips" to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.

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Name: _____

Language and Reading
Grade 8

This booklet contains language and reading questions for you to work with. Your teacher may have you work on them by yourself or as part of group activities. Many of the item types represented here may be new to you. They include:

Item Type	Characteristics
Sentence revising	Rewriting sentences to correct or improve them
Traditional multiple-choice	Four answer choices, one correct answer
Non-traditional multiple-choice	Four answer choices, two correct answers
Highlighting	Locating and highlighting or underlining specific information within the passage
Simulated technology-enhanced	Intended to simulate item types that may appear in the computer-based assessment; generally in the form of a graphic organizer

In addition, there are both two-point short-answer and three-point constructed-response items. The general rubrics for two- and three-point items follow.

Two-Point Short-Answer

Score	Description
2	The response: • Demonstrates sufficient understanding of the standard • Includes clear reference to the text • Adequately supports ideas with clearly relevant information from the text
1	The response: • Demonstrates limited understanding of the standard • Includes some reference to the text • Supports ideas with limited information from the text
0	Response is totally incorrect or irrelevant

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Three-Point Constructed-Response

Score	Description
3	The response: • Demonstrates clear understanding of the reading • Addresses all parts of the question • Includes enough related details as support
2	The response: • Demonstrates understanding of the reading • Addresses only part of the question • Includes some details as support • May include some details of limited quality
1	The response: • Demonstrates limited understanding of the reading • Includes few details as support • Includes unrelated or inaccurate details
0	Response is totally incorrect or irrelevant

Directions

Your teacher will tell you which questions you should work with. There is space in this workbook for you to answer them.

You should circle the letter of the correct answer or answers for the multiple-choice questions.

Some questions will ask you to highlight or underline information in the passage.

Answer all other questions in the space provided immediately after the question.

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Stand-Alone and Passage-Based Language Items

Grade 8
Student Workbook

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1 Read the sentences below.

After weeks of extreme hardship, the summit of the mountain was finally reached by the team. They stood atop the mountain and admired the breathtaking view to be seen before descending back down to base camp.

Rewrite the sentences to use the active voice. Write your response on the lines below.

2 Read the sentences below.

Will you drive down the street, and then you will turn right at the first stop sign. Then you will manouver your car into the second parking lot.

Rewrite the sentences to fix any errors. Write your response on the lines below.

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3 Read the sentences below.

Theodore Roosevelt once said, "Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat." Roosevelt is alive today, he would undoubtedly offer the same advice.

Rewrite the sentences in order to both shorten the quotation using correct punctuation and correct any errors in verb mood. Write your response on the lines below.

4 Read the sentences below.

I live on Mars, I would want to have all my friends with me. Many games would be invented by us to prevent us from becoming homesick.

Rewrite the sentences to correct any errors. Write your response on the lines below.

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Option A
If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 5 through 10. ***If not, turn to Option B on page 9.***

The Smithsonian Museum

(1) Before James Smithson died in 1829, he wrote in his will that his fortune should be given "to the United States of America, to found at Washington, under the name of the Smithsonian institution, an Establishment for the increase and diffusion of knowledge among men." (2) Smithson made the gift even though he had never been to the United States. (3) After much debate, what would become one of America's greatest treasures was created by Congress: the Smithsonian Institution.

(4) Today, included are 19 museums and galleries, nine research centers, and the National Zoological Park in the Smithsonian Institution. (5) It is estimated that the Smithsonian holds nearly 137 million artifacts, specimens, and works of art in its collection. (6) In fact, less than two percent of the Institution's collection is on display to the public at any time. (7) Some of the stranger objects at the Smithsonian include locks of hair from the first 18 presidents of the United States, a 50-foot concrete section of historic Route 66, and the longest beard ever grown, which stretches more than 18 feet.

(8) Admission to all Smithsonian museums is free, and as many as 30 million people visit annually. (9) The most awesome Smithsonian museum is the National Air and Space Museum, which has a totally huge collection of old planes. (10) Visitors can view amazing artifacts of human flight, including the 1903 Wright Flyer, which was the first powered aircraft to carry a human aloft; the Apollo 11 Command Module, which was the living quarters for the first mission to the Moon in 1969; and the space shuttle Discovery, which completed 39 missions into space.

(11) Programs for young people are offered by the Smithsonian Institution, which is also focused on education. (12) These programs include seasonal camps at the National Zoo in Washington, D.C., where campers "have the opportunity to see conservation science in action through behind-the-scenes tours of our animal breeding centers and lectures with Smithsonian scientists."

(13) The vast collection at the Smithsonian Institution has something for everyone, truly fulfilling its founder's vision. (14) The Smithsonian Institution is truly a national treasure that everyone should visit.

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5 Which is the correct way to show that material has been omitted from the quotation in sentence 1 of the passage?

A Before James Smithson died in 1829, he wrote in his will that his fortune should be given "to the United States of America, to found at Washington . . . an Establishment for the increase and diffusion of knowledge among men."

B Before James Smithson died in 1829, he wrote in his will that his fortune should be given "to the United States of America, to found at Washington—an Establishment for the increase and diffusion of knowledge among men."

C Before James Smithson died in 1829, he wrote in his will that his fortune should be given "to the United States of America, to found at Washington, an Establishment for the increase and diffusion of knowledge among men."

D Before James Smithson died in 1829, he wrote in his will that his fortune should be given "to the United States of America, to found at Washington: an Establishment for the increase and diffusion of knowledge among men."

6 Which version of sentence 3 is **most** correct?

A After much debate, a law created what would become one of America's greatest treasures: the Smithsonian Institution.

B After much debate, Congress eventually created what would become one of America's greatest treasures: the Smithsonian Institution.

C Having had much debate, a law was passed by Congress that created what would become one of America's greatest treasures: the Smithsonian Institution.

D Leave as is.

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7 Which version of sentence 4 is **most** correct?

A Today, the Smithsonian Institution includes 19 museums and galleries, nine research centers, and the National Zoological Park.
B Today, 19 museums and galleries, nine research centers, and the National Zoological Park are included in the Smithsonian Institution.
C 19 museums and galleries, nine research centers, and the National Zoological Park are included in the Smithsonian Institution today.
D Leave as is.

8 Which version of sentence 11 **best** emphasizes the Smithsonian Institution?

A Young people enjoy a variety of programs, since the Smithsonian Institution is also focused on education.
B Education is also a focus of the Smithsonian Institution, which offers a variety of programs for young people.
C The Smithsonian Institution is also very focused on education, offering a variety of programs for young people.
D Leave as is.

9 Which version of sentence 14 has the **most** appropriate verb mood?

A The Smithsonian Institution is truly a national treasure that is visited.
B The Smithsonian Institution is truly a national treasure that everyone visits.
C The Smithsonian Institution is truly a national treasure that everyone will visit.
D Leave as is.

10 Which sentence is inappropriate for the tone of the passage?

A sentence 6
B sentence 8
C sentence 9
D sentence 12

STOP
and turn to page 11

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Option B
Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment. For this passage, you should also indicate where and how to show that information would be omitted from the quotation in the first paragraph to make it shorter.

The Smithsonian Museum

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Programs for young people are offered by the Smithsonian Institution, which is also focused on education. These programs include seasonal camps at the National Zoo in Washington, D.C., where campers "have the opportunity to see conservation science in action through behind-the-scenes tours of our animal breeding centers and lectures with Smithsonian scientists."

The vast collection at the Smithsonian Institution has something for everyone, truly fulfilling its founder's vision. The Smithsonian Institution is truly a national treasure that everyone should visit.

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Option A
If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 11 through 16. ***If not, turn to Option B on page 13.***

Try Something New Today

(1) Have your parents ever said to you that "variety is the spice of life"? (2) Parents usually say that when they want you to eat something gross. (3) But it also happens to be true. (4) If you have a routine that you stick to and do the same thing over and over, then you might eventually become bored at some point. (5) When that happens, it's time to try something new.

(6) Trying something new doesn't have to be scary. (7) If you do it right, trying new things can be lots of fun. (8) The secret is finding out how much newness you're comfortable with. (9) Faraway places are where people are traveling who like experiencing new things. (10) Depending on where you go, traveling someplace new can be slightly different from what you're used to, or completely foreign. (11) Traveling to a different part of the world, you could find yourself in a place where you don't speak the language, don't recognize the landscape or architecture, and will encounter exotic and strange animals—and the food might make you lose your appetite. (12) Some people crave that sort of experience. (13) For others, though, that level of newness can be overwhelming and scary. (14) Luckily, there are plenty of other ways to try new things without traveling to the ends of the Earth.

(15) Probably the best way to try something new is with food. (16) Why not try cooking something new yourself? (17) The Internet is where a wide world of recipes can be found by you. (18) There's no garantee that you'll like the new foods, but even a bad cooking experience can make for a good story.

(19) If new foods aren't your flavor, you can always try to meet new people. (20) For instance, you could strike up a conversation with a classmate you've never spoken to. (21) Ask the classmate about his or her life it may be a very different experience from your own.

(22) If you look around, there are many ways to enjoy unique experiences. (23) So try something new today and add a little spice to your life!

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11 How should sentence 4 be rewritten to eliminate wordiness but retain the original meaning?

A If you just stick to it, you might eventually get bored.
B If you have to always just stick to the same, then you become bored.
C If you always stick to the same routine, you might eventually become bored.
D If you always just stick to your same routine, then you could eventually get bored.

12 Which is the **best** version of sentence 9?

A Many people like faraway places to travel to experience new things.
B Many people like traveling to faraway places to experience new things.
C Faraway places are traveled to by people who like experiencing new things.
D Leave as is.

13 Which verb or verb phrase in sentence 11 has an inappropriate shift in mood?

A could find
B speak
C recognize
D will encounter

14 Which rewrite **most** clearly emphasizes the key element of sentence 17?

A You can find on the Internet a wide world of recipes.
B On the Internet you can find a wide world of recipes.
C A wide world of recipes can be found on the Internet.
D Finding a wide world of recipes can be done on the Internet.

15 Which is the correct spelling of the underlined word in sentence 18?

A garranty
B garuntee
C guarantee
D Leave as is.

16 Which version of sentence 21 is both appropriate and correct for formal writing?

A Ask the classmate about his or her life—it may be a very different experience from your own.
B Ask the classmate about his or her life ‘cause it may be a very different experience from your own.
C Ask the classmate about his or her life, it may be a very different experience from your own.
D Ask the classmate about his or her life: it may be a very different experience from your own.

STOP
and turn to page 14

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Option B
Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

Try Something New Today

Have your parents ever said to you that "variety is the spice of life"? Parents usually say that when they want you to eat something gross. But it also happens to be true. If you have a routine that you stick to and do the same thing over and over, then you might eventually become bored at some point. When that happens, it's time to try something new.

Trying something new doesn't have to be scary. If you do it right, trying new things can be lots of fun. The secret is finding out how much newness you're comfortable with. Faraway places are where people are traveling who like experiencing new things. Depending on where you go, traveling someplace new can be slightly different from what you're used to, or completely foreign. Traveling to a different part of the world, you could find yourself in a place where you don't speak the language, don't recognize the landscape or architecture, and will encounter exotic and strange animals—and the food might make you lose your appetite. Some people crave that sort of experience. For others, though, that level of newness can be overwhelming and scary. Luckily, there are plenty of other ways to try new things without traveling to the ends of the Earth.

Probably the best way to try something new is with food. Why not try cooking something new yourself? The Internet is where a wide world of recipes can be found by you. There's no garantee that you'll like the new foods, but even a bad cooking experience can make for a good story.

If new foods aren't your flavor, you can always try to meet new people. For instance, you could strike up a conversation with a classmate you've never spoken to. Ask the classmate about his or her life it may be a very different experience from your own.

If you look around, there are many ways to enjoy unique experiences. So try something new today and add a little spice to your life!

STOP

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Literary Passage-Based Reading Items

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Myths and legends sometimes inspire authors to write stories of their own. Read the Greek myth of Icarus and the story it inspired. Then answer questions 17 through 23.

Pride and Petulance: A story inspired by the Greek myth of Icarus

Icarus

The great inventor Daedalus was imprisoned on the island of Crete with his son, Icarus. Daedalus was determined that they should escape, so he fashioned two sets of wings made of feathers bound together by wax. Before alighting, Daedalus warned his son not to fly too low, for fear of wetting the feathers, nor too high, for fear of the sun melting the wax. The best course, he explained, was for Icarus to follow the exact path flown by Daedalus, who knew the proper altitude to maintain. Despite the warnings by his father, the young Icarus, emboldened by his superior flying skills, soared up into the glorious blue sky. As Icarus rose ever higher, feathers began to shed from his wings. Soon Daedalus watched in helpless horror as his son, now wingless, plunged from soaring heights into the sea far below.

As she clung to the rock, Sasha slowly came to the realization that she had made a big mistake. She felt her heart throbbing in her throat, knowing that she was in way over her head and there was no one who could help her. She was alone on the side of the cliff.

Sasha had only started rock climbing about three months before. There is an old adage that warns of a little knowledge being a dangerous thing. Although Sasha was not cognizant of the warning at that particular moment, she would easily relate to its sentiment—she had just enough climbing experience to get herself into serious trouble.

Sasha's sister, Gwen, was a great climber, but Sasha herself had reluctantly avoided the sport until recently. Very early on, Sasha learned to eschew any path her sister had set. On the first day of kindergarten, Sasha had sat excitedly on the rug, singing out "Here!" when her name was called. Ms. Ellison looked up at her and smiled.

"Oh—your sister Gwen was in my class! What a wonderful girl she is—so talented and so smart! Are you as good an artist as she is?"

"No, ma'am," Sasha replied meekly. Sasha loved her sister, and agreed with Mrs. Ellison—Gwen *was* smart and talented. But suddenly Sasha felt like she had to live up to something that was beyond her ability. Instead of being seen for who she was, Sasha was now seen as the smart and talented Gwen's little sister.

The pattern continued throughout Sasha's school career—it seemed like everyone who knew Gwen would extol her virtues. Gwen cast an extremely long shadow that Sasha often felt lost beneath. As a result, Sasha didn't even try to compete with her sister, instead choosing activities that Gwen had not already excelled at. This meant that Sasha often undertook activities that she did not fully enjoy and avoided activities she thought she might.

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The sport that most intrigued Sasha was rock climbing; but unfortunately, Gwen was great at it, so Sasha didn't even try. Instead, Sasha took gymnastics classes at a local gym, which Gwen had never enjoyed. One day as she arrived for class, Sasha saw a sign above the bulletin board:

Coming Soon: The Gymnastic Club's All New Climbing Wall!

Sasha was secretly excited by the opportunity to try out climbing on her own turf where no one knew about her sister. So when the climbing wall was completed, Sasha was one of the first to scramble up. As it happened, Sasha was a natural climber—her hands and feet seemed to reach instinctively for the best holds. However, the ease with which Sasha took to climbing led her confidence to outpace her abilities.

Eventually, Sasha's climbing prowess became known, and the inevitable comparisons with her sister soon followed. This time, however, rather than shying away, Sasha felt an unfamiliar competitive fire being stoked deep within her. Suddenly, she wanted nothing more than to prove that she was every bit as good a climber as, if not better than, the smart and talented Gwen.

The opportunity for Sasha to prove herself came a few months later when Gwen herself invited Sasha to come along on a group climb at Sheer Rock Lake. It was Sasha's first chance to show her sister how well she could climb. It was also her first chance to climb on real rock, rather than on an artificial climbing wall.

As they awaited their turns to climb, Gwen peppered Sasha with tips on how to climb outdoors on rock. Sasha, annoyed by what she perceived as her sister's condescension, made a show of paying scant attention to the advice. "It looks like the cliff goes out over the lake," she said airily. "We should go high diving when we get to the top."

"Sasha, please pay attention. This is important," implored Gwen. "So you don't get into trouble, just follow my line up the wall. I'll make sure to pick easy hand and foot holds for you."

That did it. As Sasha clipped her safety harness onto the rope behind her sister, she made up her mind to show Gwen who the better climber was. Halfway up the wall, Sasha saw some difficult-looking holds off to her left. Her moment had come. Feeling invincible, Sasha unclipped from the rope and began moving laterally along the face of the cliff.

The problem, Sasha soon found, was that there were no holds above her, so she had no choice but to keep moving laterally. Her pride prevented her from moving back toward the rope, so Sasha kept edging farther from the safety of the line. Eventually she came to a dead end—there were no more holds to her left, none above, and she didn't even want to look down for fear of what she might see.

"Sasha! What are you doing?" The frantic call came from Gwen, standing atop the cliff. Sasha suddenly became aware of her shaking legs and the wildfire burning in her fingers and arms. Sasha was terrified to breathe, let alone answer her sister. Realizing her predicament, Sasha began edging back toward the rope. And then she fell.

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A feeling of intense cold sent a shock through Sasha like a jolt of electricity. It took her a moment to make sense of where she was as she peered at the flickering light above her. Then she felt her lungs burning for want of oxygen. She kicked her legs hard, reaching desperately toward the light. At last, as her head broke the surface of the water, Sasha gasped with the grateful breath of someone who had thought she had breathed her last.

Sasha only dimly registered the elated cheers from above her. As she began to make her way to the shore, she felt a combination of relief and shame. She knew that she had just learned a valuable lesson the hard way, but she felt great relief that it was a lesson she lived to learn.

"Pride and Petulance: A story inspired by the Greek myth of Icarus" © WestEd.

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17 Read the sentence below from the passage.

> **There is an old adage that warns of a little knowledge being a dangerous thing.**

Which sentences from the passage **most** directly relate this adage to Sasha's circumstances? Select **two** answers.

A "However, the ease with which Sasha took to climbing led her confidence to outpace her abilities."
B "Eventually, Sasha's climbing prowess became known, and the inevitable comparisons with her sister soon followed."
C "The opportunity for Sasha to prove herself came a few months later when Gwen herself invited Sasha to come along on a group climb at Sheer Rock Lake."
D "Feeling invincible, Sasha unclipped from the rope and began moving laterally along the face of the cliff."

18 Which word in paragraph 3 helps the reader to understand the meaning of the word eschew?

A reluctantly
B avoided
C recently
D learned

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19 Read the sentence below from the passage.

Gwen cast an extremely long shadow that Sasha often felt lost beneath.

Explain how the metaphor in the sentence relates to Sasha's circumstances. Write your response on the lines below.

20 Although Sasha is attracted to rock climbing, she avoids it at first.

Underline or highlight **two** sentences in the passage that best explain why Sasha changes her mind and decides to learn rock climbing.

21 What is the author suggesting by using the word "peppered" in paragraph 11 of the passage?

A Gwen is hoping to motivate Sasha with extra advice.
B Gwen is anxious about whether Sasha is ready for the climb.
C Gwen is demanding that Sasha pay attention to her advice.
D Gwen is deliberately trying to irritate Sasha with her advice.

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22 The characters in the Greek myth of Icarus are similar to the characters in "Pride and Petulance."

Use the table below to identify which characters share similar character traits. Put check marks in the appropriate boxes to indicate which characters display which traits.

Similarities Among Characters

Character's Name	Character Traits			
	Overly Confident	Protective	Athletic	Loving
Daedalus				
Icarus				
Gwen				
Sasha				

23 Explain how the theme of "Pride and Petulance" is similar to the theme of the Greek myth of Icarus. Use details from the passage to support your response. Write your response on the lines below.

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The author of this passage is remembering experiences from when he was a young boy. Read the passage. Then answer questions 24 through 31.

The Radio

by Skip Van Lenten

There must be some truth to the old saying, "the apple doesn't fall far from the tree." The other day, my son brought home a pair of speakers that one of our neighbors had put out on the curb for garbage, and I have to admit that I had my eye on them too.

When I was a kid, a good speaker was one of the things we prized the most as we followed the vets around town during the monthly scrap drive, or searched the area behind the American Legion, where most of the stuff was dumped. At one point—long before the concept of "surround sound" became popular—I had at least eight speakers of various sizes hanging from my walls, or strategically placed around my room, all connected to a single radio.

In those days, speakers were hard to get. They didn't come in pairs, and they weren't plugged into the back of a receiver, like they are today. More times than not, they were encased in a large hardwood cabinet glued together and reinforced with wood screws so long that it seemed like days before you could get them out. Sometimes we had to bring the whole radio home in order to disassemble it, but I remember one occasion when I waded through a pile of old mattresses, broken chairs, and discarded appliances behind the American Legion, with various hand tools poking out of my pockets, just to get to a 10-inch speaker that was visible inside an old cabinet that had already been stripped of everything else. Not only did I love to hear the deep sound the big speakers made, but I liked to be able to see the way the paper cones vibrated, and I knew that if I ever blew one out, or it stopped working for some reason, I could always take it apart and count on finding a magnet the size of a hockey puck. You couldn't go wrong collecting speakers.

Whenever I brought a radio home, I always plugged it in before taking it apart, just to see if it still worked. When I found one that did, it became my first "entertainment system." I pulled the knobs off and unscrewed everything attached to the cabinet so all that was left was a metal base no bigger than a shoe-box, with four or five vacuum tubes sticking out of the top. It was covered with dust, but as I looked it over, I could see a couple of transformers, a tuning mechanism, and a coil of copper wire that was coated with an amber, shellac-like substance. I was convinced that the coating was there to keep me from being instantly electrocuted, so naturally, I stayed away from that part. But otherwise, even with the radio plugged in, I pretty much poked around at will, and even took my chances by turning it over to see how everything was wired. After I hooked up the speakers, I put the radio on my nightstand, and turned out the lights, so I could see the tubes glowing in the dark while I searched for something interesting to listen to.

Back then, most of the radios only had an AM band, but because of different conditions in the atmosphere, it was possible at night to tune into stations as far away as Detroit or Boston. What made this radio different was that it also had a short-wave band, and since my bedroom was upstairs, and I had a homemade "antenna" wire running out of my window and up the side of the house, I was able to pick up even more unusual broadcasts, like those from the Dominion Observatory. The observatory was located in Ottawa, Canada, and scientifically measured time

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by tracking the movement of stars. Broadcasting on the short-wave band, it sent out an electronic signal every second, 24 hours a day, 7 days a week, to mark the passing of the minutes. For the first 40–50 seconds, the little "blips" would be the only thing you would hear, but then, just before the full 60 seconds were up, an announcer would identify the broadcast as coming from the Dominion Observatory, and indicate the exact time with a slightly longer signal. After a brief silence, the whole process would start over again until the end of the next minute.

It wasn't the most exciting thing on the air, but for some reason, being able to tune into the observatory, and other places outside of our area, was as fascinating to me as the Internet is to my son. I don't know what he plans to do with the speakers he found, but the last time I checked, I think he was hanging one on the wall.

I should have told him to look in the attic. I could have saved him the trouble of carrying them home, and postponed the day when I would have to put my own collection out on the curb.

"The Radio" by Skip Van Lenten. Copyright © 2012 by Skip Van Lenten. Reprinted by permission of the author.

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24 Read the sentence below from the passage.

You couldn't go wrong collecting speakers.

Explain why the author reaches this conclusion. Write your response on the lines below.

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25 The author provides a great deal of detail about the broadcast from the Dominion Observatory. What does this suggest about him?

A The seemingly dull experience had great significance for him.
B His interest in radios came primarily from his interest in the stars.
C Exploring the workings of his radio was just a necessary means to a different end.
D Listening to the signals allowed him to escape from the demands of his everyday life.

26 Which **two** statements describe the author as a boy? Select **two** answers.

A He predicted changes well.
B He valued time with people.
C He paid attention to detail.
D He enjoyed simple pleasures.

27 What effect does the absence of dialogue have on the passage?

A It emphasizes the author's sense of homesickness.
B It suggests that the author's recollections are unreliable.
C It focuses the reader entirely on the author's thoughts and feelings.
D It gives the reader a better understanding of what motivates the author's son.

28 Read the sentences below from the passage.

There must be some truth to the old saying, "<u>the apple doesn't fall far from the tree</u>." The other day, my son brought home a pair of speakers that one of our neighbors had put out on the curb for garbage, and I have to admit that I had my eye on them too.

Underline or highlight a sentence in the passage, other than the ones above, that supports the underlined expression in the sentences.

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29 The table below shows some traits that could be used to describe the author's radio. Locate evidence in the passage that supports each trait and write it in the appropriate row of the table.

The Author's Radio

Traits	Evidence from the Passage
Enduring	
Homemade	
Soothing	
Educational	

30 Read the statement below.

The more things change, the more they stay the same.

Explain how the passage develops this idea. Use details from the passage to support your response. Write your response on the lines below.

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31 Analyze what can be learned about the nature of personal entertainment from the author's experience with radios. Write your response on the lines below.

STOP

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Informational Passage-Based Reading Items

Grade 8
Student Workbook

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This passage describes an unusual natural occurrence in Death Valley. Read the passage. Then answer questions 32 through 38.

The Moving Rocks of Death Valley

by Ed Darack

1 Deep in the heart of the California desert lies one of the natural world's most puzzling mysteries: the moving rocks of Death Valley. These are not ordinary moving rocks that tumble down mountainsides in avalanches, are carried along riverbeds by flowing water, or are tossed aside by animals. These rocks, some as heavy as 700 pounds, are inexplicably transported across a virtually flat desert plain, leaving erratic trails in the hard mud behind them, some hundreds of yards long. They move by some mysterious force, and in the nine decades since we have known about them, no one has ever seen them move.

Over the years, scientists have studied the rocks and proffered a variety of theories about their mysterious movements. Although there are credible theories involving wind, rain, and even ice, the exact mechanism responsible for the rocks' movement remains a mystery.

. . . No one had undertaken a comprehensive survey of all the known moving rocks and their trails until 1993, when researcher Paula Messina set out to do just that.

A Beach in the Desert

Messina is an assistant professor of geology at San Jose State University in California. A native of New York City, she was immediately captivated by the openness and remoteness of Racetrack Valley. After miles of bone-jostling driving along a narrow dirt road, one beholds a vista of steep, jagged peaks surrounding a dry, oval lakebed, Racetrack Playa. It takes its name from its oval shape that resembles a racetrack. Playa is Spanish for "beach"—a semantic salute to the fleeting lake that forms when rain inundates the valley.

5 Even the keenest human eye cannot discern any feature on this playa. It is so flat that only precision surveying instruments can identify changes in grade. But from the very southern end of the dry lakebed, a long ridge of striated, twisted rock rises to meet the base of a girthy mountain. In the shadow of the ridge, at the southern end of the lakebed, several rocks lie strewn across the hard, sun-baked earth.

Behind the rocks—some small, some the size of boulders—are the tracks, hardened into the playa surface as if the rocks had been bulldozed across a once muddy lakebed and then "fossilized" by the desert sun. But nowhere is there a trace of what propelled the rocks—no footprints, no tire tracks, nothing to reveal the bulldozer that pushed hundreds of pounds of dolomite rock, or why.

"It's hard to imagine that anyone can go to the Racetrack and *not* wonder why and how the rocks move," Messina says. The rocks captivated her. She said her decision to study them seemed only natural after her first intriguing visit to Racetrack Playa many years ago. "I was immediately hooked. Going there for the first time was one of those pivotal moments in one's lifetime."

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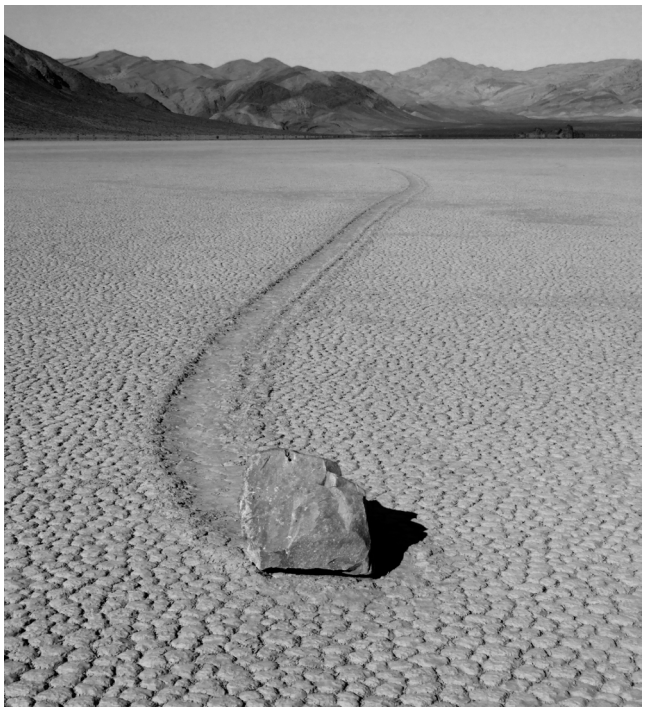
Answers in the Wind



Although nobody has ever actually seen the rocks move, all substantial research clearly identifies wind as the engine that drives them. But for these stones to shove off, they need more than just extreme and sustained winds. Their vagabonding requires the right combination of conditions to act in concert—possibly in perfect harmony. Determining that combination of conditions has been the subject of great debate, conjecture, countless hours of theorizing, and exhaustive study by researchers through the years.

The valley in which Racetrack Playa lies is about 30 miles east of the crest of the Sierra Nevada mountain range. Summer days are clear and hot. Spring and fall are, for the most part, free from storms, and winter is defined by cool days, frigid nights, and occasional precipitation—mostly rain, but sometimes snow.

10 The playa sits at a relatively high altitude for the region. At 3,710 feet above sea level, the playa floor doesn't experience the extreme heat that characterizes the lower reaches of Death Valley. It also sees more precipitation and dramatically lower temperatures in winter.

A small pass at the southwestern end of Racetrack Valley acts as a huge natural funnel through which tremendously powerful winds frequently blast. The winds of Racetrack Valley have created features called "ventifacts," rocks deeply etched by sand accelerating past in hurricane-force gales. Wind force here can be tremendous.

Long-term studies of the moving rocks show that they move predominantly in a southwest to northeast direction, in line with the winds. But some rove from north to south. Some head west. Many carve zigzag paths along the playa, and some have even made complete circles.

Counting Stones

Between 1993 and 1997, Messina and her team made 18 visits to the Racetrack. Employing technology unavailable to their predecessors, they mapped and measured the locations (and relocations, as many of the rocks moved during this period) of the Racetrack's mysterious rocks. They used a differential global positioning system to attain accuracy down to approximately one foot and a digital version of a highly detailed topographic map. Messina also looked at other factors, including playa constituents, wind velocities, and temperatures at Racetrack Playa. The team also took their tools to other moving rock sites. In all, there are nine in Nevada and California.

Go On

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During her fieldwork at the Racetrack, Messina mapped, photographed, and measured 162 rocks and their trails (over 10,000 unique data points). In keeping with a tradition established by researchers in the late 1960s and early 1970s, Messina assigned each rock a female name.

15 In analyzing their massive collection of data, her team made some dramatic discoveries, not the least of which was that the phenomenon demonstrates an almost total lack of order. There seems to be no general rule for how the rocks move, either on their own or in relationship to one another. Also, Messina found no relationships among the rocks' size, shape, composition, or weight and the type of motion (straight versus curvy) or distance traveled. "Countless efforts to establish statistically significant relationships between rocks, trails, and terrain characteristics yielded disappointing results," she writes in her study. "However, this in itself may be considered one of the project's accomplishments."

. . . It remains to determine what other factors influence the rocks' movements. Why do some move while others do not, and why do they take the mystifyingly random paths they take?

. . . For now, visitors to Racetrack Playa can come with the dream of potential discovery. Since no one has ever seen the rocks move, anyone has the chance to be the first. Someday, someone is certain to witness the event firsthand. Perhaps that someone will even be fortunate and insightful enough to capture it on videotape. But until then, the rocks move alone, in secret, without anyone's seeing. As Messina says, "I like the idea that some things are unknowable, even if they are unknowable only for a time."

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32 In paragraph 6, what does the word propelled mean?

A arranged
B created
C moved
D shaped

33 What purpose does the section "Answers in the Wind" serve?

A It suggests that wind drives the stones at Racetrack Playa.
B It relates the problems that wind can cause at Racetrack Playa.
C It describes the original source of the strong winds at Racetrack Playa.
D It shows how the position of the stones deflects winds at Racetrack Playa.

34 Based on the passage, what are **two** reasons that scientists are attracted to Racetrack Playa? Select **two** answers.

A They like to solve mysteries.
B They want to help the environment.
C They are fascinated by natural phenomenons.
D They see potential for helping the human race.

35 Label each sentence below from the passage as either "fact," "opinion," or "reasoned judgment."

Deep in the heart of the California desert lies one of the natural world's most puzzling mysteries: the moving rocks of Death Valley. _____

Over the years, scientists have studied the rocks and proffered a variety of theories about their mysterious movements. _____

"It's hard to imagine that anyone can go to the Racetrack and *not* wonder why and how the rocks move," Messina says. _____

Although nobody has ever actually seen the rocks move, all substantial research clearly identifies wind as the engine that drives them. _____

The playa sits at a relatively high altitude for the region. _____

Someday, someone is certain to witness the event firsthand. _____

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36 Based on the passage, describe the conditions at Racetrack Playa that make it unlikely that the rocks would move. Write your response on the lines below.

37 Based on the passage, identify **two** qualities necessary to be a researcher at Racetrack Playa, and explain why those qualities are necessary. Write your response on the lines below.

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38 Analyze how the author's use of descriptive language enhances the sense of mystery about the rocks. Use details from the passage to support your response. Write your response on the lines below.

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In the following passage, the author muses about the nature and value of predictions. Read the passage. Then answer questions 39 through 45.

Pondering Predictions

Wireless telephone and telegraph circuits will span the world. A husband in the middle of the Atlantic will be able to converse with his wife sitting in her boudoir in Chicago. We will be able to telephone to China quite as readily as we now talk from New York to Brooklyn.

—John Elfreth Watkins making a prediction in 1900

The problem with television is that people must sit and keep their eyes glued to the screen; the average American family hasn't time for it. Therefore the showmen are convinced that for this reason, if no other, television will never be a serious competitor of broadcasting.

—A *New York Times* editorial making a prediction in 1939

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1 It doesn't take a genius to make a prediction—I make them all the time. But even having super smarts is no guarantee that your predictions will come true. Take this one, for example: "There is not the slightest indication that nuclear energy will ever be obtainable." Great prediction, genius. Actually, that quote is from Albert Einstein, one of the most genius-y geniuses ever, whose theory of relativity laid the basis for the release of atomic energy. OK, so it's not strictly speaking a prediction—he didn't say nuclear energy would *never* be obtainable, but only that there was no *indication* it would ever be. (Maybe Einstein just lacked imagination?) But Einstein did go out on a limb, leaving himself open to ridicule in articles pondering predictions, so my point still stands: Anyone can make a prediction that will turn out to be either right or wrong. And that's just fine.

The fact is that people like to make and hear predictions. They like predictions so much that they sometimes enlist animals to help out. Take, for instance, Punxsutawney Phil, one of America's best-known animal prognosticators. This famous marmot is charged with predicting the weather in Pennsylvania every February 2—Groundhog Day. On that day, Phil is taken from his cozy home in order to look for his shadow. According to folklore, if Phil does not see his shadow, it means winter will end early. But if he does see his shadow, then six more weeks of winter are in store. In reality, however, Punxsutawney Phil has predicted correctly only 39% of the time. But since nobody really takes Phil's predictions seriously, there's really no harm in it.

Technological advancements of man have been a popular subject for predictions, as the two quotes at the beginning of this article show. The first example was one of many predictions made by John Elfreth Watkins, a curator at the Smithsonian Museum. In 1900 Watkins was asked to write an article for a magazine, making predictions of what the world would be like in a hundred years. In the quote above, Watkins shows remarkable skills of prognostication, accurately predicting cell phones at a time when telephones were still in their infancy. In the same article, Watkins also predicted satellite television, military tanks, the Internet, color photography, medical imaging technology, and frozen TV dinners. But don't be too quick to praise Watkins' predictive abilities—he also claimed that by the year 2000 strawberries would be the size of apples, there would no longer be any mosquitoes or roaches, and that the letters C, X, and Q would be eliminated from our alphabet.

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Which brings us to the second quote above, where the editors of *The New York Times* predicted that television would never catch on because Americans wouldn't have the time for it. (According to a recent Nielsen report, Americans spend an average of 34 hours per week watching TV, which doesn't include time spent with their eyes glued to a computer screen.) That particular prediction proved to be laughably wrong. But it probably wouldn't be hard to find some predictions made by *The Times* that were accurate. You win some, you lose some.

5 But surely professional prognosticators are correct most of the time, right? Wrong. A 2008 study performed at Hamilton College in New York found that the predictions of political pundits on cable news, supposed "experts" in their field, were about as accurate as the flip of a coin. In other words, the predictions of the talking heads on TV were as likely to be wrong as right—and in some instances they were much more often wrong. There may be several reasons for this, including bias, an attempt at cheerleading, or simply basing their predictions on soft, warm feelings rather than cold, hard data. Whatever the reason, when it comes to forecasting elections, you might be better off choosing tails than listening to the talking heads.

So what does all this prove? Well, in the examples above of Einstein, Punxsutawney Phil, Watkins, *The New York Times*, and political pundits, their predictions were hit or miss. So how do you know which predictions to heed and which to ignore? Only time will tell. Keep in mind that nobody has a crystal ball that can see into the future. At best predictions are an educated guess and at worst they can be purposely wrong.

Many people have risked much and lost all based on faulty predictions. So when navigating the wide world of predictions, always consider the source. Does the person making the prediction actually know what she's talking about, or is she making stuff up out of thin air? Does the person have an ulterior motive behind his prediction—does he stand to gain something if his prediction comes true? Regardless of who makes them, however, take all predictions with a grain of salt. A little skepticism never hurt anyone. And try to keep score—if someone's predictions are more often wrong, then it might be wise to discount that person's powers of prognostication (that includes you, too!).

Of course, regardless of their worth, laughing at wrong predictions and <u>lauding</u> right ones is just plain fun. It's nice to know that Einstein was wrong on occasion, isn't it? And it's also possible that predictions, even wrong ones, can act to inspire people to strive for something that is presently inconceivable—maybe a prediction can nudge an impossible idea into the realm of possibility.

In closing, I'd like to go out on my own limb, risking reputation and potential humiliation, to offer my own daring prediction (drum roll, please): I predict that in one hundred years, people will still be making predictions. Mark my words.

"Pondering Predictions" © WestEd.

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39 Why does the author begin with the two quotations at the beginning of the passage? Select **two** answers.

A to highlight contrasting points of view about the topic of the passage
B to engage the reader by hinting at the topic of the passage without actually revealing it
C to suggest that the topic of technology has historically been associated with incorrect predictions
D to provide examples of correct and incorrect predictions about topics with which the reader would likely be familiar

40 Explain how paragraphs 1 and 2 contribute to the overall meaning of the passage. Write your response on the lines below.

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41 Read the sentence below from the passage.

> **Of course, regardless of their worth, laughing at wrong predictions and <u>lauding</u> right ones is just plain fun.**

What does the word <u>lauding</u> mean in the sentence?

A changing
B praising
C imitating
D remembering

42 Which element of the passage **best** shows that "you win some, you lose some"?

A the example of the predictions by John Elfreth Watkins
B the statement that people can risk much on predictions
C the prediction from Albert Einstein about nuclear energy
D the prediction the author makes about people in the future

43 Read the statement below that is based on the passage.

> **Predictions can change the world.**

Underline or highlight the sentence from the passage that **best** supports the statement.

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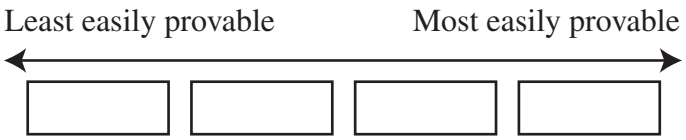
44 Some of the author's claims are more easily provable than others. Complete the diagram by writing the number of each claim below into the appropriate box in the diagram to indicate how provable each claim is. There should be one number in each box.

How Easily Provable Are the Author's Claims?



Author's Claims

1. "But even having super smarts is no guarantee that your predictions will come true."

2. "In reality, however, Punxsutawney Phil has predicted correctly only 39% of the time."

3. "But it probably wouldn't be hard to find some predictions made by *The Times* that were accurate."

4. "Of course, regardless of their worth, laughing at wrong predictions and lauding right ones is just plain fun."

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45 Explain how the author establishes the tone of the passage and how the tone affects the message. Use details from the passage to support your response. Write your response on the lines below.

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STOP

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Informational Pairing Passage-Based Reading Items

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The following two passages explore the topic of animal tool use. Read both passages. Then answer questions 46 through 55.

Tools

1 I have always had a suspicion that many wild creatures are about as smart as we are. When we go fishing we place bait on a hook and toss the line and hook out into the water, and hope that a fish will take the bait and thus be caught.

Near Miami, Florida, there is a family of green herons that catches fish in much the same manner. One of the herons first obtains a piece of bait. Then it walks slowly down to the edge of the water and tosses the bait a short distance away from the shore. The heron then squats down to wait. Soon a small fish is apt to appear, attracted by the bait. When this occurs the heron's sharp beak flashes out and grabs the luckless fish.

We humans are tool-using animals. The fishing rod and line is a tool. We use screwdrivers, pliers, hammers, and numerous other tools for various purposes. This ability is supposed, by some, to set us apart from all the "lower" animals. But consider the use of tools by a number of other animals of one kind or another.

Take the case of the *Ammophila* wasp. These wasps excavate nesting tunnels in the ground and then stock them with caterpillars which will serve as food for their young. After a female *Ammophila* wasp has stocked her underground nest with food, she lays an egg in it, and then fills the outer portion of the tunnel with sand to prevent any enemy from entering. As a final act the wasp then picks up a pebble in her jaws and tamps down the sand over the entrance. The pebble is a tool, just as surely as is the hammer you would use to drive a nail.

5 On the Galápagos Islands off the coast of South America, there is a tool-using bird. This is the woodpecker finch, but these small birds do not have the long tongue of a woodpecker to get grubs and other insects out of holes in trees. However, they have developed the habit of using cactus spines as tools to pry insects out of their holes. Holding the spine in its beak, the finch pokes it into the hole, spears the insect, and pulls it out.

Sea otters also use tools. Sea otters feed on hard-shelled abalones, and in order to break open the hard shells, they find a flat rock and bang the abalone against it until it opens. The sea otter dives to the bottom for both abalone and rock. Then, surfacing, he rolls over on his back, places the rock on his chest, and bangs away until he can pick out the abalone meat with his paws.

Herring gulls don't actually pick up a tool to break open the clams they like to eat. But they have devised a means of opening them by using something else. Picking up a clam, they will fly up into the air and drop it on the rocks below. Sea gulls have been seen dropping clams on the hard surface of a macadam road to break them open.

There is a fish that lives in rivers and lakes of Siam that has its own "tool." It is called the archerfish (*Toxotes jaculator*). While most fish leap out of the water to catch insects, this fish swims about just beneath the surface of the water. When it spots an insect on some overhanging plant it shoots a jet

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of water at it. This causes the insect to fall into the water where the fish eats it. Archerfish vary in size from three to eight inches and may squirt a jet of water up to twelve feet. As children, we often fought duels with water pistols, but it appears that the first water pistol had been developed long ago by the archerfish of Siam.

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The Great Crow Fallacy: Finding the Best Evidence

by Brooks Jackson and Kathleen Hall Jamieson

1 Terry Maple wasn't sure, but he thought he might have seen a crow using cars to crack walnuts. He had spotted the crow dropping nuts on the pavement one day as he drove through Davis, California. Maple couldn't know that his curious observation would give rise to a twenty-year legend that would significantly elevate crows' status on the avian IQ scale. We tell the story here as a cautionary tale to those with a tendency to draw fast conclusions from limited evidence.

Maple, a psychology professor at the University of California–Davis, published an article in 1974 describing the single crow and its behavior. The title was "Do Crows Use Automobiles as Nutcrackers?" Maple couldn't answer the question, and it wasn't even clear whether the crow he saw had managed to crack the nut it dropped: "I was, unfortunately, unable to return to the scene for a closer look," he wrote. The professor correctly called his observation "an anecdote," meaning an interesting story that suggested crows might use cars to crack walnuts, and that future research might settle the question.

Jump ahead three years, to a November morning in 1977. A biologist named David Grobecker observed a single crow dropping a palm fruit from its beak onto a busy residential street in Long Beach, California. The bird seemed to wait, perched on a lamppost, until a car ran over the fruit and broke it into edible fragments. Then it flew down to eat. This happened twice in the space of about twenty minutes. Grobecker and another biologist, Theodore Pietsch, published an article the following year whose title, "Crows Use Automobiles as Nutcrackers," suggested they had answered the question posed by Maple. "This is indeed an ingenious adjustment to the intrusion of man's technology," the authors concluded.

For nearly twenty years, others cited these two published accounts as evidence of exceptional intelligence in crows. Indeed, some crow fanciers remain convinced—largely on the basis of these two anecdotes—that crows have learned how to use passing cars to crack nuts. But it turns out that although crows are smart birds, they are almost certainly not *that* smart.

5 How do we know? Because we now have some real data, not single observations or anecdotes. There is a big difference, as the rest of this story illustrates.

The data come from a study published in *The Auk*, the journal of the American Ornithologists' Union, in 1997 by the biologist Daniel Cristol and three colleagues from the University of California. Cristol's study was based on more than a couple of random observations. He and his colleagues watched crows foraging for walnuts on the streets of Davis for a total of over twenty-five hours spread over fourteen days. Just as they had expected, they saw plenty of crows dropping walnuts on the street. Crows, seagulls, and some other birds often drop food onto hard surfaces to crack it open. An estimated 10,000 crows were roosting nearby, and 150 walnut trees lined the streets where the study was conducted. But did the crows deliberately drop walnuts in the path of oncoming cars? The scientists watched how the crows behaved when cars were approaching; then, soon after, they watched how crows behaved at the same places when cars were not approaching, during an equivalent time period.

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What they found, after 400 separate observations, was that there was no real difference. In fact, crows were just slightly more likely to drop a walnut on the pavement when no car was approaching. The birds also were slightly more likely to fly away and leave a nut on the pavement in the absence of a car, contrary to what would be expected if the birds really expected cars to crack the nuts for them. Furthermore, the scientists noted that they frequently saw crows dropping walnuts on rooftops, on sidewalks, and in vacant parking lots, where there was no possibility of a car coming along. Not once during the study did a car crack even a single walnut dropped by a crow.

The authors concluded, reasonably enough: "Our observations suggest that crows merely are using the hard road surface to facilitate opening walnuts, and their interactions with cars are incidental." The title of their article: "Crows Do Not Use Automobiles as Nutcrackers: Putting an Anecdote to the Test." The anecdote flunked.

Lesson: Don't Confuse Anecdotes with Data

One of our favorite sayings—variously attributed to different economists—is "The plural of 'anecdote' is not 'data.'" That means simply this: one or two interesting stories don't prove anything. They could be far from typical. In this case, it's fun to think that crows might be clever enough to learn such a neat trick as using human drivers to prepare their meals for them. It's also easy to see how spotting a few crows getting lucky can encourage even serious scientists to think the behavior might be deliberate. But we have to consider the term "anecdotal evidence" as something close to an oxymoron, a contradiction in terms.

10 Now, it's true that the crow debate continues. Millions of people saw a PBS documentary by David Attenborough that showed Japanese crows putting walnuts in a crosswalk and then returning to eat after passing cars had cracked them. That scene was inspired by an article in the *Japanese Journal of Ornithology* by a psychologist at Tohoku University. But the Japanese article wasn't based on a scientific study; it merely reported more anecdotes: "Because the [crows'] behavior was so sporadic, most observation was made when the author came across the behavior coincidentally on his commute to the campus." That was two years before Cristol and his colleagues finally published their truly systematic study. So for us, the notion that crows deliberately use cars as nutcrackers has been debunked, until and unless better evidence comes along. Even Theodore Pietsch, who coauthored the 1978 article that said crows do use cars as nutcrackers, has changed his view. "When Grobecker and I wrote that paper so long ago, we did it on a whim, took about an hour to write it, and we were shocked that it was accepted for publication almost immediately, with no criticism at all from outside referees," he told us. "I would definitely put much more credibility in a study supported by data rather than random observation." So do we, and so should all of us.

"Tools" by Ross E. Hutchins, from *Nature Invented It First*. Copyright © 1980 by Ross E. Hutchins. "The Great Crow Fallacy: Finding the Best Evidence" by Brooks Jackson and Kathleen Hall Jamieson, from *unSpun: Finding Facts in a World of Disinformation*. Copyright © 2007 by Brooks Jackson and Kathleen Hall Jamieson. Reprinted by permission of Random House Trade Paperbacks, an imprint of Random House, a division of Random House LLC.

Go On

46 Read the conclusion below that can be drawn from "Tools."

Animals sometimes use tools for purposes other than getting food.

Underline or highlight a sentence from "Tools" that **best** supports the conclusion. Write your response on the lines below.

47 Explain how the text structure in "Tools" helps communicate the author's message. Write your response on the lines below.

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48 Based on information in "Tools," how is the green heron's approach to obtaining food different from the other "lower" animals the author describes?

A The green heron lures prey.
B The green heron needs water.
C The green heron uses an object.
D The green heron eats other animals.

49 How do the authors of "The Great Crow Fallacy" support the idea that people sometimes believe things too easily?

A by relating the reaction to Terry Maple's paper
B by quoting Terry Maple's evaluation of his own observation
C by explaining the method Daniel Cristol used to test crows cracking nuts with cars
D by contrasting the views David Attenborough and the Japanese psychologist had about crows

50 What does the word debunked mean in the last paragraph of "The Great Crow Fallacy"?

A shown to be false
B based on a theory
C purposely overstated
D growing more popular

51 Circle or highlight **four** sentences from the list below that should be included in a summary of "The Great Crow Fallacy."

"Jump ahead three years, to a November morning in 1977."

"For nearly twenty years, others cited these two published accounts as evidence of exceptional intelligence in crows."

"An estimated 10,000 crows were roosting nearby, and 150 walnut trees lined the streets where the study was conducted."

"The authors concluded, reasonably enough: 'Our observations suggest that crows merely are using the hard road surface to facilitate opening walnuts, and their interactions with cars are incidental.'"

"Lesson: Don't Confuse Anecdotes with Data"

"That scene was inspired by an article in the *Japanese Journal of Ornithology* by a psychologist at Tohoku University."

"So for us, the notion that crows deliberately use cars as nutcrackers has been debunked, until and unless better evidence comes along."

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Go On
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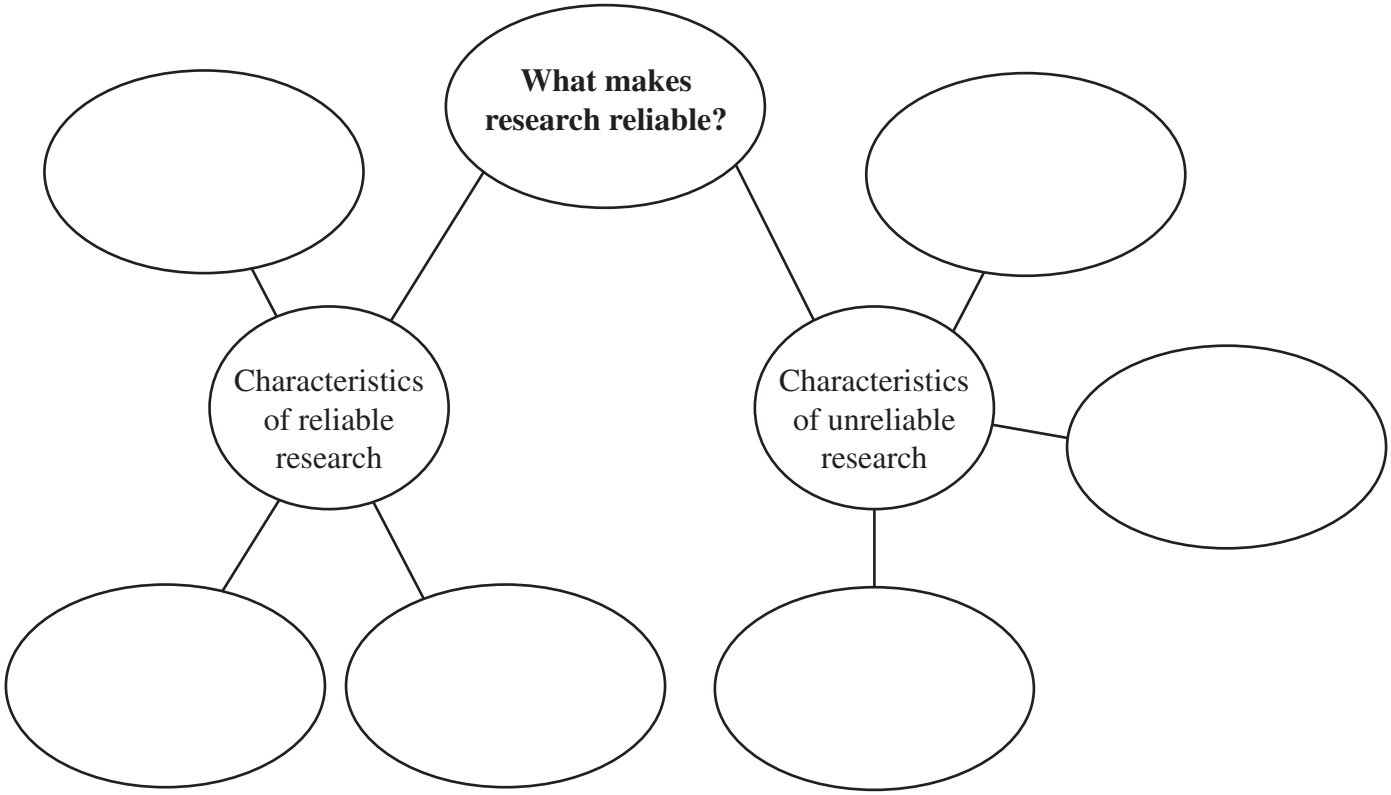
52 The concept map below looks at what makes research reliable. Based on information in "The Great Crow Fallacy," complete the map by writing characteristics into each circle that help define either reliable or unreliable research.



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53 Review the alphabetical list of researchers mentioned in "The Great Crow Fallacy."

Daniel Cristol

David Grobecker

Terry Maple

Theodore Pietsch

Write the names of the researchers on the lines indicated, from **least** to **most** reliable. On the lines below the names, write brief explanations of your reasoning.

Most Reliable

researcher name

researcher name

researcher name

researcher name

Least Reliable

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54 Read the quotation below from "The Great Crow Fallacy."

"The plural of 'anecdote' is not 'data.'"

Explain what the quotation means and how it relates to the authors' main point. Use details from the passage to support your response. Write your response on the lines below.

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55 Explain how the information in "The Great Crow Fallacy" might affect how readers view the information in "Tools." Write your response on the lines below.

STOP

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Nevada Ready!

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