WINTER BREAK PACKET

Grade 8 - English

Name ____________________________________

Due Tuesday, January 7

CL parents – Please ensure your child answers every question in this packet (including the essay) and records answers on the answer page. The articles reinforce other content areas and also preview background for our next novel to set your child up for success. Additionally, all scholars should read for at least 20 minutes each day of break and answer a question about their reading on the reading log. Thank you for your support!
Record all of your answers on this page.

Passage 1: Elie Wiesel
1. _______  
2. _______  
3. _______  
4. _______

Passage 2: Toasting Marshmallows
5. _______  
6. _______  
7. _______
8. _______  
9. _______  
10. _______

Passage 3: Complaining:
11. _______  
12. _______  
13. _______
14. _______  
15. _______  
16. _______
17. _______  
18. _______  
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Passage 4: Earthquakes
21. _______  
22. _______  
23. _______  
24. _______
25. _______  
26. _______  
27. _______  
28. _______

Passage 5: Taking His Best Shots
29. _______  
30. _______  
31. _______  
32. _______
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35. _______  
36. _______
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38. _______

Passage 6: Snow
39. _______  
40. _______  
41. _______
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46. _______  
47. _______  
48. _______
# Independent Reading Log
*(to be completed daily)*

## Question Bank

1. If the main character went to this school, would you be friends? Why or why not?
2. Could what you read actually happen in real life? How do you know?
3. Describe the conflict in your reading.
4. If you could change one thing about what you read today, what would it be? Why?
5. Does this book remind you of a movie or television show?
6. Have you read a similar book? How is it similar?
7. What was the purpose of what you read today?
8. Based on today’s reading, to whom would you recommend this book? Why?
9. Do you like the way this author writes? What do or don’t you like?
10. If you could interview the author, what would you want to know?
11. What part of today’s reading was the most memorable to you? Why?
13. What techniques does the author use to tell the story?
14. Summarize today’s reading in no more than two sentences.
15. Write a prediction about tomorrow’s reading.
16. If you did number 15 yesterday, was your prediction correct? Explain.

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<thead>
<tr>
<th>Date</th>
<th>Title and Pages Read</th>
<th>Response</th>
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<tbody>
<tr>
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<td>Sun., 12/22</td>
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<td>Mon., 1/6</td>
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Passage 1: Elie Wiesel, Nobel-winning author of Holocaust memoir "Night," dies at 87
By Washington Post

Holocaust survivor Elie Wiesel, the memory keeper for victims of Nazi persecution and a Nobel Prize winner, died July 2 at his home in New York. He was 87.

By the time of Wiesel's death, millions around the world had read "Night," his account of the concentration camps where he watched his father die and where his mother and younger sister were killed. He used his moral authority to force attention on cruelty around the world, and presidents invited him to the White House to discuss human rights abuses in Bosnia, Iraq and elsewhere. The chairman of the Norwegian Nobel Committee called him a "messenger to mankind."

A Moral Voice Emerges
In 1945, when he emerged, gaunt and near death, from Buchenwald concentration camp, there was little indication of the mark he would make on the world. Few Holocaust survivors spoke openly about the war, and those who did often felt ignored. Decades before a Holocaust museum stood in downtown Washington, D.C., Wiesel helped force the public to confront the Holocaust.

When the last survivor dies, so will the voice of the person who can say, "This is my story; I was there," said Holocaust scholar Deborah Lipstadt. "But in Elie Wiesel, we had that voice with a megaphone that wasn't matched by anyone else." To forget the Holocaust, he always said, would be to kill the victims a second time.

"Elie Wiesel was one of the great moral voices of our time, and in many ways, the conscience of the world," said President Barack Obama, who described Wiesel as "a dear friend." Obama accompanied Wiesel to Buchenwald where they walked among the barbed wire and guard towers of Buchenwald. "Elie spoke words I've never forgotten - 'Memory has become a sacred duty of all people of goodwill,'" Obama said.

Speaking Out Against Evil
Wiesel was in his 20s when he first wrote "Night," which at first was turned down by publisher after publisher. The volume captures all of the most important images of the Holocaust: the teeming ghettos where many struggled to believe that the worst was yet to come, the cattle cars, the crowded barracks where the prisoners lived, the smokestacks.

He said during his Nobel speech that Jewish issues were close to his heart, but other causes were just as important, he said. He spoke out on behalf of Soviet Jews, Cambodians and the Kurds, among other populations. He declared his support for the U.S. invasion of Iraq in 2003, maintaining that the United States has an obligation to become involved when evil comes to power.

A Youth Cut Short
Eliezer Wiesel was born September 30, 1928, in Sighet, a town in modern-day Romania. Wiesel grew up in a tight-knit, observantly Jewish family, the only son of a grocer, Shlomo, and his wife, Sarah. So great was the boy's religious zeal, instilled in him by his grandfather, that he wept in prayer at the synagogue. He became a rapt student of the Jewish mystics, who taught that meaning could be deciphered from numbers.

Wiesel was 15 years old when the Nazis sent him to Auschwitz where the number A-7713 was tattooed on his left arm. He said that when he turned 18, he wasn't really 18, the camps having turned him prematurely into an old man. After his liberation from Buchenwald, Wiesel found himself on a train of orphans that ended up in
France. His two older sisters had survived, and the siblings were reunited after one of the girls, also living in France, spotted her brother's face in a newspaper.

**A New Home In France, Then America**

"The time: After the war. The place: Paris. A young man struggles to readjust to life," said Wiesel in his Nobel lecture. "On the verge of despair. And yet he does not give up. On the contrary, he strives to find a place among the living. He acquires a new language. He makes a few friends who, like himself, believe that the memory of evil will serve as a shield against evil; that the memory of death will serve as a shield against death. This he must believe in order to go on."

In 1956, he immigrated to the United States. He became an American citizen, and first worked for a Jewish newspaper and then taught for more than 30 years at Boston University. He wrote more than 40 works of literature, including novels, plays, memoirs and essays. They were rooted in the Jewish thought he learned first from his grandfather and rabbis in Sighet. Wiesel often said that he found hope in the young, in both his students and his own child. His son Shlomo Elisha Wiesel survives him, as does his wife, the former Marion Erster Rose, a Holocaust survivor whom he married in 1969.

In his lectures, he often looked small and fragile, and would say that he hoped not to live long enough to be the last survivor because the burden would be too great. "Wise men remember best," Wiesel said in his Nobel lecture, "and yet it is surely human to forget, even to want to forget. "Only God and God alone can and must remember everything."

**1. Which statement would be MOST important to include in a summary of the article?**

A. Elie Wiesel was called a "messenger to mankind" by a Nobel Committee chairman.

B. Elie Wiesel drew attention to the Holocaust in his famous novel "Night."

C. Elie Wiesel was born in September 1928 in modern-day Romania.

D. Elie Wiesel immigrated to the United States in 1956 and became an American citizen.

**2. Which central idea is MOST supported by the section "A New Home In France, Then America"?**

A. Wiesel worked as an advocate for persecuted populations around the world.

B. Wiesel believed it is people's duty to remember evil so they can prevent it in the future.

C. Wiesel was most famous for writing his novel "Night" about his experiences in the Holocaust.

D. Wiesel struggled to find his family and recover from his experiences in the Holocaust.

**3. What is the MOST likely reason why the author included the quotes about Wiesel in the first two sections of the article?**

A. to show how famous he was  
B. to illustrate his popularity

C. to show that many people had read his book  
D. to illustrate the importance of his legacy

**4. What is the most important reason why Elie Wiesel will be remembered?**

A. for winning the Nobel Prize  
B. for being freed from Buchenwald

C. for speaking out against persecution  
D. for finding his sisters after the war
Essay question: Using passage 1, answer the following question:

**Which CL habits of leadership did Elie Wiesel embody?**

*Review the passage to select three habits (self-discipline, courage, active citizenship, integrity, collaboration, compassion), plan your response, write your response, and then revise and edit your response. Be sure to include an introduction, three body paragraphs using information from the passage, and a conclusion.*

Your response should be in the form of a multi-paragraph essay.
One way to make a decision about something is to do an experiment to see what is likely to happen. Read the passage below to find out how Kalvin thought about improving the odds so that he can have a better chance of eating his favorite cereal each morning.

Passage 2: Tossing Marshmallows

1 Kalvin, an eighth grader, always has cereal for breakfast. He likes Cocoa Blast cereal so much that he wants to eat it every morning. Kalvin’s mother wants him to eat Health Nut Flakes at least some mornings because it is more nutritious than Cocoa Blast. Kalvin and his mother have come up with a fun way to determine which cereal Kalvin will have for breakfast. Each morning, Kalvin flips a coin. If the coin comes up heads, he will have Cocoa Blast. If the coin comes up tails, he will have Health Nut Flakes. Kalvin discovered that with a coin the results are always equal. This meant that he had the same chance of getting a head on a coin toss as he would a tail. Kalvin came up with a new idea.

2 Kalvin looked through the kitchen cupboard and found a bag of large marshmallows and a bag of small marshmallows. He thought that a marshmallow might be a good thing to flip and wondered which size would be better. Since Kalvin wants to eat Cocoa Blast most of the time, he needs to find marshmallow that lands in one position—either on its side or on one of its flat ends—most of the time. Once he decides which type of marshmallow is better, he will ask his mother if he may use the marshmallow instead of a coin for deciding his cereal each morning. When Kalvin did his experiment, he tossed each size marshmallow 50 times. He kept track of his data carefully by organizing it in the table.

<table>
<thead>
<tr>
<th></th>
<th>Lands on end</th>
<th>Lands on side</th>
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<tbody>
<tr>
<td>Large Marshmallow</td>
<td>N N N N N N</td>
<td>N N N N N N</td>
</tr>
<tr>
<td>Small Marshmallow</td>
<td>N N N N N N</td>
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DID YOU KNOW?

Originally, marshmallows were made from the root of the marshmallow, a pink-flowered European perennial herb. Today, most marshmallows are made from corn syrup, sugar, albumen, and gelatin.
5. Kalvin will have to eat Health Nut Flakes in the morning if the following is true:
A. He flips a coin and it lands heads-up
B. He flips a coin and it lands tail-side up
C. He flips a marshmallow and it lands on its side
D. He doesn’t finish his homework the night before

6. What is the main reason for Kalvin’s experiment?
A. To complete his homework assignment
B. To see if marshmallows flip the same way coins do
C. To practice his math
D. To improve the chance that he will get to eat his favorite breakfast cereal

7. After looking at Kalvin’s data table, which of the following is true?
A. The small marshmallow is more likely than the large one to land on its end
B. The large marshmallow is the best one for Kalvin to flip
C. The large marshmallow lands on its side most of the time
D. Marshmallows are not as nutritious as Health Nut Flakes

8. The author’s purpose for including the “Did You Know?” text box is
A. to add an interesting fact about marshmallows
B. to add an interesting fact about math
C. to argue that marshmallows are unhealthy to eat
D. to argue that more math should be taught in schools

9. Based on the information in the passage, which of the following most likely happens next?
A. Kalvin asks if he can flip a coin
B. Kalvin eats Health Nut Flakes
C. Kalvin asks his mother if he can flip a small marshmallow
D. Kalvin eats a bagel

10. The tally marks in the data table represent
A. marshmallows   B. flips   C. coins   D. strikes
Read a chapter from Maya Angelou’s autobiography, Wouldn’t Take Nothing For My Journey Now, which describes events from the author’s childhood. Answer the questions that follow.

Passage 3: Complaining  
by Maya Angelou

1 When my grandmother was raising me in Stamps, Arkansas, she had a particular routine when people who were known to be whiners entered her store. Whenever she saw a known complainer coming, she would call me from whatever I was doing and say conspiratorially, “Sister, come inside. Come.” Of course I would obey.

2 My grandmother would ask the customer, “How are you doing today, Brother Thomas?” And the person would reply, “Not so good.” There would be a distinct whine in the voice. “Not so good today, Sister Henderson. You see, it’s this summer. It’s this summer heat. I just hate it. Oh, I hate it so much. It just frazzles me up and frazzles me down. I just hate the heat. It’s almost killing me.” then my grandmother would stand stoically, her arms folded, and mumble, “Uh-huh, uh-huh.” And she would cut her eyes at me to make certain that I had heard the lamentation.

3 At another time a whiner would mewl, “I hate plowing. at packed- down dirt ain’t got no reasoning, and mules ain’t got good sense. ... Sure ain’t. It’s killing me. I can’t never seem to get done. My feet and hands stay sore, and I get dirt in my eyes and up my nose. I just can’t stand it.” And my grandmother, again stoically with her arms folded, would say, “Uh-huh, uh- huh,” and then look at me and nod.

4 As soon as the complainer was out of the store, my grandmother would call me to stand in front of her. And then she would say the same thing she had said at least a thousand times, it seemed to me. “Sister, did you hear what Brother So-and-So or Sister Much to Do complained about? You heard that?” And I would nod. Mamma would continue, “Sister, there are people who went to sleep all over the world last night, poor and rich and white and black, but never wake again. Sister, those who expected to rise did not, their beds became their cooling boards, and their blankets became their winding sheets. And those dead folks would give anything, anything at all for just five minutes of this weather or ten minutes of that plowing that person was grumbling about. So you watch yourself about complaining, Sister. What you’re supposed to do when you don’t like a thing is change it. If you can’t change it, change the way you think about it. Don’t complain.”

5 It is said that persons have few teachable moments in their lives. Mamma seemed to have caught me at each one I had between the age of three and thirteen. Whining is not only graceless, but can be dangerous. It can alert a brute that a victim is in the neighborhood.

Maya Angelou (1928-) is not only a successful writer but also an important figure in the Civil Rights Movement.

Her childhood, adolescence, and early adulthood were all difficult. She was abused at age eight, after which she didn’t speak to anyone except her brother for four years. In order to scrape together a living as a young mother, Angelou took on a number of odd jobs, including waitressing, acting, singing, and dancing, all the while writing lyrics and poems.

In the 1950s, she moved to New York, where she connected with other black artists and got involved with the Civil Rights Movement. After the assassinations of both Malcolm X and Martin Luther King, both of whom she was close with, she began writing in earnest.

Her memoir and most famous book, I Know Why the Caged Bird Sings, was published in 1970. From there, her fame as a writer grew enormously. At President Clinton’s request, she composed a poem for his presidential inauguration.
11. In paragraph 1, the word “conspiratorially” is used to describe
A. the known complainer.  B. the narrator’s behavior.
C. the way the grandmother spoke.  D. the grandmother’s sister.

12. According to the passage which of the following is an example of a “known complainer”?  
A. Mamma  B. Brother Thomas  C. kids aged 3-13  D. Sister Henderson

13. How did the grandmother treat known complainers who came into her store? 
A. She would listen to what they had to say.  B. She would ignore them.
C. She would kick them out of the store.  D. She would confront them about their complaining.

14. What’s the first clue that the grandmother wanted the narrator to learn a lesson about complaining?  
A. She compared complaining to being dead.
B. She would call her into the store when she saw a complainer coming.
C. She said “Don’t complain.”
D. She said whining is graceless and dangerous.

15. How did the narrator’s grandmother feel about people like Brother Thomas?  
A. disapproving  B. sympathetic  C. stoic  D. puzzled

16. In paragraph 4, the references to “cooling boards” and “winding sheets” are the grandmother’s way of saying that the people she is talking about are

17. What does the grandmother believe the author should do when she doesn’t like something?  
A. complain about it  B. change it
C. find others who feel the same way  D. talk to someone about it

18. The last paragraph gives this warning: “Whining is not only graceless, but can be dangerous.” What does the author mean by this?  
A. Complaining can cause people who might otherwise like you to avoid you.
B. If you complain too much, you will not get much done.
C. Complaining suggests weakness, so people might mistreat you.
D. If you complain too much, you will not live very long.

19. What is the author’s attitude toward her grandmother and the lesson about complaining?  
A. disrespectful  B. appreciative  C. resentful  D. cautionary

20. What is the author’s purpose in writing this passage?  
A. to show how her grandmother taught her a valuable lesson
B. to warn kids about the dangers of complaining
C. to show how her grandmother disliked complainers
D. to describe what it was like to work in her grandmother’s store
What causes the earth to shake, crack, and quake? This question is one for which philosophers and scientists gave answers throughout the centuries. The passage below traces how the answer to “what causes earthquakes?” changed from mythical to scientific explanations obtained through observations and investigations.

**Passage 4: Earthquakes**

**What Causes Earthquakes?**

1 Ancient peoples did not have scientific explanations for earthquakes. Instead, they created myths and legends to explain what they could not understand. In many early cultures, people believed that the earth was carried on the backs of animals such as oxen, frogs, or snakes. For example, some Native Americans believed that seven sea turtles held up the earth. When they moved, the earth cracked and quakes followed.

2 In India, people once believed that four elephants supported the earth. The elephants stood on the back of a turtle, while the turtle balanced on a snake. If any of these animals made even the smallest movement, the earth would tremble and cause a quake.

3 The ancient Greeks thought that earthquakes showed the gods’ anger. A giant named Atlas had rebelled against the gods. As punishment, he had to hold up the world on his shoulders. When Atlas shrugged his shoulders, the Greeks said, an earthquake took place.

4 Aristotle, the Greek philosopher, was one of the first to try to explain earthquakes using logic as opposed to myth. He believed that hot air was caught in underground caves. As the hot wind blew and tried to escape, earthquakes occurred. William Shakespeare, the English writer, mentions this idea in one of his plays, Henry IV.

5 Early scientists believed that large movements of rocks had something to do with earthquakes. But most of those scientists thought the movement was caused by underground explosions.

**A Puzzling Issue**

6 One thing that fascinated early scientists was the shape of the continents. In 1620, English scholar Sir Francis Bacon noticed how similar in shape the continents were. The coast of Europe looked as if it might match up with the North American coastline. And the curve of Central America appeared to fit the western bulge of Africa. A French naturalist, George de Buffon, noticed that many similar animals and plants lived in Europe and North America. Could they have broken apart millions of years ago? What powerful forces might have caused such breaks?

7 A German scientist, Alfred Wegener, thought he had the answers to these questions. In 1912, Wegener proposed a theory of continental drift. He suggested that about 200 million years ago, the continents were one landmass. At some point, the continents had broken off, and were floating or drifting apart.

8 At first, scientists criticized Wegener’s ideas. But that changed when similar fossils were found on every continent. Since prehistoric animals could not have crossed the oceans, scientists theorized that there must have once been only a single large continent.

9 By the 1960’s, scientists had found evidence to support Wegener’s theory. When they began to explore the ocean, scientists discovered a giant mountain range. A crack runs through the center of most of it. Part of
what makes up this mountain range is hot liquid, or magma. As the hot rock shifts, deep crevices are created and the magma pushes upward, forming new portions of the seafloor. As this seafloor grows, it moves the continents apart. They seem to be floating and drifting along the surface of the earth like giant rafts. The theory of continental drift led to a greater understanding of different reasons why earthquakes occur. Modern-day scientists can not only now predict where and when earthquakes might occur but they have also developed tools to measure the size and intensity of different earthquakes.

21. Read the sentence from paragraph 1: “... they created myths and legends to explain what they could not understand.” Based on the sentence, the word “legend” most likely means
A. a famous person in history  
B. a story that is passed down from generation to generation  
C. an unusual event  
D. a key that accompanies a map
22. According to paragraph 6, early scientists were fascinated by
A. the massive size of the continents
B. similar plants and animals living on different continents
C. the similar shape and coastline of the continents
D. the distance between the continents

23. The main difference between early scientists’ and ancient peoples’ explanations of earthquakes is
A. early scientists thought the movement was caused by underground explosions
B. early scientists used logic instead of myths
C. early scientists used myths only
D. early scientists used the scientific method

24. Which of the following sentences best explains Wegener’s theory of “continental drift”? 
A. The continents were once a single land mass that broke into pieces and drifted apart.
B. The coast of Europe looked as if it might match up with the North American coastline.
C. Similar fossils and plants were found on different continents.
D. Large land masses crashed into each other and caused earthquakes.

25. In the subheading “A Puzzling Issue,” the word “puzzling” refers to something confusing and to
A. science and math, which puzzled ancient people
B. Wegener, whose thinking was a mystery to other scientists
C. earthquake predictions, which scientists still can’t figure out how to make
D. the continents themselves, which fit together like puzzle pieces

26. In the beginning of paragraph 7, the phrase “these questions” refers to
A. questions the reader has
B. questions ancient people had
C. questions Wegener had
D. questions the early scientists had

27. Read the sentence from paragraph 8: Scientists theorized that there must have once been only a single large continent. The name given to this single large continent was
A. Paleozoic
B. Supercontinent
C. Pangaea
D. Mesopotamia

28. What is the main purpose of picture 3 in the “Fun Facts” box?
A. To show how similar fossils were present on different continents
B. To show the similarity in shape between South America and Africa
C. To explain the theory of continental drift
D. To show dinosaurs fighting
Nature photography can be a fun and interesting hobby. In this article, nature photographer John Fielder describes his experiences and provides tips for beginning photographers. Read the article and answer the questions that follow.

Passage 5: Taking His Best Shots
by Claudia Cangilla McAdam

1 John Fielder could have drowned on his way to work. His raft bumped over rocks and pitched through rapids on the Dolores River in southwestern Colorado. The spring runoff of melting snow from the mountains sent chilly water crashing down the river.

2 Fielder’s rubber raft rushed toward “Snaggletooth,” the largest rapid on this stretch of the Dolores. The raft smacked into a big rock in the middle of the 100-foot-wide river. Thousands of pounds of water poured over the edge of the boat, securing it against the rock and drenching Fielder. He was in big trouble.

3 Luckily, another group of rafters came by. They set up a “Z-rig,” a system of pulleys secured by a tree at the side of the river. It took seven people two hours to free Fielder so that he could continue on to work.

4 Who goes to work in a rubber raft? As a nature photographer, Fielder often travels to work in unusual ways. In spring, he rafts the rivers to reach hidden canyons. In summer, three llamas carry his equipment, and helpers trek the rugged land with him. In winter, he skis the back country, traveling five to nine miles a day to get from one remote hut or cabin to another.

5 During the past 30 years, Fielder has recorded half a million images with his camera. He calculates that between the driving, hiking, skiing, and rafting he’s done, he’s logged more than a million miles in Colorado.

6 And Fielder does not travel lightly. “I want to make nature look as good as I can on lm,” he says. To get great shots, he lugs 65 pounds of equipment on his back as he hikes or skis. It takes him as much as half an hour to set up his camera for each shot. Fielder photographs with a large-for- mat camera like those used a hundred years ago. He has to tuck his head under a black cloth to look through the view finder, which presents the image to him upside down.

7 “Nature photography is an art form,” Fielder says. “The camera is a great tool because it does the ‘painting’ for us.”

8 Fielder’s adventures in the wilderness have been funny (chasing down a pack of runaway llamas). They’ve been uncomfortable (getting soaked by summer monsoons and pelted by golf-ball-sized hailstones). They’ve been annoying (mar- mets—animals in the groundhog family—chewing through his

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<th>Eight Tips for Taking Your Best Shot</th>
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<tr>
<td>1. Scout the area before you begin. Figure out what will make a good picture and when the light will be right.</td>
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<td>2. Shoot photos as the sun comes up and as it goes down, when shadows are broad and colors intense.</td>
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<tr>
<td>3. Look for complementary colors. Photograph trees with orange leaves against a blue sky or red flowers in a field of green.</td>
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<tr>
<td>4. Search for patterns and shapes, such as a row of tree trunks or rocks in a riverbed, to make photos more dramatic.</td>
</tr>
<tr>
<td>5. Try shots with your main subject off to one side or near the top or bottom of your photo to create an “off-center” balance.</td>
</tr>
<tr>
<td>6. Make sure the land and sky don’t always meet in the center of your pictures. Make the picture one-third land and two-thirds sky, or one-third sky and two-thirds land.</td>
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<tr>
<td>7. Use lead-in lines. Compose your photo with a road, trail, or fence line that starts somewhere out of the frame and runs right into the picture.</td>
</tr>
<tr>
<td>8. Shoot, shoot, shoot. Take lots of photos. As with any other skill you learn, the more you practice, the better you’ll get.</td>
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</table>
car’s spark-plug wires, stranding him three hours from anywhere). And they’ve been dangerous (in addition to the rafting incident, he has faced a potential avalanche, which caused him to hightail it out of the area). “Mother Nature is powerful,” Fielder says simply.

9 Because the natural world has given Fielder so much, he works to preserve the wild and open spaces. He treats the land with respect. In return he is able to experience the sights, sounds, and smells of different places, and share those encounters with others through his photos.

10 Fielder plans each trip with great care and love, and scouts out each location so that he can always take his best shots.

29. Fielder was rescued by a group of rafters who freed him using a

30. Which statement best summarizes the information about John Fielder’s job given in paragraphs 4 and 5?
A. His job pays him well.
B. His job always puts him in danger.
C. His job takes a lot of time and travel.
D. His job is like being an artist or painter.

31. According to the article, Fielder’s camera equipment typically weighs
A. 100 lbs.  B. 30 lbs.  C. 10 lbs.  D. 65 lbs.

32. Fielder views “Mother Nature” as

33. Based on the article, which of the following best shows that John Fielder “treats the land with respect”?
A. He travels through Colorado.
B. He writes funny stories about his adventure.
C. He volunteers in national parks.
D. He tries to protect natural areas.

34. In “Eight Tips for Taking Your Best Shot,” what do tips 4, 5, and 6 suggest about John Fielder’s views on photographs?
A. Photographs that are dramatic or unusual are more interesting.
B. It is easier to take photos of landscapes than of people.
C. Always place the subject at the center of a photograph.
D. Landscape photography should always show more land than sky.
35. Why does the author repeat the word shoot three times in step 8?
A. to highlight the importance of lots of practice  
B. to show how professional photographers work  
C. to suggest that the third picture will be the best  
D. to encourage photographing a scene from three angles

36. Read the sentence from paragraph 10: Fielder plans each trip with great care and love, and scouts out each location so that he can always take his best shots. In this sentence, the word “scouts” means
A. an outdoor event  
B. a way of arranging something  
C. people who go exploring  
D. explores or observes

37. Based on information in the passage, which of the following scenes would Fielder be most interested in photographing?
A. a Red Sox game at Fenway  
B. a sunset in the city  
C. bear cubs in the wilderness  
D. people chopping down trees

38. The main purpose of this passage is to
A. entertain and inform  
B. explain how cameras work  
C. pay tribute to John Fielder  
D. teach a lesson about nature
This excerpt from Julia Alvarez’s autobiographical narrative invites readers into the world of eleven-year-old Yolanda, whose family immigrated to the United States during the 1960s.

Snow
from the novel How the Garcia Girls Lost Their Accents by Julia Alvarez

1 Our first year in New York we rented a small apartment with a Catholic school nearby, taught by the Sisters of Charity, hefty women in long black gowns and bonnets that made them look peculiar, like dolls in mourning. I liked them a lot, especially my grandmotherly fourth grade teacher, Sister Zoe. I had a lovely name, she said, and she had me teach the whole class how to pronounce it. Yo-lan-da. As the only immigrant in my class, I was put in a special seat in the first row by the window, apart from the other children so that Sister Zoe could tutor me without disturbing them. Slowly, she enunciated the new words I was to repeat: laundromat, corn flakes, subway, snow.

2 Soon I picked up enough English to understand holocaust was in the air. Sister Zoe explained to a wide-eyed classroom what was happening in Cuba. Russian missiles were being assembled, trained supposedly on New York City. President Kennedy, looking worried too, was on the television at home, explaining we might have to go to war against the Communists. At school, we had air-raid drills: an ominous bell would go off and we’d file into the hall, fall to the floor, cover our heads with our coats, and imagine our hair falling out, the bones in our arms going soft. At home, Mami and my sisters and I said a rosary for world peace. I heard new vocabulary: nuclear bomb, radioactive fallout, bomb shelter. Sister Zoe explained how it would happen. She drew a picture of a mushroom on the blackboard and dotted a flurry of chalkmarks for the dusty fallout that would kill us all.

3 The months grew cold, November, December. It was dark when I got up in the morning, frosty when I followed my breath to school. One morning as I sat at my desk daydreaming out the window, I saw dots in the air like the ones Sister Zoe had drawn—random at first, then lots and lots. I shrieked, “Bomb! Bomb!” Sister Zoe jerked around, her full black skirt ballooning as she hurried to my side. A few girls began to cry.

4 But then Sister Zoe’s shocked look faded. “Why, Yolanda dear, that’s snow!” She laughed. “Snow.”

5 “Snow,” I repeated. I looked out the window warily. All my life I had heard about the white crystals that fell out of American skies in the winter. From my desk I watched the fine powder dust the sidewalk and parked cars below. Each flake was different, Sister Zoe had said, like a person, irreplaceable and beautiful.

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Spotlight On: Julia Alvarez

Julia Alvarez spent the early years of her life in the Dominican Republic until an unsafe political climate forced her family to flee to New York.

While she had heard many wonderful things about the United States, she experienced much homesickness, prejudice, and isolation soon after arriving in the new country. Reading became her escape: she soon immersed herself in books and later began to write.

She went on to become a famous writer and scholar who continues to devote her stories to the challenges people face when they are torn between countries and cultures.
39. In the opening sentence, to whom is the narrator referring when she says “Our”?
A. herself and her classmates  B. herself and her teacher
C. herself and her family  D. herself and the Sisters of Charity

40. According to the passage, this scene takes place when Yolanda is in
A. kindergarten.  B. first grade.  C. fourth grade.  D. sixth grade.

41. In paragraphs 1 and 2, words in italics indicate
A. new vocabulary Yolanda was trying to learn in English.  B. words in a song Yolanda was singing.
C. words in the rosary.  D. words Yolanda's mother couldn't pronounce.

42. During an air-raid drill, Yolanda and her classmates imagined
A. that the school burned down.  B. they got a snow day.
C. the bones in their arms became soft.  D. saying the rosary.

43. Which of the following happened last?
A. Sister Zoe explained that Russian missiles were aimed at New York City
B. President Kennedy explained that the U.S. might have to go to war with the Communists
C. Yolanda and her family prayed for world peace
D. there were air-raid drills at school

44. Words that are closest in meaning to “ominous” include:
A. fearful, foreboding, threatening  B. loud, disruptive, piercing
C. high-pitched, harmonious, melodic  D. enormous, grandeur, distinction

45. What causes Yolanda to scream suddenly?
A. seeing what she thought was radioactive fallout
B. touching bits and pieces of a mushroom
C. hearing a nuclear bomb
D. seeing a flurry of chalkmarks

46. Yolanda most likely came from a country
A. where the kids did not go to school.  B. where there had been a nuclear war.
C. where the climate was tropical.  D. where it sometimes snowed.

47. At the end of the passage, Sister Zoe describes snowflakes for Yolanda. What deeper message is she trying to convey by describing snow in this manner?
A. that Yolanda needed to get used to the idea of living in America
B. that Yolanda is also beautiful and irreplaceable
C. that Yolanda is melodramatic
D. that Yolanda is a very funny student

48. What is the author’s main purpose in writing this passage?
A. to help the reader appreciate life from someone else’s perspective
B. to caution the reader about the dangers of nuclear war
C. to portray life in the Catholic schools of New York City
D. to show the reader how hard it is to learn another language