

Name: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

# Everett Public Schools

## Secondary Reading Assessment



# Grade 9

## Mid-Year Benchmark

### Reading Selections

“Park vs. Parking Lot”

“Alabama”

“Glaciers in Washington”

“Skydiving”

“Careers in the Field of Energy”

## Literary Passage

**Directions:** Read the following selection and then answer the corresponding questions.

### Park vs. Parking Lot

- 1 One morning, as Tony Lucich prepared breakfast for his daughter, he noticed two bulldozers tearing up the small, abandoned parking lot across the street. The lot used to be part of the old railway station in the town. The train had long since stopped running and the tracks had been removed, leaving behind a sandy path used by joggers and people walking their dogs. Untrimmed trees and shrubbery lined the long, narrow path that sliced through the city from north to south.
- 2 Tony was delighted to see the pavement disappearing under the attack of the bulldozers. The more parks, the better, he thought. His delight gradually turned to concern, however, when it became clear that the construction workers were also laying in the forms for the new pavement, much more pavement than had been there before. When Tony called the city council to learn what was being done, he discovered that the parking lot was being expanded to accommodate 87 cars and all of the parking spaces would be reserved for local businesses.
- 3 Tony spoke to his city council representative who told him that nearby businesses needed more parking and, despite the fact that the land was important to many people as parkland, it would be converted to a large parking lot. Tony's protests went unheeded; the land was re-graded, a cinderblock wall was built, and an area that had been green, friendly, and growing became gray, hard, and inert.
- 4 Tony was angry, as were his neighbors. Using letters to the editor in a local newspaper, he rallied community members to his cause: saving the open parkland. Finally, the community group appealed to a county commission in charge of preserving open spaces for public use. The commission held a meeting with representatives of the city government and the community group. Confidently, the city representatives explained to the commission how important parking lots are and how inconvenient it would be to redesign the almost-completed project. Tony countered by arguing for the importance of green, open spaces to the environment and to the well-being of people living in the city. The commissioners listened to all the arguments and ordered a compromise.
- 5 To preserve open spaces while still providing parking for businesses, the parking lot was reduced to its original size. This decision meant that the park would be as large as it had been before, with enough parking for 34 cars. The land returned to open space was to be landscaped, with trees and jogging paths. The parking spaces that remained were made available to the public so that anyone, including park-goers, store customers, and business owners, could find a parking space.
- 6 Now, every morning, Tony looks out on a tree-lined path, with joggers in brightly colored shorts and walkers with their dogs. It's a sight that gives Tony and his neighbors both pleasure and pride.



*Selection from- Ohio State 2004, Form B, Grade 9 Reading Assessment*

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Park vs. Parking Lot”

**Fill in the bubble next to the letter of the best answer.**

1. What is the main idea of the selection? [LC01]  
  
  - ☐ A. Progress is difficult to stop.
  - ☐ B. Success gives Tony pleasure and pride.
  - ☐ C. Compromise is essential in reaching agreements.
  - ☐ D. Parking lots are less desirable than green spaces in city planning.
  
2. Which sentence *best* summarizes this selection? [LC02]  
  
  - ☐ A. When citizens get angry, city officials start to listen to their concerns.
  - ☐ B. By contacting officials, neighbors and newspapers, Tony Lucich preserves parkland.
  - ☐ C. Tony Lucich and his neighbors have pride and pleasure in looking at the park they preserved.
  - ☐ D. County commissioners held a meeting to hear about the conflict between citizens and business owners.
  
3. Based on the information in the selection, what inference can the reader make about the city council? [LC03]  
  
  - ☐ A. The city council is only made up of business owners.
  - ☐ B. The city council has a priority to support local businesses.
  - ☐ C. The city council does not care about the business community.
  - ☐ D. The city council always intended to balance parks and parking.
  
4. Which word could the author have used in paragraph 4 instead of *countered*? [LC04]  
  
  - ☐ A. agreed
  - ☐ B. pleaded
  - ☐ C. petitioned
  - ☐ D. contradicted

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Park vs. Parking Lot”

**Fill in the bubble next to the letter of the best answer.**

5. What is the main conflict in the selection? [LA05]
- ☐ A. Tony wants more parking for joggers in his neighborhood.
  - ☐ B. Angry community members cause trouble for a county commission.
  - ☐ C. The council representatives want new projects for renovating the city.
  - ☐ D. A community struggles to balance business interests and recreational interests.
6. How are the community group and the city council in the selection similar? [LA06]
- ☐ A. They both want more open spaces for the community.
  - ☐ B. They both want the train tracks and station brought back.
  - ☐ C. They both want more parking for businesses and their customers.
  - ☐ D. They both want to accomplish the goals of the groups they represent.
7. Which opinion can be supported with information from the selection? [LT09]
- ☐ A. Negotiation is a tool frequently used by politicians.
  - ☐ B. Compromise is a satisfactory way to solve conflict.
  - ☐ C. Environmental issues are significant to city planners.
  - ☐ D. Businesses are responsible for prioritizing community needs.
8. Which statement is the *most* important conclusion the reader can draw from the selection? [LT10]
- ☐ A. Working in a group is challenging and difficult.
  - ☐ B. Groups that are highly organized work effectively.
  - ☐ C. Groups need supervision to accomplish their goals.
  - ☐ D. Working in a group is more effective than working alone.
9. Based on the information in the selection, what generalization can the reader make about one person making a difference in a community? [LT11]
- ☐ A. Making a difference in a community requires expertise.
  - ☐ B. Making a difference in a community requires authority.
  - ☐ C. Making a difference in a community requires determination.
  - ☐ D. Making a difference in a community requires financial support.

**Literary Passage: Poetry**

**Directions: Read the following selection and then answer the corresponding questions.**

**Alabama**

by KHE-THA-A-HI (EAGLE WING)

My brethren,  
among the legends of my people  
it is told how a chief,  
leading the remnant of his people,  
5      crossed a great river,  
and striking his **tipi**\*-stake upon the ground,  
exclaimed, "A-la-ba-ma!"  
This in our language means  
"Here we may rest!"  
10      But he saw not the future.  
The white men came:  
he and his people could not rest there;  
they were driven out,  
and in a dark swamp  
15      they were thrust down into the slime  
and killed.  
The word he so sadly spoke  
has given a name to one of the white man's states.  
There is no spot under those stars  
20      that now smile upon us,  
where the Indian can plant his foot  
and sigh "A-la-ba-ma."

*Selection from- [victorian.fortunecity.com/cloisters/90/delta.html](http://victorian.fortunecity.com/cloisters/90/delta.html)*

**\*tipi:** (tee pee)



**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Alabama”

**Fill in the bubble next to the letter of the best answer.**

10. What is the main idea of the poem? [LC01]

- ☐ A. White men have taken Native American’s homeland.
- ☐ B. White men want to help Native Americans find a home.
- ☐ C. White men have included Native American customs in U.S. culture.
- ☐ D. White men made Native Americans change their language and customs.

11. Which sentence *best* summarizes this selection? [LC02]

- ☐ A. The white men drove the Indians into a dark swamp in Alabama.
- ☐ B. White men used the Indian saying “A-la-ba-ma” to name the state.
- ☐ C. The chief led the remnant of his people across the great river to Alabama.
- ☐ D. When the chief moved his people to Alabama, they were driven out by the white men.

12. Based on the information in the poem, what inference can the reader make about the experience of the chief and his people before they went to Alabama? [LC03]

- ☐ A. They enjoyed traveling extensively.
- ☐ B. They lived peacefully with white men.
- ☐ C. They were restless and wanted to move.
- ☐ D. They already experienced difficulties and loss.

13. Based on the poem, which word *best* describes the white men? [LA05]

- ☐ A. Miserable
- ☐ B. Malicious
- ☐ C. Influential
- ☐ D. Adventuresome

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Alabama”

**Fill in the bubble next to the letter of the best answer.**

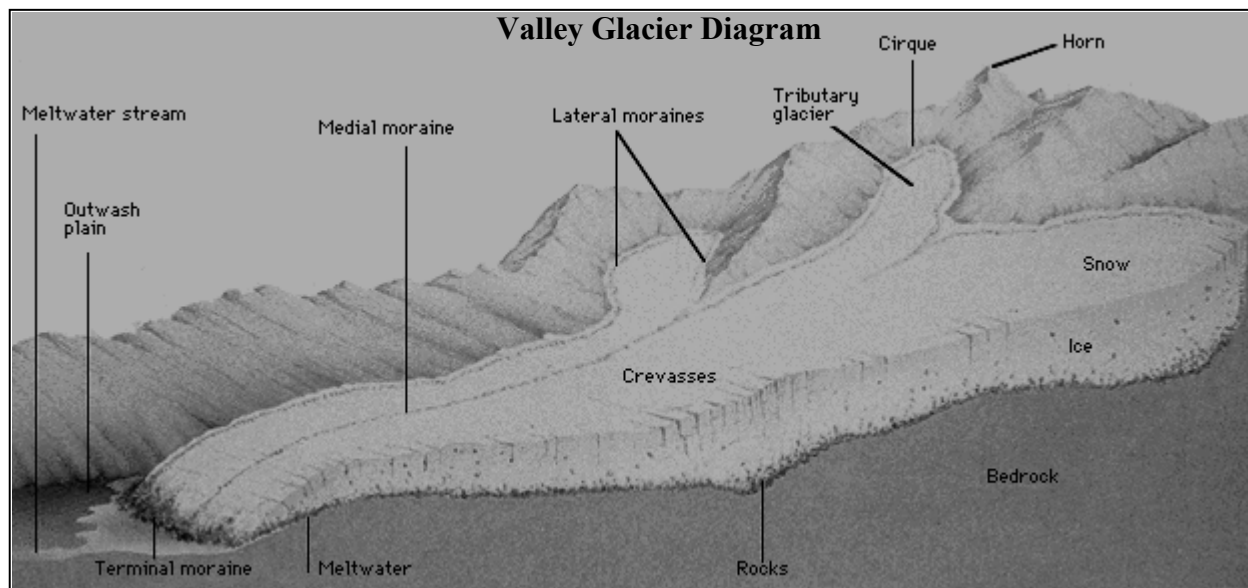
14. Which sentence explains why the Indians in the poem can no longer sigh, “A-la-ba-ma...Here we may rest!”? [LA07]
- ☐ A. They do not see a future for themselves.
  - ☐ B. They have no place where they are welcome.
  - ☐ C. They do not want to live where white men live.
  - ☐ D. They crossed the river and set up their tipis there.
15. What is *most* likely the author's purpose for writing this poem? [LT09]
- ☐ A. To explain how the Native American’s lived
  - ☐ B. To illustrate the conflict over Native American homelands
  - ☐ C. To convince people to give back the Native American homelands
  - ☐ D. To demonstrate how the Native American’s migrated within the United States
16. What is wrong with the chief’s reasoning in the poem? [LT10]
- ☐ A. The chief assumes that his people want to follow him to Alabama.
  - ☐ B. The chief assumes that crossing the river would keep his people safe.
  - ☐ C. The chief delays moving his people in order to plan their community.
  - ☐ D. The chief negotiates with white men even though he is unsure of their intentions.
17. Based on the information in the poem, what conclusion can the reader draw about the white community in Alabama during this time? [LT11]
- ☐ A. They welcomed other cultures.
  - ☐ B. They tolerated Native Americans.
  - ☐ C. They had disregard for other cultures.
  - ☐ D. They were helpful to Native Americans.

## Informational Passage

**Directions:** Read the following selection and then answer the corresponding questions.

### Glaciers in Washington

- 1 Glaciers played a dramatic role in shaping the scenery of Washington. The way some regions of Washington look today is the result of what ancient glaciers did to the land.
- 2 A glacier is a huge mass of ice that flows slowly over land. Glaciers form in areas where more snow accumulates in the winter than the amount of snow that melts in the summer. Over long periods of time, the snow grows deeper and deeper until its weight compresses the layers of snow beneath the surface into dense ice. Eventually, the glacier slides over the surface of land, flowing toward the sea like a massive river of ice.
- 3 As a glacier slides, it scrapes, digs, and tears at the ground. The glacier collects particles of soil as fine as sand and rocks as big as a house. Rocks trapped in the ice dig up more rock and dirt as the glacier drags them over the ground. When the climate grows warmer, the glacier begins to melt. As the glacial ice melts, all the soil and rocks frozen into the ice are left behind.
- 4 Today, glaciers are only found in some mountain regions and at the North and South Poles. During the Ice Age, however, when the climate of the earth was colder, the glaciers grew to unbelievable size. North American Ice Age glaciers covered thousands of square miles, extending from the North Pole to southern Washington state. The ice was thousands of feet thick. Those glaciers acted like continental bulldozers, changing the face of the Earth wherever they went.



A valley glacier moves downslope from a *cirque* which is a bowl-shaped hollow near a mountain peak. As the glacier travels over uneven terrain or changes its velocity, its surface forms cracks called *crevasses*. The glacier picks up rocks and other materials and piles them up in ridges called *moraines*. *From World Book Online*



### *South Cascade Glacier –Washington 1928*



1928: South Cascade Glacier sweeps down, filling the valley where the lake is now. The glacier was about three miles long then. Scientists expect it will eventually shrink to roughly half a mile long.

western and eastern Washington were born here. Craggy peaks and u-shaped valleys mark the tell-tale signs of glacier erosion. Had glaciers not been a part of our geological history, Washington state would look very much like Arizona, New Mexico and Nevada.

*Selection from- Ohio released test, March 2004-B*

- 5 Lake Washington, for example, was carved out by a glacier, along with the other lakes in Washington. As the ice flowed south, enormous depressions were dug in the earth. When the glaciers began to melt, the resulting water gradually filled the giant craters, and the lakes were formed.
- 6 The rolling plains and gentle hills of southeastern Washington were once completely covered with ice several miles thick. The ice smoothed the land, creating the plains, and when the glaciers began to retreat, they left soil behind. That fertile soil has made eastern Washington one of the nation's most productive farming regions.
- 7 The beauty of the North Cascades region of Washington is an example of a glacial forming ground. The glaciers that grew out over

### *South Cascade Glacier- Washington 2006*



2006: Looking south, South Cascade Glacier is flanked on the left by 8,261-foot Sentinel Peak. It's currently about 1.75 miles long and has been measured annually since 1959. It's one of three West Coast glaciers used as indicators of what is happening to Western glaciers.

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Glaciers in Washington”

**Fill in the bubble next to the letter of the best answer.**

18. What is the main idea of the selection? [IC01]

- ☐ A. Global warming is affecting our climate.
- ☐ B. Washington state is on the brink of another ice age.
- ☐ C. Glaciers once covered most of the northern hemisphere.
- ☐ D. Glacial action is a primary reason for Washington state’s geography.

19. What is the meaning of the word *fertile* as it is used in paragraph 6 of the selection? [IC04]

- ☐ A. Rich
- ☐ B. Deep
- ☐ C. Rocky
- ☐ D. Sterile

20. What is the main difference in the South Cascade Glacier between the years 1928 and 2006? [IA06]

- ☐ A. The glacier was larger in 1928.
- ☐ B. The glacier was smaller in 1928.
- ☐ C. The glacier was first measured in 2006.
- ☐ D. The glacier completely filled with snow in 2006.

21. Which sentence *best* explains why moraines form? [IA07]

- ☐ A. The ice gets heavy.
- ☐ B. The glacier melts leaving rocks behind.
- ☐ C. The rocks dig and tear at the glacier as it moves.
- ☐ D. The glacier picks up rocks in its journey down the mountain.

22. According to the selection, what happens when glaciers melt? [IA07]

- ☐ A. The ice is replaced by snow.
- ☐ B. The glacial water creates lakes.
- ☐ C. The ground warms and expands.
- ☐ D. The air cools and temperatures drop.

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Glaciers in Washington”

**Fill in the bubble next to the letter of the best answer.**

23. According to the diagram and text box on Valley Glaciers, which statement is true? [IA05]

- ☐ A. A valley glacier is a bowl-shaped hollow.
- ☐ B. A valley glacier moves quickly to form cracks called moraines.
- ☐ C. A valley glacier moves downslope to form lakes called cirques.
- ☐ D. A valley glacier moves over the earth’s surface forming crevasses and moraines.

24. Which word could have been used in paragraph 2 instead of *compresses*? [IC04]

- ☐ A. Melts
- ☐ B. Freezes
- ☐ C. Squeezes
- ☐ D. Evaporates

25. Which sentence *best* summarizes the process of glacial action? [IC02]

- ☐ A. Glaciers cause a lot of damage.
- ☐ B. Glaciers build up over a winter’s snowfall.
- ☐ C. Glaciers grow very quickly and melt very slowly.
- ☐ D. Glaciers flow like rivers and shape the land underneath them.

26. Based on the information in the selection, predict what will *most* likely happen if the earth cools again. [IC03]

- ☐ A. Glaciers will form new mountains.
- ☐ B. Glaciers will be more prominent.
- ☐ C. Soil will erode near rivers.
- ☐ D. Huge floods will occur.

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Glaciers in Washington”

**Fill in the bubble next to the letter of the best answer.**

27. Which sentence tells how glaciers during the Ice Age and today are different? [IA06]

- ☐ A. During the Ice Age, glaciers collected rocks and soil.
- ☐ B. During the Ice Age, glaciers created more lakes and valleys.
- ☐ C. During the Ice Age, glaciers covered more areas on the earth.
- ☐ D. During the Ice Age, glaciers were located at the North and South Poles.

28. What is *most* likely the author’s purpose for writing this selection? [IT09]

- ☐ A. To describe for the reader the process of glacier formation
- ☐ B. To illustrate for the reader that glaciers are like bulldozers
- ☐ C. To entertain the reader with facts about Washington’s glaciers
- ☐ D. To inform the reader about the formation of Washington’s geography

29. Based on the information in the selection, what is the *most* important concept the author presents? [IT10]

- ☐ A. In Washington state, glaciers act like powerful bulldozers.
- ☐ B. The geography of Washington state is largely a result of the last ice age.
- ☐ C. Washington state is a much better place to live than Nevada, Arizona, or New Mexico.
- ☐ D. Washington state has many different kinds of geography from lakes, to mountains to plains.

30. Based on the information in the selection, which conclusion can the reader draw about the Ice Age? [IT11]

- ☐ A. The last ice age did not have a great effect on Washington’s geography today.
- ☐ B. The last ice age changed the landscapes in Arizona, New Mexico and Nevada.
- ☐ C. The last ice age had very little effect on the climate of the southern hemisphere.
- ☐ D. The last ice age greatly affected the landscape of most of the northern hemisphere.

## Informational Passage

**Directions:** Read the following selection and then answer the corresponding questions on the student response sheets.

### Skydiving

## Skydive Missouri

### Tandem & Static Line Skydiving



**Come out and play,  
SKYDIVE TODAY!**

**Hardey Field**  
9912 Airport Way  
Columbia, MO 65202

**1-800-568-7703**

[www.SkydiveMissouri.com](http://www.SkydiveMissouri.com)  
[Skydive@hardeyfield.com](mailto:Skydive@hardeyfield.com)

Selection adapted from Skydive Snohomish website

### TANDEM SKYDIVE

#### Overview:

Tandem Skydiving allows you to experience freefall on your first skydive while attached to an instructor. Arrive 30 minutes prior to your class time for orientation. Training begins at the scheduled class time. In the 30 minutes of training, you will learn about the equipment safety features, how to easily exit the aircraft, propel your body through the sky and the best way to make your landing. After ground training, you'll "gear-up" and board the aircraft for an amazing 15-20 minute scenic flight. The sequence of your first skydive begins with one last safety check then, with your instructor, you will experience up to 60 seconds of PURE exhilaration! After the free-fall component of your skydive you will enjoy a surreal, five minute parachute flight back to our landing area. You will then be presented with your personalized, First Skydive Certificate.

### STATIC LINE SKYDIVE

#### Overview:

Static line skydiving is a more self-reliant method for making your first skydive. Arrive 30 minutes prior to your class for orientation. The static line experience begins with a five hour ground class, training you in the basics of skydiving, the equipment used, and how to properly operate the equipment. Weather permitting; the class is followed by equipment gear-up inspection. Next, board the aircraft with an instructor, fly to altitude, and exit the airplane wearing your own skydiving equipment. The parachute will deploy automatically via the static line. Through radio communication with a ground instructor, you will fly your parachute back to our large student landing field.

### Reservations

Advance reservations are strongly advised because our classes can fill up quickly. Call (800) 568-7703 or schedule online at [www.SkydiveMissouri.com](http://www.SkydiveMissouri.com). Static line reservations may only be made by phone. We require a non-refundable \$50 deposit for each person on the schedule. Deposits are applied toward the total cost of your skydive.

#### Tandem Scheduling:

We offer several classes per day Wednesday through Sunday, May through September and Friday through Sunday during winter months. We will also accommodate groups of ten or more on any day, by appointment. Check availability and schedule at [www.SkydiveMissouri.com](http://www.SkydiveMissouri.com). Total time investment for tandem skydiving is between 3-4 hours. Students must be between 18 and 65 years of age; Students over the age of 65 must provide a written physician's approval prior to their appointment. Maximum weight limit is 220 lbs.

#### Static Line Scheduling:

Classes are held most Saturdays, year-round regardless of weather. The drop zone may open for groups of six or more on any day, by appointment. Ground training takes 4-5 hours. Weather permitting, you skydive the same day. Total time investment for static line skydiving is 8 hours. Students must be between 18 and 65 years of age. Maximum weight for women is 200 lbs. and 250 lbs. for men.



**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Skydiving”

31. Look at the picture.



Under which heading should this picture be added? [IA05]

- ☐ A. Static Line Scheduling
- ☐ B. Static Line Skydive
- ☐ C. Tandem Scheduling
- ☐ D. Tandem Skydive

32. Based on the information in the selection, which generalization can the reader make about skydiving? [IT11]

- ☐ A. It requires knowledge of equipment.
- ☐ B. It can take many hours of training.
- ☐ C. It requires thoughtful preparation.
- ☐ D. It can be life-threatening.

**Reading Assessment**  
**Grade 9 — Mid-Year Benchmark**  
“Careers in the Field of Energy”

33. You chose “Careers in the Field of Energy” as the topic for a research paper. Which of these resources would be the *best* source of information for the paper? [IA08]
- ☐ A. EnergyNet  
Online project for grades 6-12 to help prepare students for today’s workplace.  
Students become energy consultants and conduct energy audits for their school.
  - ☐ B. Energy Qwest  
Energy education especially for kids from the California Energy Commission.  
Includes projects, experiments, and descriptions of many energy types.
  - ☐ C. Ed’s News Page  
The entry point to an interactive news server offering information about current energy services.
  - ☐ D. Federal Energy Management Program  
Working to reduce the cost of government by advancing energy efficiency.

*Selection adapted from Oregon Department of Education website*