

The World's Fastest Human

1 In the summer of 1919, Quincy and Jesse Owens rested in the shade of an oak tree near the farmhouse where they lived. The cool shade was one of their favorite places to linger during the hot summer days. In the distance they could see their father, a sharecropper, working in the fields under the Alabama sun.

2 Quincy, who was the oldest of the eight Owens children, pulled three marbles from his pocket and tossed them onto the ground. He drew a circle in the dirt and placed the largest marble in the center. Then, while Quincy began practicing, Jesse climbed up to sit on his favorite branch.

3 A few minutes later their neighbor Sarah joined them. "Hi, guys!" she said. She took two marbles from her dress pocket and sat next to Quincy.

4 "Hi, Sarah," the boys mumbled. A gentle breeze rustled the leaves on the tree. Quincy stopped shooting marbles and leaned against the tree's trunk. He closed his eyes and smiled.

5 Sarah said, "We always play marbles. Let's think of something else to do."

6 Jesse jumped to the ground. "I know! I'll race you, Sarah," he said. "I'll race you to the willow tree and back."

7 "You're only six years old!" said Sarah. "Besides that, I'm as fast as the wind. I can even run faster than my cousins, who are fourteen!"

8 "I'll tell you what," Jesse said, continuing as though he hadn't heard her. "If you beat me, I'll give you my kaleidoscope."

9 With that, Sarah quickly jumped up and drew a starting line in the dirt a few yards away. "Quincy," she said, "you count to three. Come on, Jesse. I can't wait to play with my new kaleidoscope. Let's start running on three."

10 Quincy got up and stood next to the starting line. In a fatherly tone he said, "Jesse, just do your best." Then he began counting, "One . . . two . . . THREE!"

11 A cloud of dust rose behind the two children as they took off. Sarah quickly pulled ahead of Jesse. She looked over her shoulder and smiled at him, but he didn't even see her. He looked straight ahead at the willow tree and focused on moving his arms and legs in perfect rhythm. Three minutes later, Sarah tagged the willow tree and spun around to complete the return trip. She was startled to see Jesse right behind her.

12 Jesse tagged the tree and dashed past Sarah. He heard Quincy shout, "C'mon Jesse, you're ahead. Run faster! Run faster!" Seconds later, Jesse crossed the finish line,—ahead of Sarah. He had won the race!

13 Quincy danced with excitement. "He won! He won!" he shouted as Sarah crossed the finish line. "Jesse beat you! My little brother beat you!"

14 Sarah placed her hands on her knees while she caught her breath. "He surely did just that!" she said with a smile. Then she put her arm around Jesse, who was beaming. "You really run like a pro!" she said.

15 Several years later, Sarah became a student at Missouri State University. She continued to run races as a member of the track team, but she always remembered her race with Jesse. One day, as she walked into a building on campus, she noticed a newspaper stand. The headlines on the newspaper caught her attention: *World's Fastest Human: Jesse Owens Wins Four Gold Medals in Berlin Olympics.*

16 "That's my Jesse!" she thought fondly.

Note: It was in the year 1936 that Jesse Owens won four gold medals at the Olympic Games in Berlin, Germany.

CSRO0120

Released Test Questions

English–Language Arts

1. The author makes the events of the passage seem more realistic by
- A describing the Owens home in careful detail.
 - B supplying the conversation that might have taken place.
 - C naming all seven of Jesse Owens' sisters and brothers.
 - D telling the name of the town where the events took place.

CSR00893.120

2. The phrase "as fast as the wind" in paragraph 7 is an example of
- A metaphor.
 - B simile.
 - C personification.
 - D symbolism.

CSR00892.120

3. We can tell that this passage is an example of historical fiction because it
- A relates a folktale about imaginary people.
 - B takes place in the United States of America.
 - C tells a sequence of events involving a famous person.
 - D has a happy ending for all of the characters.

CSR00891.120

4. This passage would most likely be found
- A in a sports magazine for young readers.
 - B on the front page of a newspaper.
 - C in a magazine about current world events.
 - D on the editorial page of a newspaper.

CSR00889.120

Soft and Loud

1 When you think of a stringed instrument, you probably think of a guitar or violin. The piano is a stringed instrument too. You may not have seen a piano's strings, because they're usually hidden. Unlike a guitarist or violinist, a pianist doesn't actually see or touch the piano strings while playing. How is the piano played, then? If we examine the piano's history, we can gain an understanding of how this instrument works. Many different instruments helped pave the way for the piano.

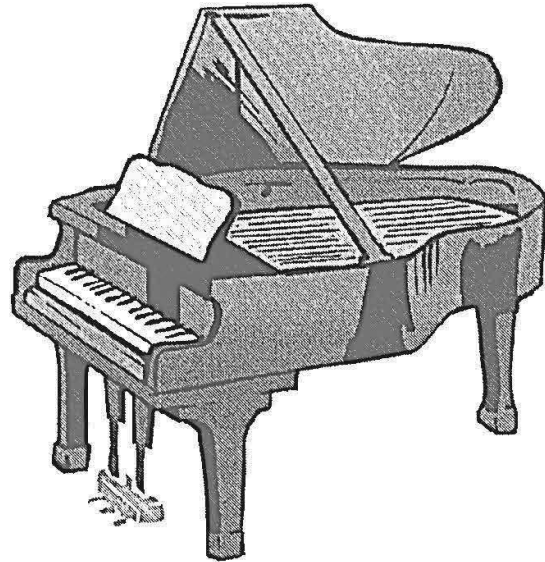
2 Long ago people used bows and arrows. They noticed that plucking a string on the bow made the string vibrate. The back and forth motion produced a sound. They found that different sounds could be made by changing the string's thickness, length, and tightness.

3 Over time, more strings were added to different kinds of bows. Early stringed instruments resulted from these experiments with sound. In Europe, an upright triangle-shaped harp with many strings was created. The strings of the harp were plucked with the fingers. Another ancient stringed instrument was the psaltery. Its base was a flat, hollow box with four uneven sides. Wire strings stretched across its top were plucked to make music. Made in various parts of Europe and Asia, psalteries differed in such features as shape, size, and number of strings.

4 By 1700, musicians in the Middle East made a stringed instrument called a hammer dulcimer. People hit its strings with a small hammer. If you hit a string softly, it made a quiet sound. A harder blow created a louder sound.

5 It was a harpsichord-maker named Bartolomeo Cristofori who, around 1700, invented the first bona fide piano. His new instrument combined a keyboard with the hammering, rather than plucking, of strings. By 1783, the standard piano had six octaves. It soon took the place of the harpsichord for many composers. People pressed the keys with their fingers, as they had with the harpsichord. Inside, though, instead of the strings being plucked they were struck with little hammers, as on a hammer dulcimer. If the keys were hit hard, the music was loud. If they were hit gently, the music was soft. Therefore, the instrument was called a *piano e forte*, Italian words meaning "soft and loud." The name was later shortened to just *piano*.

6 Today, the piano is over 300 years old. The number of keys has increased to eighty-eight—fifty-two white keys and thirty-six black ones. You don't have to be a maestro to enjoy the sound of this instrument. The next time you see one, sit down and pick out a tune!



Released Test Questions

English–Language Arts

6

5. In Italian, the word piano means

- A soft.
- B key.
- C loud.
- D string.

CSR12328.247

6. Why is it appropriate for the author to discuss bows in paragraph 2?

- A It shows that warlike people were also musical.
- B It shows how a bow is different from a harp.
- C It shows that stringed instruments are superior to other types of instruments.
- D It shows how stringed instruments were invented.

CSR12340.247

7. Which sentence from the passage shows that the piano is like both the harpsichord and the hammer dulcimer?

- A Unlike a guitarist or violinist, a pianist doesn't actually see or touch the piano strings while playing.
- B Early stringed instruments resulted from these experiments with sound.
- C His new instrument combined a keyboard with the hammering, rather than plucking, of strings.
- D Therefore, the instrument was called a *piano e forte*, Italian words meaning "soft and loud."


CSR12341.247

8. The topics within the passage allow for the comparison and contrast of


- A pianos.
- B instruments.
- C sounds.
- D inventors.

CSR12338.247

Rudy wants to play baseball. He received this registration form at school.



Registration Form for League Baseball–Oak Mountain League



Your Name _____

Parent/Guardian Name(s) _____


Address _____ ZIP Code _____

Phone _____ Birth Date _____

School _____ Grade _____

COST: \$40.00 (includes team T-shirt)

Enclose a check made payable to Oak Mountain League and mail to:

 Oak Mountain League • P.O. Box 40096 • Campbell, California 95008

Registration deadline: January 30 Hotline for information: 555-7589

OAK MOUNTAIN LEAGUE BASEBALL REGISTRATION INFORMATION

1. **Who may play?** All students living within the boundaries of Oak Mountain League may play. The boundaries are Smithville Road on the north, Western Hills Drive on the west, Interstate 41 on the east, and White Boulevard on the south.
2. **How old must I be?** League members must be between the ages of 9 and 14. League age is determined by actual age on September 1 of the previous year.
3. **How many divisions are there?** There are three divisions:

A ages 9-10	AA ages 11-12	AAA ages 13-14
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4. **When are the tryouts?** Tryouts will be held to help the coaches create teams with equal skill levels. All tryouts will be held at Remington Field, located at the corner of Sunshine Avenue and Ocean View Drive.

Division A	Monday	February 10	5:00-7:00 p.m.
Division AA	Tuesday	February 11	4:30-6:30 p.m.
Division AAA	Wednesday	February 12	5:30-7:30 p.m.
5. **May I request to be on a team with my friends?** Coaches will try to place players on teams according to the schools they attend. If you have a special request, please tell a coach before the tryouts. The coaches will consider such requests but cannot guarantee that the requests will be honored.
6. **When is the registration form due?** Registration forms are due on January 30. Additional forms are available at area schools, sports shops, and the public library. **If your registration form is not in by the requested date, you will be charged an additional \$5.00.**

Released Test Questions

English–Language Arts

Here is a flyer that each baseball player was given.

**Attention all Oak Mountain League
baseball players!**

Come to Sherman's Shoes for the latest in baseball cleats.
Plenty of styles and sizes available.
SPECIAL CLEATS SALE APRIL 1–15!
Bring this flyer for an additional 10% discount
AND a **FREE** pair of socks with each pair of cleats.
Come quickly, while we still have
your size in the style you want.

We are located in the Oak Mountain Mall, across from Davy's Deli.

CSRG183

9. If Rudy's friend Juan lives north of Smithville Road, Juan will

- A be on Rudy's team.
- B be in Division AAA.
- C not be able to play in the league.
- D not have to attend the practices.

CSR01232.182

10. According to the registration form, additional forms may be obtained at any of these places *except a*

- A sports shop.
- B library.
- C grocery store.
- D school.

CSR01228.182

11. Read this line from the flyer.

Plenty of styles and sizes available.

What other information in the flyer conflicts with this statement?

- A The buyer can get an additional 10% off only by bringing the flyer.
- B The shoe sale will last for about two weeks.
- C The buyer should come quickly to get the right shoes.
- D The shoe store is located in the Oak Mountain Mall.

CSR01234.183

Should Good Sportsmanship Be Taught in School?

- 1 Almost everyone feels that it is important for young people to win fairly and show respect toward others. Should good sportsmanship, then, be taught in school? Critics do not think so. Some feel that actions like showing off are minor and do not need to be addressed through the school curriculum. The need for debate is obvious. The stronger argument, however, favors teaching good sportsmanship. Presented here are the most important benefits of teaching sportsmanship.

Teaching Good Sportsmanship

- 2 Teaching good sportsmanship and having a positive attitude in activities like sports, class elections, and science fair competitions are critical to success in school. Activities involving winning or losing can be tense. Acting calmly under pressure helps young adults succeed not only in sports but also in life. Good sportsmanship is not a given; it must be promoted in school. Young people must be directed to role models who practice sportsmanship.

Knowing Rules

- 3 Good team players know the rules of the game. A person cannot play by the rules if he or she does not understand what the rules are. Many arguments on the playing field could be avoided if athletes understood their responsibilities. Knowing the rules also applies to other activities. If students enter a science fair competition, for example, they must follow the guidelines. Additionally, knowledge provides a competitive advantage. Those who know the rules are much more likely to succeed. In school, for example, success is definitely emphasized. When students learn sportsmanship, they discover how knowing the rules relates to achievement.

Managing Frustration

- 4 Using good sportsmanship helps people stay focused and in control. Almost everyone has overheard a heated argument between a player and a referee. Good players do not argue with other players, coaches, or officials. They deal with frustrations calmly; consequently, they stay in control of their game. Good players focus on achieving. Uncontrolled anger can actually cause a person to make errors. This result is especially embarrassing. Additionally, people can be labeled if they act out their frustrations. A good sport is known for his or her positive conduct, and not for being a “hothead” or a “bully.” Teaching students the consequences of their actions is part of sportsmanship. Students therefore learn to manage frustrations in sports and other activities to maximize performance.

Taking Responsibility

- 5 Good players become skilled at handling responsibility. When people accept responsibility, they achieve their best. Positive thinkers, moreover, influence others, especially those who are struggling with a problem. A gifted basketball player, for example, might teach skills to a less-talented player. Helping others raises the performance of the entire team. The team, consequently, could reach new heights and set new records. Good sportsmanship, however, means “owning up” to mistakes as well. Those who do not practice sportsmanship pass off responsibility. For them, if an opportunity is lost, it is someone else’s fault. Imagine a team of players all acting in their own self-interest—the opposite of what a team *really* should be. Students who participate on a team, be it a math small-group project or the school band, benefit by learning to accept responsibility and learning to encourage others.

Released Test Questions

English–Language Arts

Enjoying Victory, Accepting Defeat

- 6 Sportsmanship allows people to enjoy victory to the fullest. If people win, but their accomplishments are based on cheating or other unethical behavior, are they really winners? Good players follow the rules. They feel proud even in defeat because their game is based on integrity, honesty, and respect. Winners congratulate their opponents as part of recognizing the efforts of others. This friendly behavior spreads goodwill from their team to other teams. Players who show respect to fans, coaches, and other players receive respect in return. They are recognized as leaders. In learning sportsmanship, students explore role models of positive behavior. They learn what it takes to be a leader; they also learn to win and lose with grace.

Final Points

- 7 Sportsmanship is a winning idea. It must be taught in school. Students need direction to become “good sports.” Students will be responsible for their own actions and will have a positive influence on others. As students enter the workforce, businesses benefit. The community also benefits, because these students will someday become leaders. We need to start educating students about how sportsmanship pays off for everyone.

CSR21P038

- 12 Read this sentence from paragraph 1 of the essay.

Some feel that actions like showing off are minor and do not need to be addressed through the school curriculum.

What is the meaning of the word minor as it is used in the sentence?

- A harmful
- B average
- C childish
- D unimportant

CSR20612.038

- 13 Which detail is intended to persuade the reader that lack of control hinders performance?

- A Good team players know the rules of the game.
- B Uncontrolled anger can actually cause a person to make errors.
- C Additionally, people can be labeled if they act out their frustrations.
- D Teaching students the consequences of their actions is part of sportsmanship.

CSR20616.038