

EDITION 4

NAME: _____

Reading Skills Practice Test #1

Use this practice test to get ready for standardized tests.

Instructions

This test is divided into two sections.

Here are some helpful hints for taking this practice test—or any test:

- Make sure you understand each question fully before you answer it. How? Underline key words. Restate the question in your own words.
- Always refer to the text to find answers. It's a good idea to go back and reread parts of the text to answer a question.
- When you finish, check all your answers. You may find a mistake that you can correct.
- Most important, relax! Some people get nervous before a test. That's normal. Just do your best.

SECTION 1: READING INFORMATIONAL TEXT**DIRECTIONS**

Read the article below, and then answer the questions on pages 3 and 4.

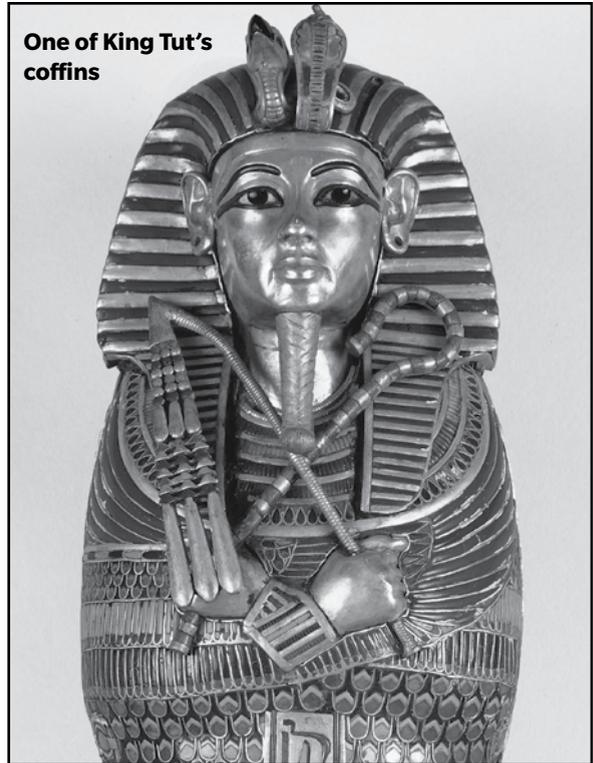
Death of a Boy-King

By Joe Bubar

- King Tut was just 9 years old when he became the ruler of Egypt 3,300 years ago. The young pharaoh, whose full name was Tutankhamen (TOO-tahn-KAH-mehn), died only 10 years later. His story has fascinated the world since his tomb was found in 1922.
- Scientists have since learned a lot about Tut, but one thing has remained a mystery: How did he die? Chris Naunton, director of the Egypt Exploration Society, believes he may have solved the puzzle. He studied nearly 100 years' worth of evidence to come up with his answer. He thinks the boy king was killed in a chariot accident.

A Golden Discovery

- Not much was known about Tut until British archaeologist Howard Carter discovered his tomb in Egypt more than 90 years ago. Filled with gold-covered furniture and other artifacts, it was the best-preserved ancient Egyptian tomb ever uncovered. In a special room in the tomb, Carter found a stone box with a series of golden coffins, stacked one inside another. Inside the last one was King Tut's mummy. The ancient Egyptians preserved people as mummies because they believed the dead would need their bodies in the afterlife.
- Over the years, experts have come up with many theories, or ideas, about the cause of Tut's death, such as an infection from a broken leg and a blood disease. Naunton decided to try to crack the case himself.



One of King Tut's coffins

Mummy Mystery

- Naunton began by looking back at Carter's notes describing his discovery of Tut in 1922.
- "We [wanted] to see if there was anything in there that might be worth following up," Naunton tells *Scholastic News*.
- Carter's notes show that Tut's mummy wasn't prepared like most other mummies. For one thing, his chest had been stuffed with linen and other materials.
- That led Naunton to examine X-ray images of Tut's skeleton that had been taken over the years. The images showed that the young

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SECTION 1: READING INFORMATIONAL TEXT

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Death of a Boy-King

pharaoh's heart and some of his ribs were missing. Naunton thought that Tut's heart and ribs must have been so badly damaged that they were removed from his body before his burial. He thinks Tut's chest was stuffed with linen to keep it from collapsing.

- 9 The question was: What could have caused that much damage to Tut's ribs and heart?

Testing a Theory

- 10 Ancient Egyptian rulers often rode in horse-drawn chariots while hunting or during battles. In the past, some experts had suggested that Tut may have died in a chariot crash. Naunton had the same idea, so he decided to put that theory to the test. He asked a group of car-crash investigators to use computers to simulate a series of chariot accidents. They determined that if a chariot had struck the young pharaoh in a certain way, it would have crushed his ribs and heart. Naunton believed he had his answer.

Case Closed?

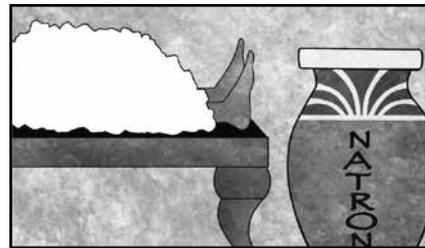
- 11 Despite Naunton's experiment, many archaeologists don't agree with his theory. Some say Tut's ribs didn't go missing from his body until thousands of years after his death. They think Carter's team removed the ribs to make it easier to carry the mummy out of the tomb. They also point out that Tut wasn't the only pharaoh to be found without his heart. Other archaeologists think Tut's ribs might have been damaged by another powerful force, like a kick from a horse.
- 12 Still, Naunton stands by his theory. "At this point, this is as good of a hypothesis that we have," he says. But, he adds, "I wouldn't want to think that this discussion is completely over."

How to Make a Mummy

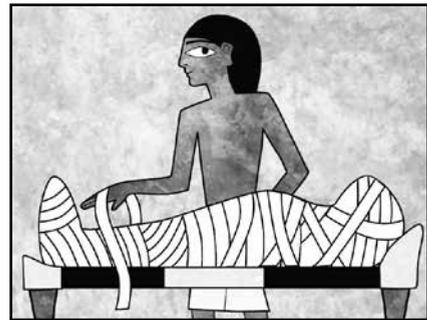
The ancient Egyptians took about **70 days** to prepare a body as a mummy. Only rulers and wealthy people got this treatment. Here's how it was done.



- **Remove the organs.** The Egyptians usually left in the heart. Other organs were stored in special jars and buried with the mummy.



- **Add salt.** Workers completely filled and covered the body with a type of salt called natron. The natron dried out the body, which helped to preserve it.



- **Wrap It up.** After 40 days, workers washed the body and rubbed it with scented oils. Finally, they wrapped the body in strips of linen and placed it inside a special coffin, which was often decorated.

SECTION 1: READING INFORMATIONAL TEXT

1. PART A

What was the first step Chris Naunton took to try to figure out the cause of King Tut’s death?

- Ⓐ He examined X-rays of King Tut’s skeleton.
- Ⓑ He had car-crash investigators simulate chariot crashes.
- Ⓒ He studied the notes of the archaeologist who found Tut’s tomb.
- Ⓓ He had scans taken of King Tut’s mummy.

PART B

Which detail from the article best supports the answer to Part A?

- Ⓐ “That led Naunton to examine X-ray images of Tut’s skeleton that had been taken over the years.”
(paragraph 8)
- Ⓑ “Naunton thought that Tut’s heart and ribs must have been so badly damaged that they were removed from his body before his burial.”*(paragraph 8)*
- Ⓒ “He asked a group of car-crash investigators to use computers to simulate a series of chariot accidents.” *(paragraph 10)*
- Ⓓ “Naunton began by looking back at Carter’s notes describing his discovery of Tut in 1922.”
(paragraph 5)

2. What does the phrase “crack the case” mean as it is used in paragraph 4?

- Ⓐ solve the mystery of King Tut’s death
- Ⓑ work with car-crash investigators
- Ⓒ break open King Tut’s coffin
- Ⓓ accept an assignment to study Tut’s mummy

3. PART A

According to the article, how did King Tut’s mummy differ from most other Egyptian mummies?

- Ⓐ It was placed in a special, decorated coffin.
- Ⓑ None of Tut’s ribs were missing.
- Ⓒ His chest was stuffed with salt and still had his heart.
- Ⓓ His heart was missing, and his chest was stuffed with linen and other materials.

PART B

Which detail from the sidebar “How to Make a Mummy” best supports the answer to Part A?

- Ⓐ “Other organs were stored in special jars and buried with the mummy.”
- Ⓑ “The Egyptians usually left in the heart.”
- Ⓒ “Finally, they . . . placed it inside a special coffin, which was often decorated.”
- Ⓓ “Workers completely filled and covered the body with a type of salt called natron.”

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SECTION 2: READING PAIRED TEXTS

DIRECTIONS

Read the following two articles, then answer the questions on pages 9-10. Use the articles to complete the writing task on page 11.

ARTICLE 1

I Printed My Robohand

By Laura Anastasia and Frances Hannan

- 1 Leon McCarthy was born without fingers on his left hand, but he doesn't let that slow him down. In 2012, the teenager from Marblehead, Massachusetts, got a prosthetic hand. He can open and close the robotic fingers just by moving his wrist. He can even throw a ball with it or hold a pencil and draw pictures. But the coolest thing about Leon's robotic hand is that he made it himself!
- 2 Leon built his hand with the help of a 3-D printer. Instead of printing with ink, these high-tech machines create 3-D objects using materials like plastic or metal. People have started using 3-D printers to make just about anything you can think of, whether it's a prosthetic hand, a missing Scrabble tile, or a pizza!

Building a Better Hand

- 3 Leon got the idea for creating his plastic hand after seeing a video of a boy using a similar device. Leon and his dad found the printing instructions online and used a friend's 3-D printer to create the parts for the hand. There were about 25 parts in all, which took about 10 hours to print. Leon watched some of the printing process.
- 4 "It was pretty hard to believe," he says. When all the parts had printed, Leon and his dad put them together with nails, screws, Velcro, and other materials.
- 5 The first hand they built was clunky and



Leon McCarthy
in 2013

hard to use. "We call it the Frankenstein hand because it has a really big bolt sticking out of the side," Leon says. Since then, Leon and his dad have printed another version of the hand that is more comfortable and easier to use.

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I Printed My Robohand

Do It Yourself

- 6 3-D printers have been around since the 1980s. Companies first used them to create examples of new products. Today, 3-D printers are like mini-factories in people's homes. A home printer costs anywhere from \$300 to \$3,000.
- 7 Joshua Pearce, a professor at Michigan Technological University, says 3-D printing can save people money. He recently compared the cost of buying household goods with the cost of creating them with a 3-D printer. Printing 20 common items, including a cell phone case and a spatula, would cost \$18. Buying the same 20 items online would cost more than \$300.
- 8 "It simply costs people less money to make things for themselves," Pearce says.
- 9 Users don't have to be computer whizzes to print objects either. Pearce points out that more than 125,000 free designs can be easily downloaded from

Thingiverse, a popular 3-D printing website, and similar sites.

A Modern Factory?

- 10 Companies like General Electric and the Mattel toy company are also benefiting from 3-D printing. It's allowing them to make some products faster, cheaper, and with much less waste. Prices for many products could drop as the cost of making them falls.
- 11 The possibilities for 3-D printing could be endless. Museums print 3-D replicas, or copies, of statues and fossils. NASA is experimenting with how to print food for astronauts. Doctors are even experimenting with using 3-D printers to create live tissue and organs.
- 12 Meanwhile, Leon plans to continue working to create better prosthetic hands for kids like him.
- 13 "It feels good because I'm completing people," Leon says.

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SECTION 2: READING PAIRED TEXTS

ARTICLE 2

Teaching With Tablets

By Samantha McCann

- 1 A boy leaned over, focusing closely on the object in his hands. A screen lit up his face. It was one of the only lights around for many miles. Kelbesa Negusse was playing with a computer tablet.
- 2 Thanks to computer tablets like these, kids in two villages in Ethiopia got their first chance at an education. They were part of a special project that began a few years ago.
- 3 Kelbesa lives in a small remote village in Ethiopia, a country in East Africa. The village, called Wenchi (WON-chee), doesn't have electricity, and villagers live in huts made of mud and straw.
- 4 In 2011, Kelbesa had never heard of a computer. He had never even seen a word written down on paper. But by 2013,

thanks to his solar-powered tablet, he could write the full English alphabet and read several English words.

- 5 "I love the tablet," Kelbesa told *Scholastic News* in Oromo, his native language. "I can't imagine my life without [it]."
- 6 Wenchi doesn't have a school. A U.S.-based organization called One Laptop per Child (OLPC) didn't want that to stop the kids from learning. The group is finding new ways for kids like Kelbesa to get an education—with the help of technology.

Without an Education

- 7 Ethiopia is one of the poorest countries in the world. Millions of Ethiopians survive on less than \$2 a day.



Kids in Wenchi using the tablets

Adapted from the October 7, 2013 issue of Scholastic News Edition 5/16 magazine

Jason Straziuso/AP

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SECTION 2: READING PAIRED TEXTS

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Teaching With Tablets

- 8 In Wenchi, kids do chores like herding sheep and cooking for their families instead of going to school. Poor villages like these don't have money to build schools or pay teachers. Often, the nearest school is several hours away.
- 9 More than 70 million kids worldwide don't have access to schools. Most of them are illiterate. People who lack the basic skills of reading and writing often can't find jobs that pay well or any job at all.

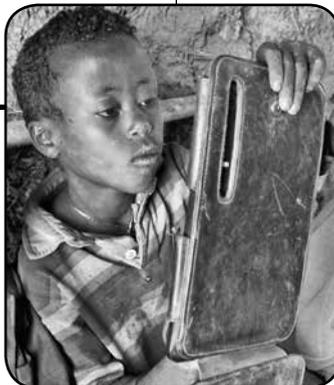
Quick Learners

- 10 Since 2005, OLPC has been providing low-cost laptops and tablets to poor children around the world. It loads the computers with programs designed to engage kids and help them learn on their own.
- 11 In 2012, OLPC put hundreds of educational apps, books, and videos onto 41 computer tablets, then dropped them off in Wenchi and another village in Ethiopia. The group wanted to see how much kids could learn without any help from adults.
- 12 The kids in the villages were given no instructions on what the tablets were or how to use them. Officials at OLPC expected the kids to learn to use the tablets on their own, but they were surprised by just how quickly the kids caught on.

- 13 Within minutes, the kids had figured out how to turn on the tablets. By the end of the first week, they could use dozens of the apps. Some kids even figured out how to turn on the camera, which OLPC had disabled. Kelbesa started recording and editing videos using his tablet.

Powerful Tools

- 14 The tablets have helped the kids in Wenchi learn to read as well as many American kindergartners do. OLPC officials know that tablets can't replace teachers. Still, they say, tablets are valuable tools for reaching kids who can't attend school.
- 15 "If kids know how to read, then they can also learn other subjects along the way," says Markos Lemma, who works for OLPC. In the future, he adds, tablets might have apps that teach about basic needs, like nutrition. This could help families and entire villages improve their lives.
- 16 Burtukan Megersa lives in the other Ethiopian village that received the tablets. She used to spend most of her time cooking for her family. Once she received the tablet, she spent much of her day learning on her own. She took a break only when it needed to be charged. "The future will be good," Burtukan says.



**Kelbesa
with a tablet**

SECTION 2: READING PAIRED TEXTS

1. Which sentence best describes what Article 1 is mostly about?

- Ⓐ Unlike regular printers, 3-D printers use materials like plastic and metal instead of ink.
- Ⓑ Some companies are using 3-D printers make products faster and cheaper.
- Ⓒ NASA is experimenting with how to print food for astronauts.
- Ⓓ People are using 3-D printers to make new things, like prosthetic hands.

2. A prosthetic leg could best be described as a(an) ____ limb.

- Ⓐ injured
- Ⓑ missing
- Ⓒ artificial
- Ⓓ printed

3. According to Article 1, how does the new version of Leon’s hand differ from the first version?

- Ⓐ It is harder to use.
- Ⓑ It is more comfortable.
- Ⓒ It has a big bolt sticking out of the side.
- Ⓓ It was made using a 3-D printer.

4. Which sentence from Article 1 describes how 3-D printers were originally used?

- Ⓐ “Today, 3-D printers are like mini-factories in people’s homes.” (*paragraph 6*)
- Ⓑ “3-D printers have been around since the 1980s.” (*paragraph 6*)
- Ⓒ “NASA is experimenting with how to print food for astronauts.” (*paragraph 11*)
- Ⓓ “Companies first used them to create examples of new products.” (*paragraph 6*)

5. PART A

Based on Article 1, which of the following statements would Joshua Pearce agree with?

- Ⓐ 3-D printers are too expensive for home use.
- Ⓑ 3-D printing can help people save money on household items.
- Ⓒ 3-D printers are not very useful.
- Ⓓ People have to be specially trained to use 3-D printers.

PART B

Which detail from Article 1 best supports the answer to Part A?

- Ⓐ “Printing 20 common items, including a cell phone case and a spatula, would cost \$18. Buying the same 20 items online would cost more than \$300.” (*paragraph 7*)
- Ⓑ “Users don’t have to be computer whizzes to print objects either.” (*paragraph 9*)
- Ⓒ “There were about 25 parts in all, which took about 10 hours to print.” (*paragraph 3*)
- Ⓓ “A home printer costs anywhere from \$300 to \$3,000.” (*paragraph 6*)

6. If many people start using 3-D printers to create their own household goods, what effect might that have on companies that produce those goods?

- Ⓐ The companies would probably make more money.
- Ⓑ The companies would probably hire more people to create more items to sell.
- Ⓒ The companies would probably make less money and might have to close down.
- Ⓓ The companies would probably build bigger factories.

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SECTION 2: READING PAIRED TEXTS

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7. PART A

According to Article 2, what is the main goal of the organization One Laptop per Child (OLPC)?

- Ⓐ to help kids in Ethiopia go to college
- Ⓑ to help kids who can't go to school get an education
- Ⓒ to open schools in villages in Ethiopia
- Ⓓ to sell laptops to every family in the world

PART B

Which detail from Article 2 shows that the organization is working toward this goal in Wenchi?

- Ⓐ "The village, called Wenchi, doesn't have electricity, and villagers live in huts made of mud and straw." (paragraph 3)
- Ⓑ "OLPC officials know that tablets can't replace teachers." (paragraph 14)
- Ⓒ "In 2012, OLPC put hundreds of educational apps, books, and videos onto 41 computer tablets, then dropped them off in Wenchi and another village in Ethiopia." (paragraph 11)
- Ⓓ "Millions of Ethiopians survive on less than \$2 a day." (paragraph 7)

8. PART A

What does *illiterate* mean in paragraph 9 of Article 2?

- Ⓐ unable to read or write
- Ⓑ unable to cook
- Ⓒ unable to use a tablet
- Ⓓ unable to herd sheep

PART B

Which sentence from Article 2 best supports the answer from Part A?

- Ⓐ "In 2011, Kelbesa had never heard of a computer." (paragraph 4)
- Ⓑ "People who lack the basic skills of reading and writing often can't find jobs that pay well or any job at all." (paragraph 9)
- Ⓒ "Kelbesa started recording and editing videos using his tablet." (paragraph 13)
- Ⓓ "In Wenchi, kids do chores like herding sheep and cooking for their families instead of going to school." (paragraph 8)

9. How does the author of Article 2 mainly organize the information in the section "Quick Learners"?

- Ⓐ by comparing and contrasting two ideas
- Ⓑ by describing a problem and how it can be solved
- Ⓒ by stating a point of view and supporting it with reasons
- Ⓓ by explaining events in the order that they happened

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