



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
2008**

**Grade 8  
Reading**

# Reading

1 An antonym for the word elevate is

- A. take.
- B. throw.
- C. grab.
- D. lower.

2 The root *tract* in the words attract and subtract means

- A. pull.
- B. give.
- C. hold.
- D. make.

Read this passage about the early history of photography and then answer the questions that follow.

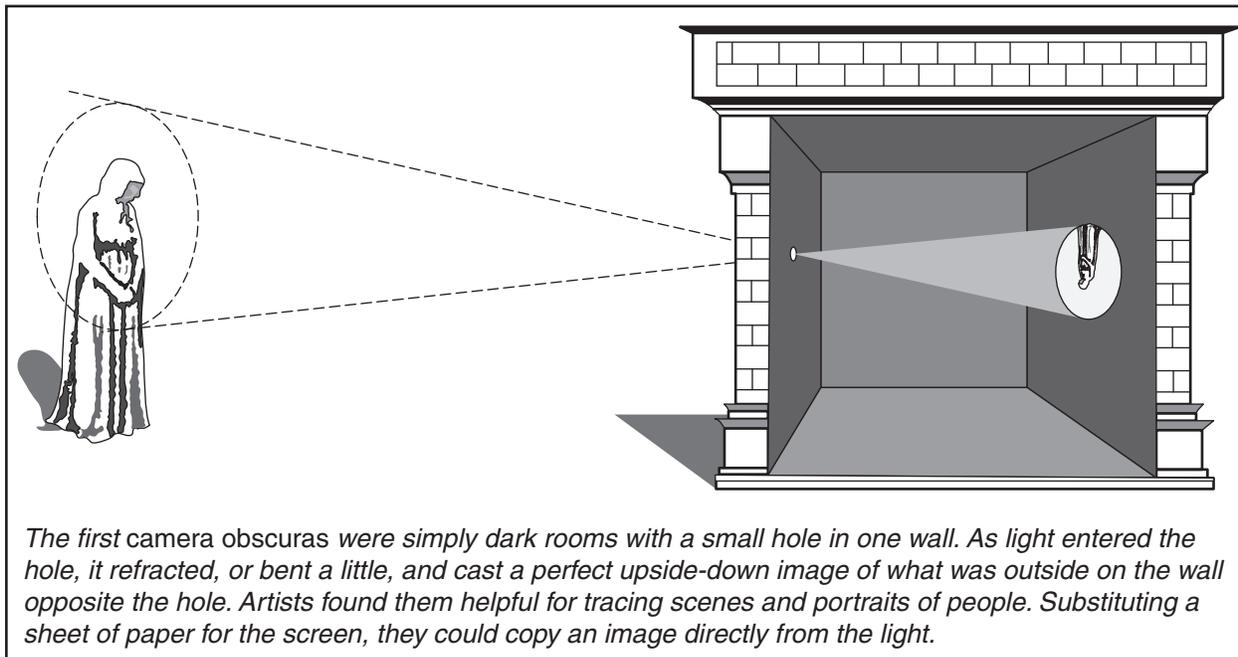
## Photography

Stephen M. Tomecek

- 1** Today, photography is a breeze. Just point the camera, press the button, and almost instantly, you have a perfect copy of the scene that you're looking at. Before the invention of the camera, artists had to work for hours to try to capture an image. No matter how objective they tried to be, their drawings could never be perfect copies.
- 2** Photography was made possible because of all the experimenting people were doing with chemicals in the late 1700s. One critical discovery was made by J. H. Schulze. Schulze noticed that certain compounds containing silver salts would get darker after they had been left out in a bright light. This seemingly minor reaction would ultimately be the key to modern photography.

### HOW IT WORKS

The first step in taking a photograph is gathering the light from the scene to be captured. As early as 1600, people had discovered how lenses could be used to direct and focus light, and a device called the *camera obscura*, which is Latin for “chamber of dark,” had been invented. By 1816, all the elements were in place for a true “photographic” camera to be developed, and a French inventor named Joseph Nicéphore Niepce put the pieces together.



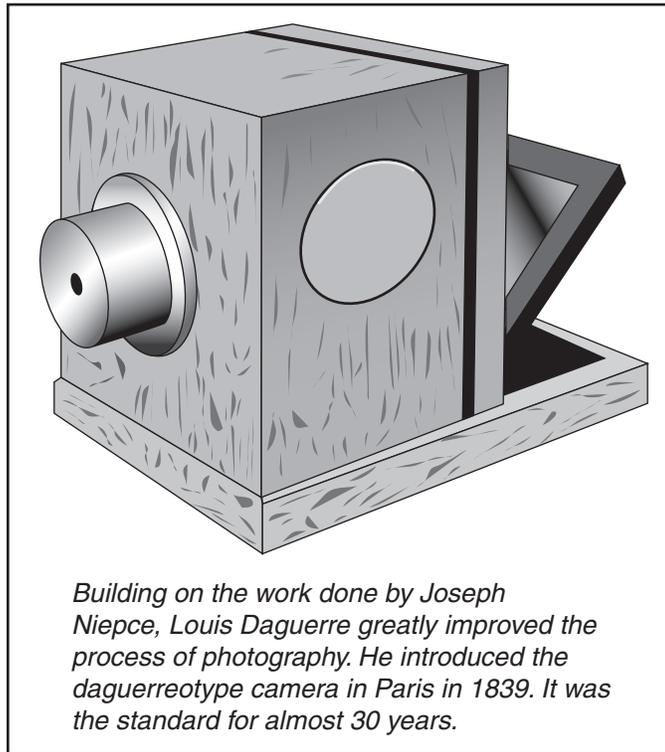
Learning of Schulze's discovery, Niepce took a metal plate made of pewter and coated it with different silver compounds. After many hours in the sun, a *heliograph*, or “sun drawing,” appeared. Convinced that he was on the right track, he substituted paper covered with silver chloride for the pewter and loaded the paper in the back of a portable *camera obscura*. Using this method, he was able to get a crude image of a scene from outside his workroom on the paper.

Unfortunately, the image quickly faded, but the first official photograph or “light drawing” was taken.

### **IMPACT**

By the late 1820s, Niepce and his heliographs were making quite a stir around France. At that same time, Louis Daguerre, a French painter who had also been working with “fixing light,” learned about his work. He convinced the financially strapped Niepce to go into partnership in 1829. Niepce died suddenly in 1833, and Daguerre took over the business and is usually credited as the inventor of photography.

With a photograph, people could finally record an exact duplicate of what the eye saw. No longer did the world have to depend on the artist’s eye to capture an event or image.



*Building on the work done by Joseph Niepce, Louis Daguerre greatly improved the process of photography. He introduced the daguerreotype camera in Paris in 1839. It was the standard for almost 30 years.*

- 3 In the first paragraph, the word breeze means
- A. a gentle wind.
  - B. something quick and easy.
  - C. an obstacle.
  - D. something fresh and original.

- 4 In paragraph 2, the word critical means
- A. unexpected.
  - B. deserved.
  - C. dangerous.
  - D. important.

- 5 The image made by a *camera obscura* was
- A. too small to be useful.
  - B. an imperfect reproduction.
  - C. an upside-down picture.
  - D. too unstable to draw.

- 6 The **main** purpose of the passage is to
- A. question the belief that Daguerre was the inventor of photography.
  - B. provide a brief history of how photography was invented.
  - C. show that France was the center of scientific discovery in the 1700s.
  - D. improve the reader's photographs by explaining how a camera works.

- 7 Explain how the text features (for example, illustrations, headings, and words in italics/bold/quotation marks) are helpful in understanding the information in the passage. Use details from the passage to support your answer.

*Turner and his friend Lizzie are adrift in the ocean in a small boat. Turner watches as whales approach. Read this passage from the novel Lizzie Bright and the Buckminster Boy and then answer the questions that follow.*

## **Eye to Eye**

*Gary D. Schmidt*

The moon had roused herself fully out of the sea and was tossing her silver bedclothes all around. Turner was sure that in that light he should have been able to make out any rocks. But he couldn't see anything breaking the surface. He listened, not moving, and heard the ripping again, but behind him this time, and closer to shore, and ahead of him—one after another. In the moonlight he saw a silver spray burst up into the air, a shower of diamond dust. Then another, and another almost beside the boat, so that he could feel the spray of it against his face, and the dory\* rocked to the rhythm of the new swells as a great Presence broke the surface of the sea and Turner knew, or felt, the vastness of whales.

**2** Now he almost did panic. One could come right up beneath them and turn the dory over as easily as a pine chip, and he would be floating in the sea, holding on to the upturned dory, holding on to Lizzie, who he was sure could not hold on by herself. That is, he would be holding on to her if he could find her after they capsized.

But though the dory rocked back and forth with the swell of them, the whales never came so close that the boat might capsize. Turner heard them ripping the surface all around him, and felt the diamond spray sprinkle down on him in the moonlight like a benediction. He knew he was in the middle of something much larger than himself, and not just larger in size. It was like being in the middle of a swirling universe that could swamp him in a moment but had no desire to. He might put out his hand into the maelstrom\*\* and become a part of it.

**4** But he didn't put his hand out yet, because as he watched, a whale five times as long as the dory surfaced, and rode quietly alongside him in the smooth swells. Turner could not breathe. The whale flipped its tail up a bit and began to roll from side to side, a great gargantuan roll like the roll of the globe, side to side, until it could slap the swells with the length of its flippers, gleaming silver-white in the moonlight. Turner held on to the sides of the dory and rolled side to side with it,

\* dory: a small boat

\*\* maelstrom: whirlpool

with this great vastness that had swum past the mountains and valleys of the sea. Together they rocked, and Turner wished that the rocking would never stop, that there would always be this moonlit moment.

**5** But slowly the whale did stop rocking, and the seas calmed, and the rhythm of the swells took hold again. Quietly, more afraid than not, Turner slipped the oars into the water, and with gentle strokes, keeping the oars beneath the surface all the time, he eased the dory forward, hoping that the whale would wait on the surface.

It did. And so Turner reached the whale's eye, and they looked at each other. They looked at each other a long time—two souls rolling on the sea under the silvery moon, peering into each other's eyes. Turner wished with a desire greater than anything he had ever desired that he might understand what it was in the eye of the whale that shivered his soul.

- 8 In paragraph 2, what is Turner’s first reaction to the sight of the whales?
- A. He thinks they are beautiful.
  - B. He hopes they will stay with the dory.
  - C. He is afraid they will put him and Lizzie in danger.
  - D. He knows that Lizzie will be fascinated by them.

- 9 In paragraph 4, the phrase “the mountains and valleys of the sea” describes
- A. the size of the waves.
  - B. the distance the dory is from the rocks.
  - C. the impressiveness of the whales.
  - D. the distance the dory has to travel.

- 10 Turner wishes the rocking would never stop because he
- A. feels as if he is riding the whale’s back.
  - B. enjoys the experience of moving with the whale.
  - C. fears what will happen when the whale swims away.
  - D. hopes the whale will take the dory away from the rocks.

- 11 In paragraph 5, the word swells means
- A. floats.
  - B. waves.
  - C. tides.
  - D. strokes.

- 12 Explain how Turner’s attitude toward whales changes throughout the passage. Use relevant information from the passage to support your answer.

# Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2008.

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## Grade 8 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand <sup>1</sup>	WV	WV	WV	WV	II	IA	IA	LI	LA	LA	WV	LA
GLE Code	7-3	7-3	7-3	7-3	7-7	7-8	7-8	7-4	7-6	7-5	7-3	7-5
Depth of Knowledge Code	1	1	2	2	2	2	3	1	2	2	2	3
Item Type <sup>2</sup>	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	D	A	B	D	C	B		C	A	B	B	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

<sup>1</sup>Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation, II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response