



Name: _____

Date: _____

8 ELA HOLT UNIT 3

Grade 8 Holt Literature Unit 3 Assessment 2015-2016

National Heritage Academies Student Code of Conduct

I pledge to uphold the Student Code of Conduct of National Heritage Academies and to work hard to promote honor and integrity. Therefore, I pledge not to cheat, lie, steal, plagiarize, or behave in any manner that exhibits dishonesty.

I, _____, have read the Student Code of Conduct, and I agree to abide by it.

General Instructions

- You will have 75 minutes to take this unit exam. This time includes reading the passages, answering the multiple choice questions, and composing your short answer and extended responses.
- Make sure you bubble your answer choices on your answer document. You must also write your final drafts of the short answer and extended response in your test booklet.
- You may answer the questions, including your written responses, in any order.
- You may use a pen or a pencil.
- You may not use a dictionary or a thesaurus during any portion of this exam.
- The test proctor may not answer any questions about the test unless they are about the directions.
- If you finish before the 75 minutes have passed, you may check your work.

Directions: Read the following story about children who are playing outside, and the dog who joins them. Then, answer the questions that follow.

from *Winter Dog*[1]
by Alistair MacLeod



1 Through the window and out on the white **plane** of the snow, the silent, laughing children now appear. They move in their muffled clothes like mummers[2] on the whitest of stages. They dance and gesture noiselessly, flopping their arms in parodies[3] of heavy, happy, earthbound birds. They have been warned by the eldest to be aware of the sleeping neighbors so they **cavort** quietly, sometimes raising mittened[4] hands to their mouths to suppress their joyous laughter. They dance and prance in the moonlight, tossing snow in one another's direction, tracing out various shapes and initials, forming lines which snake across the previously unmarked whiteness. All of it in silence, unknown and unseen and unheard to the neighboring world. They seem unreal even to me, their father, standing at his darkened window. It is almost as if they have danced out of the world of folklore like happy elves who cavort and mimic and prance through the private hours of this whitened dark, only to vanish with the coming of the morning's light and leaving only the signs of their activities behind. I am tempted to check the recently vacated beds to confirm what perhaps I think I know.

2 Then out of the corner of my eye I see him. The golden collie-like dog. He appears almost as if from the wings of the stage or as a figure newly noticed in the lower corner of a winter painting. He sits quietly and watches the playful scene before him and then, as if responding to a silent invitation, bounds into its midst. The children chase him in frantic circles, falling and rolling as he doubles back and darts and dodges between their legs and through their outstretched arms. He seizes a mitten loosened from its owner's hand, and tosses it happily in the air and then snatches it back into his jaws an instant before it reaches the ground and seconds before the tumbling bodies fall on the emptiness of its expected destination. He races to the edge of the scene and lies facing them, holding the mitten **tantalizingly** between his paws, and then as they dash towards him, he leaps forward again, tossing and catching it before him and zigzagging through them as the Sunday football player might return the much sought-after ball. After he has gone through and escaped them all, he looks back over his shoulder and again, like an ecstatic athlete, tosses the mitten high in what seems like an imaginary end zone. Then he seizes it once more and lopes[5] in a wide circle around his pursuers, eventually coming closer and closer to them until once more their stretching hands are able to actually touch his shoulders and back and haunches, although he continues always to wriggle free. He is touched, but never captured, which is the nature of the game. Then he is gone. As suddenly as he came. I **strain** my eyes in the direction of the adjoining street, towards the house where I have often seen him, always within a yard enclosed by woven links of chain. I see the flash of his silhouette, outlined perhaps against the snow or the light cast by the street lamps or the moon. It arcs upwards and seems to hang for an instant high above the top of the fence and then it descends on the other side. He lands on his shoulder in a fluff of snow and with a half roll regains his feet and vanishes within the shadow of his owner's house.

- 3 "What are you looking at?" asks my wife.
- 4 "That golden collie-like dog from the other street was just playing with the children outside the house in the snow."
- 5 "But he's always in that fenced-in yard."
- 6 "I guess not always. He jumped the fence just now and went back in. I guess the owners and the rest of us think he's fenced in but he knows he's not. He probably comes out every night and leads an exciting life. I hope they don't see his tracks or they'll probably begin to chain him."
- 7 "What are the children doing?"
- 8 "They look tired now from chasing the dog. They'll probably soon be back in. I think I'll go downstairs and wait for them and make myself a cup of coffee."
- 9 "Okay."
- 10 I look once more towards the fenced-in yard, but the dog is nowhere to be seen.

[1] From "Winter Dog," from *Island: Complete Stories* by Alistair MacLeod. Copyright © 2000 by Alistair MacLeod. Used by permission of W. W. Norton & Company, Inc. and McClelland & Stewart, Inc.

[2] **mummers**: masked performers or actors who do not speak

[3] **parodies**: amusing imitation; a piece of writing or music that deliberately copies another work in a comic or satirical way

[4] **mittened**: covered by mittens, warm gloves

[5] **lopes**: run in long easy strides; to run in a relaxed and easy way, taking long strides

1. Read the dictionary entry for the word *plane*.

plane:

- 1 *Noun*: a flat or level surface
- 2 *Noun*: a level of morality, and sound judgment
- 3 *Verb*: to glide or to soar
- 4 *Verb*: to rise partly out of the water

Which definition best matches the meaning of *plane* as it is used in paragraph 1?

- A. Definition 1 (noun)
 - B. Definition 2 (noun)
 - C. Definition 3 (verb)
 - D. Definition 4 (verb)
2. *Cavort*, as used in paragraph 1, most nearly means to—
- A. march in line
 - B. dramatically perform
 - C. playfully frolic
 - D. escape secretly
3. Which language from the text best supports the answer to question 2?
- A. *move in muffled clothes*
 - B. *dance and prance*
 - C. *unknown and unseen and unheard*
 - D. *standing at the darkened window*
4. As the imagery and descriptions reveal, the setting of this story is—
- A. midnight, in a local icy field
 - B. evening, in a neighborhood's blizzard
 - C. twilight, in a nearby frozen park
 - D. early morning, in a snowy backyard
5. This story is told from whose point of view?
- A. an unknown, unnamed narrator
 - B. the father of the children
 - C. a child playing outside
 - D. a child who watches others play

6. In paragraph 1, what does the imagery reveal about the children's actions?
- A. They are wearing interesting costumes to act out a play.
 - B. They have snuck outside against their parents' wishes.
 - C. They are bundled up to play outside in the fresh snow.
 - D. They are transforming into magical creatures.
7. The mood of the first paragraph is—
- A. eerie and gloomy
 - B. energetic and noisy
 - C. valiant and heroic
 - D. peaceful and playful
8. Which sentence from the passage best supports the answer to question 7?
- A. *They move in their muffled clothes like mummers on the whitest of stages.*
 - B. *They have been warned by the eldest to be aware of the sleeping neighbors...*
 - C. *They dance and prance in the moonlight, tossing snow in one another's direction...*
 - D. *I am tempted to check the recently vacated beds to confirm what perhaps I think I know.*
9. Based on the descriptions in paragraph 2, the reader can infer that the collie dog—
- A. cautiously interacts with strangers because he is anxious about his safety
 - B. enjoys stealing mittens from children and taking them back to his home
 - C. would prefer to live indoors than out so searches for an escape
 - D. knows his play time is limited so makes the most of his time in the snow
10. In Greek mythology, Tantalus, a man who defies the gods, is punished. He stands under a fruit tree, in a pool of water, but can never reach the fruit to eat it and can never reach the water to drink it. What is the connotation of the word *tantalizingly* as it is used in paragraph 2?
- A. The dog torments the children by taking the clothes they need to keep warm.
 - B. The dog teases the children by holding the mitten out of reach.
 - C. The dog punishes the children because they will not play with him.
 - D. The dogs helped the children by watching as they played.

11. Read these sentences from paragraph 2:

He races to the edge of the scene and lies facing them, holding the mitten tantalizingly between his paws, and then as they dash towards him, he leaps forward again, tossing and catching it before him and zigzagging through them as the Sunday football player might return the much sought-after ball. After he has gone through and escaped them all, he looks back over his shoulder and again, like an ecstatic athlete, tosses the mitten high in what seems like an imaginary end zone.

This figurative language—

- A. illustrates how the dog interacts playfully and joyfully with the children
 - B. suggests that the dog will help the children become athletes
 - C. emphasizes how the dog's owner has trained him to play football
 - D. depicts how the dog takes his task of supervising the children seriously
12. Read the dictionary entry for the word *strain*.

strain:

- 1 *Verb*: to use and apply great effort
- 2 *Verb*: to injure or weaken
- 3 *Verb*: to draw tight, or stretch to the full
- 4 *Noun*: a variety or specific group of microorganism or plant species

Which definition best matches the meaning of *strain* as it is used in paragraph 2?

- A. Definition 1 (verb)
 - B. Definition 2 (verb)
 - C. Definition 3 (verb)
 - D. Definition 4 (noun)
13. Which of the following is the most accurate, concise summary of paragraphs 3-10?
- A. The narrator's wife cannot believe that the neighbor's collie was outside. The narrator agrees and he says he hopes that the dog will still be able to roam freely.
 - B. After the narrator and his wife discuss their children, and how nice it is that the neighbor's dog was able to be outside with them, the narrator begins his day.
 - C. The narrator tells his wife where he has been, and then he makes himself a cup of coffee.
 - D. The day begins and the narrator, and his wife hope that their children will be allowed to continue playing with the dog.

14. The theme of this story is—

- A. there is joy in watching children engaged in simple pleasures
- B. animals deserve to be free and should never be kept in cages
- C. children are happiest when they have pets to play with
- D. winter weather can be both dangerous and delightful

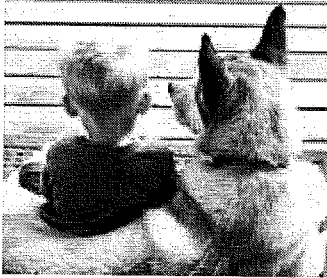
15. **Directions:** In the space provided, write a short response of a few sentences in answer to this question.

Using textual evidence, explain how the setting in *Winter Dog* reveals the mood.

[illegible]

Directions: Read the following article about the significance of dogs. Then, answer the questions that follow.

“A Long Partnership: People and Dogs”
by Mark Fitzgerald



1 A familiar saying describes dogs as “man’s best friend.” Dogs are certainly our oldest friends. The human partnership with dogs is thousands of years old. It was the first one we formed with another animal species. Descended from wolves, dogs were the first animals domesticated[6] by humans. Evidence from fossils shows that wolves and early humans had already lived close to one another for tens of thousands of years before the partnership between them became firmly established toward the end of the last Ice Age. As animals, there were clear similarities between humans and wolves. Both were hunters, both hunted in packs, and both had complex social relationships based on loyalty to the pack. Ice Age humans would have seen wolves as much more like themselves than solitary hunters such as bears.

2 This relationship between wolves and humans probably began in more than one way. Imagine an encampment of Ice Age humans at nightfall huddled around their fire at the opening of a rock shelter. The firelight glitters in the eyes of wolves lurking in the darkness to scavenge some scraps of food. Becoming dependent on human scraps, such wolves might gradually have become less fierce and more trusting. Another possibility is that humans started the partnership by adopting—or stealing—wolf cubs. Raised with people, such wolves would transfer their loyalty to their new human “pack.”

3 As members of human groups, wolf dogs would have been very valuable. Their experience of hunting in a pack would have made wolf dogs very useful to bands of **nomadic** human hunters in tracking and bringing down the large, roaming animals of the Ice Age. Much later, when human beings began staying put because they had learned how to plant grain and started farming villages, wolf dogs—fully tamed by now—became watchdogs. As humans domesticated other animals, such as cattle and sheep, dogs also became important in managing herds.

4 The ancient peoples of the Mediterranean Sea region, such as the Greeks and Romans, both loved and respected the dogs that formed part of their households. A famous early picture of the companionship between a human and a dog is in the epic poem, *The Odyssey*, by the ancient Greek poet, Homer. Homer describes the meeting between the hero, Odysseus, king of the island of Ithaka, and his hunting dog Argus. Odysseus has returned to his home after an absence of twenty years. He is disguised as a ragged beggar[7] because a group of men have seized his palace. Argus, whom Odysseus had raised as a puppy, is lying outside the palace, old, neglected, and near death. However, Argus still recognizes his former master and wags his tail before dying. Unseen by anyone around him, Odysseus brushes away a tear at this show of loyalty by his former hunting companion.

5 The Romans, like other ancient peoples, made use of dogs in war. The most valuable dog for combat purposes was the large hound that the Romans called a *molossus*. Perhaps related to the modern mastiff, these Roman dogs were huge, fierce animals with powerful jaws. Wearing padded, leather armor to protect it from arrows and spears, a molossus fought along alongside Roman soldiers, attacking enemy troops and horses. Such hounds were also highly valued as watchdogs.

6 At the other extreme in size and temperament from the Roman war dogs, were the tiny, **pampered** lapdogs that upper-class Roman women often kept as pets. The fashion for toy dogs such as the Romans had liked as pets later became widespread in Europe. The tinier these animals were, the more they were prized. They were given everything they wanted: the finest foods and the softest beds. In a famous French fairy tale, the three sons of a king compete in a series of tests to see who will inherit the throne of their father. Their first test is to find the smallest possible dog.

7 Humans spread around the globe, and they took their dogs with them. In the end, dogs became the only domestic animals found nearly everywhere humans live. Take a look at the Western Hemisphere long ago. Before they got horses, some Native Americans used their dogs as beasts of burden. Through the fierce heat and dry dust of summer on the Great Plains, bands of Native Americans traveled slowly from camp to camp following the buffalo herds. To move their baggage, the Plains Indians had their dogs drag a *travois*, a framework of long poles lashed together with sinew. Such dogs might pull loads of up to a hundred pounds five or six miles a day.

8 The basic qualities of intelligence, courage, and loyalty that humans have always valued in dogs during their long **alliance** with them are still prized today. Humans still use dogs to hunt and herd animals. Dogs still go to war. And dogs are still **prized** for their beauty and enjoyed as companions. The age-old partnership will continue as long as there are people and dogs.

[6] **domesticated**: animals that used to live in the wild that are tamed by humans

[7] **beggar**: a poor person who must beg strangers for food and shelter

16. The author's purpose in this text is to—
- A. offer the opinion that humans are like wolves
 - B. provide the rationale of why dogs make excellent pets
 - C. explain the evolving relationship between humans and dogs
 - D. list the similarities and differences between dogs and wolves
17. What is the main idea of paragraph 2?
- A. During the Ice Age, the partnership between man and wolf began to develop, though exactly why or how is unknown.
 - B. Wolves and humans befriended each other so that they could help each other survive in a dangerous landscape.
 - C. Wolves became more comfortable with humans, because humans provided them with the food they needed to persist.
 - D. There is beauty in the loyal bonds that, during the Ice age, were forged between man and his dog.
18. As used in paragraph 3, *nomadic* probably means—
- A. violent
 - B. resolute
 - C. traveling
 - D. devoted
19. Which imagery in paragraph 4 helps create a mood of tenderness?
- A. *The ancient peoples of the Mediterranean Sea region, such as the Greeks and Romans, both loved and respected the dogs that formed part of their households.*
 - B. *A famous early picture of the companionship between a human and a dog is in the epic poem The Odyssey, by the ancient Greek poet Homer. Homer describes the meeting between the hero Odysseus, king of the island of Ithaca, and his hunting dog Argus.*
 - C. *Odysseus has returned to his home after an absence of twenty years. He is disguised as a ragged beggar because a group of men have seized his palace.*
 - D. *Argus, whom Odysseus had raised as a puppy, is lying outside the palace, old, neglected, and near death. However, Argus still recognizes his former master and wags his tail before dying. Unseen by anyone around him, Odysseus brushes away a tear at this show of loyalty by his former hunting companion.*

20. Why does the author describe the allusion to the story of Odysseus in paragraph 4?
- A. to point out warriors need the loyalty and protection of their dogs to help them stay in power
 - B. to depict an ancient, but well-known, example of an affectionate bond between a dog and a hero
 - C. to explain how dogs originated in the Mediterranean Sea region but then spread across the world
 - D. to weaken the contemporary reputation of Odysseus as a victor by pointing out his attachment to a dog
21. The imagery in paragraph 5, depicts that the Roman molossus is—
- A. wild and disobedient
 - B. brave and dependable
 - C. swift and graceful
 - D. gentle and mild
22. As used in paragraph 6, the word *pampered* most likely means—
- A. trained
 - B. solemn
 - C. unimportant
 - D. spoiled
23. What language from paragraph 6 best supports the answer to question 22?
- A. *extreme in size and temperament*
 - B. *later became widespread in Europe*
 - C. *given everything they wanted*
 - D. *compete in a series of tests*
24. The author probably includes paragraph 6 to—
- A. suggest that lap dogs have little use and significance in the world, except for wealthy people
 - B. detail the many uses of different varieties of dogs, and narrate a tale about why little dogs are the most important
 - C. contrast a different breed of dog than the one in paragraph 5 to reinforce the many roles and purposes of dogs
 - D. criticize the upper-class Roman women for having small dogs instead of molossus dogs in their homes

25. What mood is conveyed through the descriptions of the dogs' duties in paragraph 7?
- A. weariness
 - B. torture
 - C. suspicion
 - D. optimism
26. Which language from the text best supports the answer to question 25?
- A. *took their dogs with them*
 - B. *only domestic animals found nearly everywhere*
 - C. *Before they got horses*
 - D. *fierce heat and dry dust*
27. In paragraph 8, the word *alliance* means—
- A. partnership
 - B. feature
 - C. role
 - D. compensation
28. The word *prized* in paragraph 8 connotes—
- A. how humans respect other cultures that raise dogs
 - B. that dogs are costly to raise and maintain
 - C. how deeply humans value and treasure dogs
 - D. that a dog's worth is measured by its appearance
29. Which detail from the text exemplifies the author's desire to inform his reader about dogs using facts?
- A. *A familiar saying describes dogs as "man's best friend."*
 - B. *The firelight glitters in the eyes of wolves lurking in the darkness to scavenge some scraps of food.*
 - C. *He is disguised as a ragged beggar because a group of men have seized his palace.*
 - D. *To move their baggage, the Plains Indians had their dogs drag a travois, a framework of long poles lashed together with sinew.*

Directions: Use both *Winter Dog* and "A Long Partnership: People and Dogs" to answer the following questions.

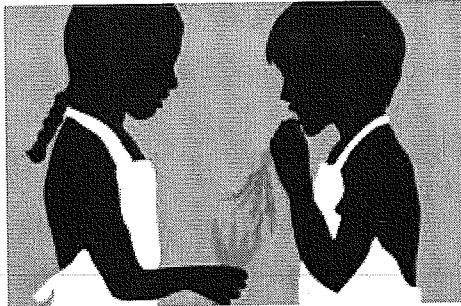
30. These texts are similar in that—
- A. they both portray the history of the bond between dog and man
 - B. both list the many benefits that dogs offer humans
 - C. both authors write texts about people who admire dogs
 - D. they both explain why dogs can be useful in working for humans
31. One major difference between these texts is—
- A. *Winter Dog* is told from a third person point of view, while "A Long Partnership: People and Dogs" is a first person narrative.
 - B. *Winter Dog* depicts one dog that is kept as a family pet, and "A Long Partnership: People and Dogs" illustrates the significance of many different dogs.
 - C. *Winter Dog* shows the conflicts involved in raising dogs, but "A Long Partnership: People and Dogs" explains the many uses of dogs.
 - D. *Winter Dog* poetically considers the impact of one dog, while "A Long Partnership: People and Dogs" traces the history of dogs.

32. **Directions:** In the space provided, compose a paragraph in response to the question below. Use both *Winter Dog* and “A Long Partnership: People and Dogs” to respond to the prompt.

Using evidence from both selections, compare and contrast the authors' use of imagery.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Directions: Read the comparison-contrast essay. Follow the standard conventions of written English to answer the questions that follow.



(1) No two people are alike. (2) This statement is especially true of my older siblings, Garrett and Heidi. (3) Each like a different hobby and they both have their own interests. (4) Despite their differences in hobbies, both Garrett and Heidi positively affects my life by teaching me important lessons.

(5) Garrett loves to cook. (6) On the grill, he is always trying to think of interesting ways to cook meat and vegetables. (7) I often sit outside with him as he turns the vegetables over carefully, making sure that each side is evenly cooked. (8) When I first started observing him, I got bored. (9) It seemed to take forever for the food to be ready. (10) Garrett, however, taught me the importance of patience. (11) Off the grill, he once gave me a half-cooked carrot. (12) It was hard and difficult to chew. (13) Then he gave me a fully cooked carrot. (14) I could quickly tells the difference between the two. (15) Garrett showed me that it's important to have patience when you cook!

(16) Unlike Garrett, Heidi hates to cook. (17) She would much rather be working in her garden. (18) In the front yard, every year for various plants and flowers she plants seeds. (19) Heidi enjoys caring for her seeds by watering them and pulling out weeds that harm them. (20) I helped Heidi in the spring pull weeds. (21) It took us several hours to clear them all out of her garden. (22) I was exhausted. (23) I did not know how Heidi could do this much work every year. (24) However, after her flowers started to bloom, I could see why she thought the work was worth it. (25) Heidi showed me that the results are worth all the hard work.

(26) Both Garrett and Heidi taught me important lessons about living with cooking and gardening. (27) Hard work and patience is lessons that I can apply to every aspect of my life. (28) I hope that someday I will be able to teach my younger brother lessons from my favorite hobbies. (29) My brother, though he is young, has lots to learn.

33. What change, if any, should be made in sentence 3 to maintain subject-verb agreement?
- A. change **like** to **liking**
 - B. change **like** to **likes**
 - C. change **have** to **has**
 - D. change **have** to **having**
34. To maintain subject-verb agreement in sentence 4, change *affects* to—
- A. has affected
 - B. is affecting
 - C. affecting
 - D. affect
35. How should sentence 6 be changed to correct the misplaced modifier?
- A. On the grill to cook meat and vegetables, he is always trying to think of interesting ways.
 - B. He is always trying to think of interesting ways to cook meat and vegetables on the grill.
 - C. He is always trying to think, on the grill, of interesting ways to cook meat and vegetables.
 - D. To cook meat and vegetables, he is always trying to think of interesting ways on the grill.
36. Which is the best way to correct the misplaced modifier in sentence 11?
- A. He once gave me a half-cooked carrot off the grill.
 - B. He, off the grill, once gave me a half-cooked carrot.
 - C. Once he gave off the grill me a half-cooked carrot.
 - D. He once gave me a half-cooked off the grill carrot.
37. Which of the following sentences has incorrect subject-verb agreement?
- A. sentence 12
 - B. sentence 13
 - C. sentence 14
 - D. sentence 15
38. How should sentence 18 be revised to correct the misplaced modifier?
- A. In the front yard, various plants and flowers every year for she plants seeds.
 - B. Every year, for various plants and flowers she plants seeds in the front yard.
 - C. Every year, she plants seeds for various plants and flowers in the front yard.
 - D. In the front yard she plants, every year, seeds for various plants and flowers.

39. Which of the following sentences has a misplaced modifier?
- A. sentence 20
 - B. sentence 21
 - C. sentence 22
 - D. sentence 23
40. Which is the best way to correct the misplaced modifier in sentence 26?
- A. Through cooking and gardening, Garrett and Heidi taught me important lessons about living.
 - B. Garrett and Heidi through cooking and gardening taught me important lessons about living.
 - C. Garrett and Heidi taught me important lessons about with cooking and gardening living.
 - D. Garrett with cooking and Heidi with gardening taught me important lessons about living.
41. To maintain subject-verb agreement in sentence 27, change *is* to
- A. was
 - B. are
 - C. has been
 - D. am
42. Which of the following revisions reveals a grammatically correct version of sentence 29?
- A. My brother, though he is young, have lots to learn.
 - B. My brother, though he is young, having lots to learn.
 - C. My brother, though he is young, does has lots to learn.
 - D. No revision is needed.

