

READING **Grade 8**

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

Read the selection. Then choose the best answer to each question.

Daylight Saving Time

by Scott Johnston

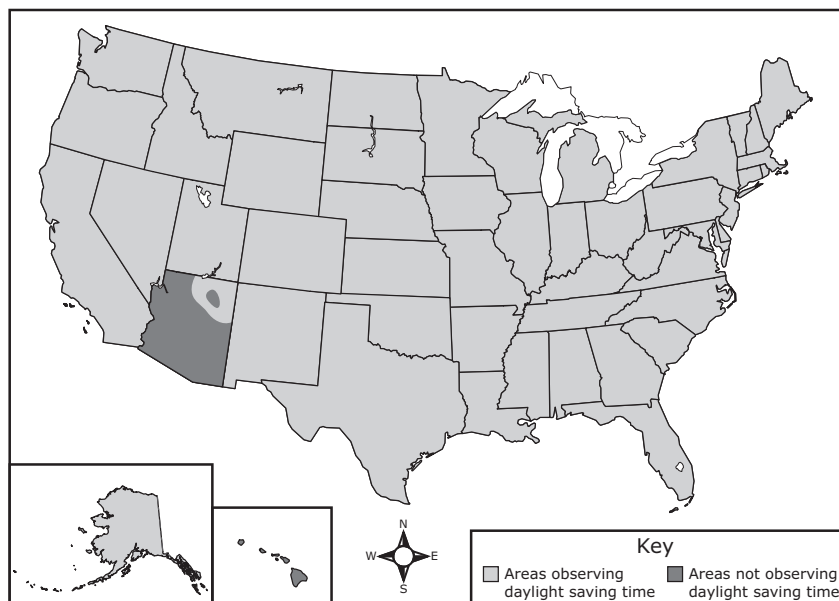
- 1 In the spring every year, people in many parts of the world set their clocks forward an hour—"spring forward"—to observe what is known as daylight saving time. In the fall, clocks are once again set back—"fall back"—to their previous setting, known as standard time. While daylight saving time has done a good job of saving energy for part of the year, changing the clock back to standard time causes problems. The time has come to extend the benefits of daylight saving time to the entire year and end the trouble caused by changing time twice a year.
- 2 Daylight saving time is a good idea—and an old one. Benjamin Franklin, a person who valued thrift and ingenuity, introduced the idea in 1784. At the time Franklin was a resident of Paris, France, known as the City of Light. He noticed a strange thing—Parisians were wasting sunlight.
- 3 According to Franklin most Parisians rarely rose before noon. One morning, after a servant had failed to close the wooden shutters on Franklin's bedroom window the night before, Franklin was awakened suddenly at 6 A.M. by bright sunlight. He was struck by how silly it was to sleep when it was light and stay awake when it was dark. Franklin penned a humorous essay for the *Journal de Paris* pretending that he had just discovered that the sun rose so early.
- 4 In the essay Franklin explored the true costs—in terms of energy and money—of being awake when it was dark and asleep when it was light. Based on the number of households in Paris at the time, he calculated the number of candles used each night. Franklin concluded that turning clocks forward one hour in the spring would save the city of Paris today's equivalent of two hundred million dollars' worth of candles each year.
- 5 While people no longer rely on candles for light, they are still very interested in reducing their energy use. In 1973 the U.S. Department of Transportation estimated that daylight saving time saved at least 10,000 barrels of oil a day. Americans use even more energy today. The energy savings from a year-round daylight saving time would therefore be even greater. But the reasons for the savings remain the same: when there are more hours of daylight at the end of the day, people use natural light to do their work and other activities and use fewer lights and appliances.
- 6 Daylight saving time saves more than energy; it may also save lives. Studies in the United States and Great Britain found that traffic accidents

decrease by about one percent during daylight saving time. When clocks shift back to standard time, pedestrian fatalities increase dramatically. Carnegie Mellon University researched these kinds of deaths in the month after daylight saving time ends. They found that for every mile walked, the risk of being involved in a fatal accident jumped 186 percent. These findings could be the result of people becoming tired and careless because of the schedule change. They could also be the result of the increased darkness. Although the reasons are unclear, the results are evident: keeping daylight saving time year-round would likely prevent untold numbers of injuries.

7 Daylight saving time also reduces crime. A study done by the U.S. Department of Transportation shows that violent crime drops 10%–13% during daylight saving time. This may be because crime is more likely to happen in the dark. During daylight saving time more people arrive home when it is still light, spending less time on the streets in the dark.

8 Daylight saving time has been a popular idea since its implementation in 1918. In fact, by 1966 about 100 million Americans were observing daylight saving time based on their local laws. Because these laws were different, however, not everyone observed daylight saving time at the same time. To end the confusion and to create one consistent pattern across the country, Congress intervened. In 1966 President Lyndon Johnson signed a law that established a uniform system of daylight saving time throughout the United States and its territories. However, the law allowed states to be exempt if their legislatures voted to keep the entire state on standard time. (Currently, Arizona and Hawaii are the only states that do not observe daylight saving time.) The newly enacted law stipulated that daylight saving time would last for six months each year.

Daylight Saving Time in the United States, 2010



- 9 Twenty years later, in 1986, Congress extended daylight saving time by almost a month. In 2005 Congress again extended daylight saving time by nearly another month. Daylight saving time now lasts for almost eight months, leaving just four months of the year on standard time. If Congress is going to continue extending daylight saving time, it just makes sense that daylight saving time, a year-round, energy-saving change to our clocks, should be the only time in the United States.

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- 1** The author of this selection thinks that —
- A** turning the clocks back continues to make people tired
 - B** keeping the clocks set to daylight saving time for the whole year is a good idea
 - C** conserving electricity has been important to Congress for many years
 - D** more laws restricting energy consumption should be passed
-
- 2** The author uses the first paragraph mostly to —
- A** identify the source of his claims
 - B** provide definitions of complex terms
 - C** present the position of his argument
 - D** reveal the solution to a problem
-
- 3** Why does the author include paragraphs 2 and 3?
- A** To share a humorous story about daylight saving time
 - B** To explain to the reader how daylight saving time benefited the city of Paris
 - C** To support the claim that daylight saving time saves money
 - D** To help the reader understand where the idea for daylight saving time originated

- 4 The author supports each of his arguments with —
- A results from research studies about the effects of changing the time
 - B personal experiences related to changing the clock twice a year
 - C facts about the history of daylight saving time
 - D quotes from Benjamin Franklin on the subject of changing the time
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- 5 Which idea from paragraph 6 does the author base on an assumption?
- A Great Britain has fewer traffic accidents during the period of daylight saving time.
 - B The risk of injury increases during standard time if a person is walking.
 - C More injuries occur in darkness than in daylight, according to research.
 - D People on the streets were tired and careless because of the change in time.

- 6** What is the best summary of the selection?
- A** Thanks to Benjamin Franklin’s realization that people were wasting natural sunlight, daylight saving time was created. The benefits of daylight saving time include energy conservation, human safety, and crime reduction. Therefore, daylight saving time should become our nation’s standard time.
 - B** In the spring of each year, clocks are set forward to extend daylight hours, and in the fall clocks are set back to their previous setting, which is standard time. Having extended daylight hours allows a greater number of people to work more efficiently.
 - C** First enacted by Congress in 1918, daylight saving time is a standard practice for most of the United States. Arizona and Hawaii should start observing daylight saving time as well. Congress has also extended the time period of daylight saving time beyond the initial six months.
 - D** Benjamin Franklin and other Parisians used to stay up late and then sleep until noon the next day. One morning when Franklin was awakened at 6 A.M., he realized that the wasted sunlight was costing the city millions of dollars in candles.

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- 7** Why is the map included at the end of the selection?
- A** To indicate which areas of the country benefit most from observing daylight saving time
 - B** To highlight which states support the idea of extending daylight saving time
 - C** To show which states were the first to implement daylight saving time
 - D** To illustrate that the majority of the country observes daylight saving time

Read the selection and choose the best answer to each question.

from
You're a Good Man, Charlie Brown

- 1 *[Linus is settled in front of the TV. Lucy enters and watches with him for a moment.]*
- 2 **LUCY:** Okay, switch channels.
- 3 **LINUS:** Are you kidding? What makes you think you can come right in here and take over!
- 4 **LUCY:** *[Holding out her hand.]* These five fingers individually are nothing. But when I curl them together into a single unit they become a fighting force terrible to behold.
- 5 **LINUS:** Which channel do you want? *[He looks at his hand.]* Why can't you guys get organized like that?
- 6 **LUCY:** Linus, do you know what I intend? I intend to be a queen. When I grow up I'm going to be the biggest queen there ever was, and I'll live in this big palace with a big front lawn and have lots of beautiful dresses to wear. And when I go out in my coach, all the people . . .
- 7 **LINUS:** Lucy.
- 8 **LUCY:** . . . all the people will wave and I will shout at them, and . . .
- 9 **LINUS:** Lucy, I believe "queen" is an inherited title.
- 10 *[Lucy is silent.]*
- 11 **LINUS:** Yes, I'm quite sure. A person can only become a queen by being born into a royal family of the correct lineage so that she can assume the throne after the death of the reigning monarch. I can't think of any possible way that you could ever become a queen.
- 12 *[Lucy is still silent.]*
- 13 **LINUS:** I'm sorry, Lucy, but it's true.
- 14 **LUCY:** *[Silence, and then.]* . . . and in the summertime I will go to my summer palace and I'll wear my crown in swimming and everything, and all the people will cheer and I will shout at them . . . *[Her vision pops.]* What do you mean I can't be a queen?
- 15 **LINUS:** It's true.

- 16 **LUCY:** There must be a loophole. This kind of thing always has a loophole. Nobody should be kept from being a queen if she wants to be one. IT'S UNDEMOCRATIC!
- 17 **LINUS:** Good grief.
- 18 **LUCY:** It's usually just a matter of knowing the right people. I'll bet a few pieces of well-placed correspondence and I get to be a queen in no time.
- 19 **LINUS:** I think I'll watch television. [*He returns to the set.*]
- 20 **LUCY:** I know what I'll do. If I can't be a queen, then I'll be very rich. I'll work and work until I'm very very rich, and then I will buy myself a queendom.
- 21 **LINUS:** Good grief.
- 22 **LUCY:** Yes, I will buy myself a queendom and then I'll kick out the old queen and take over the whole operation myself. I will be head queen. And when I go out in my coach, all the people will wave, and I will . . . I will . . .
- 23 [*She has glanced at the TV set and become engrossed. Pretty soon Linus turns and looks at her.*]
- 24 **LINUS:** What happened to your queendom?
- 25 **LUCY:** Huh?
- 26 **LINUS:** What happened to your queendom?
- 27 **LUCY:** Oh, that. I've given it up. I've decided to devote my life to cultivating my natural beauty.
- 28 [*As Linus looks at her in disbelief, the scene disappears into blessed darkness.*]

From YOU'RE A GOOD MAN, CHARLIE BROWN by Clark Gesner, copyright © 1967 by Clark Gesner. Copyright © 1965, 1966, 1967 by Jeremy Music, Inc. Used by permission of Random House, Inc.

1 Which line from the play suggests that Linus does not take Lucy very seriously?

- A **LINUS:** What happened to your queendom?
- B **LINUS:** Lucy, I believe “queen” is an inherited title.
- C **LINUS:** I think I’ll watch television. [*He returns to the set.*]
- D **LINUS:** What makes you think you can come right in here and take over!

2 What can the reader conclude about Linus and Lucy from their dialogue?

- A They know how to irritate each other.
- B They hope to be important when they grow up.
- C They have a close relationship.
- D They often change their minds about what they want.

- 3 Based on the dialogue in paragraphs 6 through 15, how does Lucy first respond when Linus tells her she cannot be a queen?
- A She becomes furious at him.
 - B She ignores him.
 - C She tries to think of solutions.
 - D She becomes disappointed.
-

- 4 Read the line from the excerpt.

LINUS: [*He looks at his hand.*] Why can't you guys get organized like that?

The playwright includes this line in order to —

- A reveal character
 - B advance the plot
 - C create suspense
 - D add humor
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- 5 What do paragraphs 12 through 18 suggest about Lucy?
- A She is realistic about reaching her goal.
 - B She is determined to reach her goal.
 - C She is having fun annoying Linus.
 - D She is smarter than Linus.

- 6** How does Linus deal with the knowledge that Lucy is bossy?
- A** He ignores her request to change the channel.
 - B** He laughs at her behind her back.
 - C** He hopes he can one day be like her.
 - D** He challenges her with facts.
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- 7** The details used to describe Lucy’s ideas about becoming a queen are included to —
- A** demonstrate that Lucy has a vivid imagination
 - B** encourage readers to embrace their own dreams
 - C** emphasize the difference between Lucy and Linus
 - D** suggest that Lucy’s fantasy could come true
-
- 8** What is the best summary of the excerpt?
- A** Lucy asks Linus to change the channel on the TV. She then describes how she will grow up to be a great queen. She will live in a palace, ride in a coach, and have many beautiful dresses to wear.
 - B** Lucy demands that Linus switch TV channels and then tells him about her fantasy of becoming a powerful queen. Linus points out that “queen” is an inherited title. Lucy argues but eventually loses interest in the idea.
 - C** Lucy talks to Linus as he watches TV. She tells him that she wants to be a queen when she grows up. Linus points out that a person must be born into royalty to be a queen.
 - D** Lucy tells Linus her dream of becoming a queen one day. Linus says that this will most likely never happen. Lucy is upset by his words but finally accepts that what he says is true.

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
READING Selection 1				
1	3	Supporting	8.11 Fig. 19(D)	B
2	3	Supporting	8.9 Fig. 19(D)	C
3	3	Supporting	8.9 Fig. 19(D)	D
4	3	Supporting	8.11 Fig. 19(D)	A
5	3	Supporting	8.11(B)	D
6	3	Supporting	8.11 Fig. 19(E)	A
7	3	Supporting	8.13 Fig. 19(D)	D
READING Selection 2				
1	2	Supporting	8.5(A)	C
2	2	Supporting	8.5(A)	A
3	2	Supporting	8.5(A)	B
4	2	Supporting	8.5 Fig. 19(D)	D
5	2	Supporting	8.5(A)	B
6	2	Supporting	8.5 Fig. 19(D)	D
7	2	Supporting	8.5 Fig. 19(D)	A
8	2	Supporting	8.5 Fig. 19(E)	B

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