

*SKILLS LIST and SAMPLE ITEMS*

*FOR*

**PRACTICE TEST FOR READING, GRADE 8**

(Test items developed for skills measured in SOL\*)

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*Skills*

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|--|---|
| 1.0 Printed Materials/Resource Materials | 3.0 Plan, Compose, and Revise   |
| 1.1 Word Origins/Derivations/Idioms      | 3.1 Elaboration and Organization  |
| 1.2 Analogies/Metaphors/Similes          | 3.2 Standard Sentence Formation   |
| 1.3 Identify Details                     | 3.3 Word Choice/Appropriate Organization/Point of View/Transition Among |
| 1.4 Analyze Mass Media                   | 4.0 Edit  |
| 1.5 Persuasion                           | 4.1 Pronoun/Verb/Adjective/Adverb                                       |
| 1.6 Cause and Effect                     | 4.2 Spelling/Capitalization/Punctuation/Format                          |
| 1.7 Intent and Fact                      |   |
| 2.0 Understand Elements of Literature    |   |
| 2.1 Symbols and Figurative Language      |   |
| 2.2 Inferred Main Ideas or Themes        |   |
| 2.3 Cause/Effect and Their Impact        |   |
| 2.4 Author's Meaning                     |   |
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Number of questions: 62

Number of pages: 22

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## SOL PRACTICE TEST IN READING - GRADE 8

Read the following article to answer questions 1 through 6.

### WHAT TO DO WITH SOLID WASTE

We have all learned that we cannot go on using the resources of this planet as if they were infinite. We can no longer deal with environmental problems as if they were simple, isolated problems. The solution is not outside the broad social, political, and economic framework of which they are a part.

Solid waste management is a root environmental issue and illustrates that we must change many of our common attitudes and habits. We must work to adapt our institutions, both public and private, to the problems and opportunities of solid waste, of resource recovery, and of misuse of our national resources.

The broad front on which we fight the solid waste battle today is a fluid one. And we can hardly make a move without being beset by a loud roar of claims and counterclaims about precisely what we should do and shouldn't do to win it.

Characteristic of our society, when a problem has been discovered, we feel it should be solved at once in a simple and direct way. If this fails, we despair of its being solvable at all. This is no doubt part of what has been termed our frontier mentality. It is due, in part, to this mentality that the first wave of public awareness of the environmental crisis hit before we had even begun to take the first small steps toward proper disposal of the ever growing solid waste of our high production, high-consumption society. A thoroughly urbanized people, we were acting as if all we had to do was to throw away our ugly discards, whatever their nature, into a pile somewhere preferably out of our immediate sight.

The frontier solution to the urban solid waste problem was the open dump. Aesthetically offensive, creating rodent and insect problems, wasteful of land, contributing often to air and water pollution, open dumps had little to recommend them. Dumping was cheap, quick, and dirty. We were proud to regard ours as the most sophisticated society in the world when it came to exploiting raw resources, processing them, manufacturing them into goods, and transporting and distributing them with great speed. But we had given almost no thought at all to closing the city dump. Suddenly, we were told that the ecological circle had to be closed throughout the world. Cheap, quick, and dirty intrusions into the environment had to cease, unless man was to perish.

1. Read the following sentence from this article.

And we can hardly make a move without being beset by a loud roar of claims and counterclaims about precisely what we should do to win it.

Which of the following words means about the same as the underlined word in the sentence above?

- A. answered
  - B. frightened
  - C. concerned
  - D. attacked
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