



# Georgia CRCT-M

## Sample Items

# Grade 8

## READING



**Original CRCT**

**Grade 8 Passage & Items**

**READING**

## READING

### Letter to the Editor

This is a letter to the editor that recently appeared in the *Annington Reader*.

Dear Editor,

The recent photos that you published of the performance of the Annington High School Jazz Ensemble concert were truly excellent. As you may know, they were taken just BEFORE that unexpected thunderstorm hit Caswell Park, drenching all the spectators, and even some of the musicians under the gazebo. It was an unforgettable night, even though we all had to run for cover! I guess it's only to be expected when an outdoor concert is scheduled. No one can control Mother Nature!

The *Annington Reader* has always supported our high school, and I know that all its readers want what is best for our town. After the concert, I began thinking about how "a repeat performance" of a rained-out concert could be avoided. What our town needs is a place for concerts, performances, gatherings, and cultural events. What I have in mind is a place designed in a way that would accommodate many different types of activities in the same space.

It is truly time for Annington to build a multipurpose theater. The Woodville Mall has a cineplex, but Woodville is a 25-minute drive, so it's not very convenient. I am sure that many Anningtonians would prefer to stay in town and see a film or a play locally, rather than drive such a long way, fight for parking, and come home late. Everyone loves movies and live performances!

The theater that I propose could be used for almost any form of entertainment. The main theater would have a balcony, an elevated stage, and an orchestra pit like the type that my grandmother describes when she talks about the "olden days." The movie screen would drop down from the ceiling of the stage area, which would be a wonderful, large, open space that could accommodate any kind of live performance. Further, if removable seats were included in the theater, they could be taken out for special occasions, such as arts-and-crafts fairs or dances.

I also envision the theater to have a state-of-the-art sound-and-light system for live performances. Just think of the tickets that could be sold at jazz ensemble performances or even our high school commencement exercises. People would be excited to come to a venue with such great technology!

## READING

### Letter to the Editor, continued

A multipurpose theater would bring a lot of jobs to Annington. People would be hired to work on the construction, as well as in the operation of the theater. High school and college students would love to be employed at the concession stand, or perhaps as ushers, since everyone knows that theater workers usually get to attend events for free. What a great way to increase the number of cultural activities we have in Annington! Groups and organizations from all over the county would be pleased, I think, to have their events in this theater. If City Hall and the Chamber of Commerce could work together to develop the theater that I propose, I believe that we would be on our way to making Annington an even better place to live.

The residents of Annington should be proud of our city and its past. However, to make the future brighter and more exciting, city planners should consider ways to energize the city. I believe that a theater like the one that I described is just the trick.

Sincerely,  
Ryan Wayne  
Annington High School

1. Which idea is included in the introductory paragraph?
  - A. The residents are proud of their town.
  - B. The town needs a multipurpose theater.
  - \* C. A storm caused a concert to end.
  - D. Jobs would make the city a better place to live.

2. What is the meaning of *drenching* as used in the sentence below?

As you may know, they were taken just BEFORE that unexpected thunderstorm hit Caswell Park, drenching all spectators, and even some musicians under the gazebo.

- A. hurting
- \* B. soaking
- C. confusing
- D. gathering

## READING

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3. How would the development of a multipurpose theater BEST help Annington?
- A. The gazebo at Caswell Park could be used for smaller performances.
  - \* B. The town could have more cultural events and gatherings.
  - C. People could visit Annington and Woodville in the same day.
  - D. The town would have a new building.
4. From what viewpoint does the author write?
- A. a student angry about concert noise
  - B. a student proud to live in Annington
  - \* C. a student encouraging a new theater be built
  - D. a student complaining about parking problems
5. Who does the author think should develop the theater?
- A. Annington High School students and spectators
  - B. ushers and theater workers
  - \* C. City Hall and the Chamber of Commerce
  - D. groups and organizations from all over the county



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Ryan Wayne  
Annington High School

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4. From what **point of view** is this letter written?

- A. a student angry about concert noise
- B. a student proud to live in Annington
- C. a student encouraging a new theater be built
- D. a student complaining about parking problems

**Helpful Hint**

Point of view in non-fiction work is the author's attitude and treatment of the topic.

5. Who does the author think should develop the theater?

- A. Annington High School students and spectators
- B. ushers and theater workers
- C. City Hall and the Chamber of Commerce
- D. groups and organizations from all over the county

| Item Sequence | Georgia Performance Standard   | KEY |
|---------------|--|-----|
| 1             | <p><b>Domain: Reading &amp; Literature</b></p> <p><b>ELA8R1.</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p> | C   |
| 2             | <p><b>Domain: Reading &amp; Literature</b></p> <p><b>ELA8R2.</b> The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student:</p> <p>b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.</p>   | B   |
| 3             | <p><b>Domain: Reading &amp; Literature</b></p> <p><b>ELA8R1.</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem.</p>    | B   |
| 4             | <p><b>Domain: Reading &amp; Literature</b></p> <p><b>ELA8R1.</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>c. Recognizes and traces the development of an author’s argument, point of view, or perspective in text.</p>   | C   |

| Item Sequence | Georgia Performance Standard   | KEY |
|---------------|--|-----|
| 5             | <p><b>Domain: Reading &amp; Literature</b></p> <p><b>ELA8R1.</b> The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</p> <p>a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p> | C   |

| Item Sequence | Commentary  |
|---------------|---|
| Passage       | The passage has been divided into three sections. Each section of the passage is immediately followed by relevant questions.  |
| All           | <ul style="list-style-type: none"> <li>• The font size was increased both in the passage and in the items.</li> <li>• Line spacing was increased between paragraphs within a passage and also between items.</li> <li>• The items have been chunked and inserted following the segment of the passage to which they refer.</li> </ul> |
| 1             | The phrase “the introductory paragraph” has been changed to “this introductory paragraph.”  |
| 2             | No changes have been made.  |
| 3             | The number of words in the question stem has been reduced.  |
| 4             | <ul style="list-style-type: none"> <li>• The key term was boldfaced to help the student focus on the concept being assessed.</li> <li>• A helpful hint was provided to help the student focus on applying the concept being assessed.</li> <li>• The question was rephrased to use more familiar vocabulary.</li> </ul>               |
| 5             | No changes have been made.  |