LEAP

English Language Arts

2016 Practice Test

Grade 6

DEPARTMENT of EDUCATION
Louisiana Believes

Session 1
Research Simulation Task

Directions:

Today, you will take Session 1 of the Grade 6 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will research the impact zoos have on animals. You will read one passage titled "The Stripes Will Survive." Then you will read a passage from "The Zoos Go Wild" and read another passage titled "Our Beautiful Macaws and Why They Need Enrichment." As you review these sources, you will gather information and answer questions so you can write an essay on the impact zoos have on animals.

Read the article titled "The Stripes Will Survive." Then answer the questions.

The Stripes Will Survive

by Jacqueline Adams

1 Danya nips his mother's furry back over and over, as if he's trying to see how many times he can get away with it. It doesn't seem like a very smart game, considering Mom is a Siberian tigress! But Danya and his twin sister, Dasha, know how special they are to their mother.

2 They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs. But if Siberian tigers weren't so rare, Danya and Dasha would never have been born.

3 A hundred years ago, no one worried that the world might run out of tigers. One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world. But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct. Fewer than 5,000 tigers roam the wild. Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers. And only 500 Siberian tigers live in zoos.

4 In 1981, the American Zoo and Aquarium Association started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don't disappear. The members of the Tiger SSP teach the public about the plight of tigers and do research. They keep a computerized family tree of zoo tigers that helps match males and females for breeding.

5 The Tiger SSP's computer program matched four-year-old Gaia, from the Minnesota Zoo, with fifteen-year-old Tatja, from the Milwaukee Zoo. The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few months later. When the twins entered the world on April 4, 2001, each was a two-pound ball of woolly, striped fur.

6 Tiger fathers in the wild don't help care for their cubs and sometimes try to kill them. Tatja, whom zookeeper Steve Gove describes as "a mellow tiger," gets along well with Gaia and likes watching his cubs play. Although the zoo staff members keep Tatja in a separate area, they don't think he would hurt the cubs.

7 Gaia had never had cubs before, but Gove says, "She's been an absolutely perfect mother—tolerant, loving, and protective." In the wild, tiger mothers teach their cubs to hunt. Danya and Dasha won't need to hunt, but Gaia teaches them chasing and stalking techniques, as well as how to swim and groom themselves.

GO ON ►

8 These lessons are pure fun for the twins. As soon as his sister's back is turned, Danya crouches, then pounces, and the two roll across the grass in a wrestling ball of stripes and teeth. But she'll get him back later, maybe when he's splashing in the pool during his swimming lesson or struggling to carry the piece of log he's turned into a toy. "They'll make a toy out of anything," says Gove.

9 Grooming lessons come in handy for playful cubs who can't resist rolling in the mud. Gove explains, "Sometimes they're so black you can hardly see their stripes when they come in at night, but they're completely clean by morning." Mom has taught them to wash their fur with their tongues, and swallowing a couple pounds of mud doesn't seem to bother them a bit.

10 If mud doesn't sound very tasty to you, how about raw horse meat? Tatja would tell you (if he could) that nothing's more delicious. On some nights he lets supper sit for a while, but on horse-meat night he cares about nothing else until he's eaten every bite. Danya crouches jealously over his slab of meat. If Mom or Sis wanders too close, he lets out a deep growl that sounds as if it should have come from his 500-pound father.

11 With supper over, everyone in the tiger building is content. "Gaia and the cubs are pretty friendly," says zookeeper Curt Gindlesperger. Proving him right, Gaia strolls to the fence and rubs against his hand like a 300-pound house cat.

12 The tiger family seems comfortable in Cleveland, where the weather is similar to that of their natural habitat in eastern Russia. But the time may come to move on. Tatja, who has cubs at two other zoos, will probably leave. The Tiger SSP may also transfer one or both cubs to zoos where they will raise their own families. Then Danya and Dasha will help make sure Siberian tigers are around for a long, long time.

13 But what about the 400 Siberian tigers left in their natural habitat? How will they survive?

14 The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats. Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers. These efforts seem to be working. The WWF believes that the number of Siberian tigers in the wild has doubled since the antipoaching patrols began, bringing the tiger numbers from around 200 in 1994 to about 400 today.

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GO ON ►

1. **Part A**

What does the word **plight** mean as it is used in paragraph 4 of "The Stripes Will Survive"?

Ⓐ desperate situation

Ⓑ hiding place

Ⓒ movement

Ⓓ recovery

Part B

Which sentence from the article supports the answer to Part A?

Ⓐ "One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world."

Ⓑ "Fewer than 5,000 tigers roam the wild."

Ⓒ "The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few months later."

Ⓓ "Although the zoo staff members keep Tatja in a separate area, they don't think he would hurt the cubs."

GO ON ►

2. **Part A**

The author makes the claim that steps have been taken to help endangered tigers. Select the **main** strategy used throughout the article to develop the claim.

Ⓐ The author explains a problem and then presents solutions.

Ⓑ The author details the cause and effect of an event or action.

Ⓒ The author shares important events or actions in their order of importance.

Ⓓ The author presents a detailed list of problems.

Part B

Select **three** pieces of evidence that support the answer to Part A.

Ⓐ "They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs."

Ⓑ "But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct."

Ⓒ "They keep a computerized family tree of zoo tigers that helps match males and females for breeding."

Ⓓ "Tatja, whom zookeeper Steve Gove describes as "a mellow tiger," gets along well with Gaia and likes watching his cubs play."

Ⓔ "Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."

Ⓕ "One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world."

Ⓖ "The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats."

GO ON ▶

3. **Part A**

What is the author's **main** purpose in "The Stripes Will Survive"?

Ⓐ to describe the different lessons Gaia teaches her cubs

Ⓑ to explain recent changes in how zoos raise Siberian tigers

Ⓒ to explain the efforts being made to preserve Siberian tigers

Ⓓ to describe how Danya and Dasha interact with their parents

Part B

Which sentence from the article supports the answer to Part A?

Ⓐ "It doesn't seem like a very smart game, considering Mom is a Siberian tigress!"

Ⓑ "Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers."

Ⓒ "And only 500 Siberian tigers live in zoos."

Ⓓ "Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers."

Read the passage titled "The Zoos Go Wild," from the book *No More Dodos*. Then answer the questions that follow.

"The Zoos Go Wild" from *No More Dodos*

by Nicholas Nirgiotis and Theodore Nirgiotis

1 The small lowland gorilla was just three years old when he was caught by poachers, people who illegally kill or capture wild animals. He was taken away from his mother and out of his African rainforest home. Few gorillas that age could survive such an ordeal, but this one was lucky. Soon after his capture in 1961, an animal trader sold him to Zoo Atlanta. He spent the next 27 years of his life alone in an indoor cage. Zoo personnel named him Willie B. after William B. Hartsfield, the mayor of Atlanta.

2 Willie's keepers wanted him to be happy. They hung an old tire from a wall of his cage and put a television set in one corner. They hoped these toys would keep Willie from being bored. But the tire and the television set were hardly the playthings a growing gorilla needed.

3 By age 12, Willie had grown into a magnificent 460-pound, 6-foot-tall silverback, a mature male with a distinguishing streak of silver hair on his back. His broad chest and powerful arms made people think of King Kong. They crowded in front of his cage to see him.

4 Gorillas are gentle, shy creatures, despite their size and fearsome appearance. But confinement in a cramped cage and lack of exercise had made Willie restless and bad-tempered. He grew fat and lazy, paced in his cage, and ignored visitors. His cage was a real prison, and Willie B. was a very unhappy gorilla.

5 A turning point in Willie's life came in 1988. That year, Zoo Atlanta opened the Ford African Rainforest, a brand-new home for Willie and the zoo's other lowland gorillas. It was a large open-air enclosure designed to resemble the rainforest of Willie's native central Africa.

The Way Willie Likes It

6 Willie's rainforest home is just one example of the far-reaching changes that have taken place in zoos in recent years. Zoos no longer feel their primary mission is simply to collect and display as many different species of animals from around the world as they possibly can. They no longer believe that the more unusual animals a zoo has, the better it is. Instead, zoos are changing into conservation parks that cooperate to help save animals threatened with extinction. The first step toward this goal was to get rid of the cages and change the way zoo animals lived.

7 When Willie was let out of his cage into his new home, he found himself in a large grassy area leading to a gradually rising, rock-covered slope. All around the edges of the slope were trees and plants similar to those in his African home.

GO ON ►

8 In no time, Willie acted like a different animal. He was no longer bored or easily angered. There were tree branches he could pull to test his strength or bend into a nest for his afternoon siesta, and there was a rocky hillside he could climb. More important, he had company. He shared his new home with three females, and other groups of gorillas lived nearby. Willie could finally act like the silverback he was. He could have his own family and be the dominant male.

9 Willie had not lost the instinct for peaceful family life that gorillas live by in the wild. He watched over his family when it was feeding or resting, ever alert for danger. His companions could chase each other and wrestle, knowing he was there to protect them. Every so often, he would cup his hands and thump his chest to show the females and nearby rival males who was boss. Willie B. had finally become a real gorilla. In February 1994, he became a father as well.

10 Three other gorilla groups share Zoo Atlanta's African Rainforest enclosure with Willie's family. They are kept apart from each other by trees and small hills that mark their territories, just the way it would be in Africa. The gorillas spend their time looking for bamboo shoots and leaves to eat, grooming each other, napping between meals, or just resting.

11 Willie's story has a happy ending. But the best part is that he is not alone in his good fortune. Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.

Lessons from Germany

12 Housing animals in open-air, natural enclosures is not a new idea. The first to use such a setting was Karl Hagenbeck at the Hamburg Zoo, Germany, in 1907. He moved antelopes into a grassy, open area. To add a touch of drama, he placed a pride of lions just behind them. Visitors to the zoo were startled to find lions living next to antelopes. They could not see the moat that separated the predators from their prey.

13 Hagenbeck's novel idea of allowing animals to move about freely in large open spaces caught on. He was asked to redesign the Detroit Zoo in the 1930s. His ideas were also used in New York's Bronx Zoo, Chicago's Brookfield Zoo, and the San Diego Zoo.

14 But large-scale redesigning of zoos didn't begin until the 1960s, when natural habitats of wild animals around the world began to shrink in size, and scores of species dwindled to the point of vanishing. Zoo designers traveled to the animals' natural habitats in faraway places to study not only what the habitats looked like but how the animals used the space and behaved in it. Housing animals in spaces that were as close to the animals' habitats as the designers could make them was an important step in the struggle to save endangered species.

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GO ON ►

4. **Part A**

Which detail from the passage “The Zoos Go Wild” supports the idea that Willie changed after being moved into his new home?

Ⓐ the comparison of the grassy area to Willie’s African home

Ⓑ the mention of Willie’s large size and magnificent appearance

Ⓒ the description of Willie’s behavior with his companions

Ⓓ the comparison of Willie to gorillas that live in the wild

Part B

Which paragraph from the passage **best** supports the answer to Part A?

Ⓐ paragraph 7

Ⓑ paragraph 9

Ⓒ paragraph 10

Ⓓ paragraph 11

GO ON ▶

Refer to the article titled "The Stripes Will Survive" and passage titled "The Zoos Go Wild." Then answer the question.

5. **Part A**

Choose a central idea that is developed in both "The Stripes Will Survive" and "The Zoos Go Wild."

Ⓐ Zoos are constantly changing exhibits to keep visitors interested in the animals.

Ⓑ Zoos are sometimes responsible for caring for animals that people have abandoned.

Ⓒ One responsibility of a zoo is to prevent the extinction of species by breeding them.

Ⓓ Zoos are changing their approaches to caring for their animals.

Part B

Choose **one** detail from **each** passage that supports the answer to Part A.

Ⓐ "But Danya and his twin sister, Dasha, know how special they are to their mother." ("The Stripes Will Survive")

Ⓑ "In 1981, the American Zoo and Aquarium Association started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don't disappear." ("The Stripes Will Survive")

Ⓒ "Gaia had never had cubs before, but Gove says, 'She's been an absolutely perfect mother—tolerant, loving, and protective.' " ("The Stripes Will Survive")

Ⓓ "They hung an old tire from a wall of his cage and put a television set in one corner." ("The Zoos Go Wild")

Ⓔ "His companions could chase each other and wrestle, knowing he was there to protect them." ("The Zoos Go Wild")

Ⓕ "Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before." ("The Zoos Go Wild")

GO ON ►

Read the passage from the article "Our Beautiful Macaws and Why They Need Enrichment." Then answer the questions that follow.

from "Our Beautiful Macaws and Why They Need Enrichment"

by Alicia Powers

1 Oakland Zoo's Animal Care, Conservation, and Research team has the privilege and challenge of providing our animal residents with an enriching, well-balanced life and advocating for the conservation of their wild counterparts.

2 The zoo's flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment. The ACCR[1] team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look. In addition to replacing some of the wood perching that had suffered significant wear-and-tear from years of the macaws using them to keep their beaks sharp and strong, the team also added two twenty-foot sections of rope. The rope is a novel perching surface in this exhibit. It will not only give our Blue and Gold Macaws something new and fun to play with, but it will also help keep their little feet healthy. With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles whenever they please. This way the birds get a bit of a "different look" with their perching without the keepers having to make any permanent rearrangements.

3 The fun doesn't stop there, though! The team recycled some cargo netting and stretched it out between some perching to support brand new bird baths. Just like the native songbirds that like to bathe in the little puddles in your yard, Macaws and other parrots love to keep themselves clean too.

4 But one may wonder . . . why? Why do our Blue and Gold Macaws deserve this special treatment?

5 Macaws are smart. Macaws are REALLY smart and curious. It is this very characteristic that makes them coveted as pets. Ironically, it is also what makes them inappropriate as a pet. Meeting the behavioral and enrichment needs of these incredibly smart birds is difficult. A behaviorally unhealthy bird may become aggressive, destructive, or even sick.

6 Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners. In fact, the four Blue and Gold Macaws in the zoo's collection came from such circumstances. The keepers responsible for the daily care of our Macaws are tasked with keeping them behaviorally and medically sound. Having flexible and varied perching options will help immensely with this goal.

[1]ACCR—Animal Care, Conservation, and Research

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GO ON ►

6. **Part A**

What is the meaning of **novel** as it is used in paragraph 2?

Ⓐ lengthy
Ⓑ unique
Ⓒ solid
Ⓓ textured

Part B

Which phrase from paragraph 2 supports the answer to Part A?

Ⓐ “wear-and-tear”
Ⓑ “twenty-foot sections”
Ⓒ “new and fun”
Ⓓ “little feet healthy”

7. **Part A**

What is the author's **main** purpose in "Our Beautiful Macaws and Why They Need Enrichment"?

Ⓐ to describe the different tasks zookeepers are required to perform

Ⓑ to explain why some pet macaws eventually live in zoos

Ⓒ to explain how a zoo is providing a stimulating environment for macaws

Ⓓ to describe why zookeepers include specific equipment in new exhibits

Part B

Which sentence from the article **best** supports the answer to Part A?

Ⓐ "The ACCR team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look."

Ⓑ "This way the birds get a bit of a 'different look' with their perching without the keepers having to make any permanent rearrangements."

Ⓒ "A behaviorally unhealthy bird may become aggressive, destructive, or even sick."

Ⓓ "Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners."

GO ON ▶

Refer to the article titled "The Stripes Will Survive," the passage titled "The Zoos Go Wild," and passage from the article "Our Beautiful Macaws and Why They Need Enrichment." Then answer question 8.

8. You have read three texts that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

GO ON ►

GO ON ▶

GO ON ►

STOP

Session 2
Literary Analysis Task

Directions:

Today, you will take Session 2 of the Grade 6 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will analyze a passage from the book *A Single Shard* and the poem "Turn, Turn, My Wheel." As you read these texts, you will gather information and answer questions about their themes and topics so you can write an essay.

Read the passage from the book *A Single Shard* about people who make pottery. Then answer the questions that follow.

from *A Single Shard*

by Linda Sue Park

1 Breakfast that morning was a feast—a bit of the rice boiled to a gruel in a castoff earthenware pot, served up in a bowl carved from a gourd. And Crane-man produced yet another surprise to add to the meal: two chicken leg-bones. No flesh remained on the arid bones, but the two friends cracked them open and worried away every scrap of marrow from inside.

2 Afterward, Tree-ear washed in the river and fetched a gourd of water for Crane-man, who never went into the river if he could help it; he hated getting his feet wet. Then Tree-ear set about tidying up the area under the bridge. He took care to keep the place neat, for he disliked having to clear a space to sleep at the tired end of the day.

3 Housekeeping complete, Tree-ear left his companion and set off back up the road. This time he did not zigzag between rubbish heaps but strode purposefully toward a small house set apart from the others at the curve in the road.

4 Tree-ear slowed as he neared the mud-and-wood structure. He tilted his head, listening, and grinned when the droning syllables of a song-chant reached his ears. The master potter Min was singing, which meant that it was a "throwing" day.

5 Min's house backed onto the beginnings of the foothills and their brushy growth, which gave way to pine-wooded mountains beyond. Tree-ear swung wide of the house. Under the deep eaves at the back, Min kept his potter's wheel. He was there now, his gray head bent over the wheel, chanting his wordless song.

6 Tree-ear made his way cautiously to his favorite spot, behind a paulownia tree whose low branches kept him hidden from view. He peeped through the leaves and caught his breath in delight. Min was just beginning a new pot.

7 Min threw a mass of clay the size of a cabbage onto the center of the wheel. He picked it up and threw it again, threw it several more times. After one last throw he sat down and stared at the clay for a moment. Using his foot to spin the base of the wheel, he placed dampened hands on the sluggardly lump, and for the hundredth time Tree-ear watched the miracle.

8 In only a few moments the clay rose and fell, grew taller, then rounded down, until it curved into perfect symmetry. The spinning slowed. The chant, too, died out and became a mutter of words that Tree-ear could not hear.

9 Min sat up straight. He crossed his arms and leaned back a little, as if to see the vase from a distance. Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults. Then, "Pah!" He shook his head and in a single motion of disgust

GO ON ►

scooped up the clay and slapped it back onto the wheel, whereupon it collapsed into an oafish lump again, as if ashamed.

10 Tree-ear opened his mouth to let out his breath silently, only then realizing that he had been keeping it back. To his eyes the vase had been perfect, its width half its height, its curves like those of a flower petal. Why, he wondered, had Min found it unworthy? What had he seen that so displeased him?

11 Min never failed to reject his first attempt. Then he would repeat the whole process. This day Tree-ear was able to watch the clay rise and fall four times before Min was satisfied. Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min. He took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry.

12 As Tree-ear crept away, he counted the days on his fingers. He knew the potter's routine well; it would be many days before another throwing day.

13 The village of Ch'ulp'o faced the sea, its back to the mountains and the river edging it like a neat seam. Its potters produced the delicate celadon ware that had achieved fame not only in Korea but as far away as the court of the Chinese emperor.

14 Ch'ulp'o had become an important village for ceramics by virtue of both its location and its soil. On the shore of the Western Sea, it had access both to the easiest sea route northward and to plentiful trade with China. And the clay from the village pits contained exactly the right amount of iron to produce the exquisite gray-green color of celadon so prized by collectors.

15 Tree-ear knew every potter in the village, but until recently he had known them only for their rubbish heaps. It was hard for him to believe that he had never taken the time to watch them at work before. In recent years the pottery from the village kilns had gained great favor among those wealthy enough to buy pieces as gifts for both the royal court and the Buddhist temples, and the potters had achieved new levels of prosperity. The pickings from their rubbish heaps had become richer in consequence, and for the first time Tree-ear was able to forget about his stomach for a few hours each day.

16 During those hours it was Min he chose to watch most closely. The other potters kept their wheels in small windowless shacks. But in the warm months Min preferred to work beneath the eaves behind his house, open to the breeze and the view of the mountains.

17 Working without walls meant that Min possessed great skill and the confidence to match it. Potters guarded their secrets jealously. A new shape for a teapot, a new inscribed design—these were things that the potters refused to reveal until a piece was ready to show to a buyer.

18 Min did not seem to care about such secrecy. It was as if he were saying, *Go ahead, watch me. No matter—you will not be able to imitate my skill.*

19 It was true, and it was also the main reason that Tree-ear loved watching Min. His work was the finest in the region, perhaps even in the whole country

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GO ON ►

9. **Part A**

How does the phrase **curves like those of a flower petal** in paragraph 10 of the passage from *A Single Shard* contribute to the story?

Ⓐ It explains the primary purpose of the pottery Min makes.

Ⓑ It shows that Min bases his pottery designs on nature.

Ⓒ It indicates that Min's pottery is bright and colorful.

Ⓓ It illustrates the delicate beauty of Min's pottery.

Part B

Which evidence from the passage supports the answer to Part A? Select **two** answers.

Ⓐ ". . . perfect symmetry." (paragraph 8)

Ⓑ ". . . spinning slowed." (paragraph 8)

Ⓒ ". . . the graceful shape . . ." (paragraph 9)

Ⓓ ". . . gray–green color of celadon . . ." (paragraph 14)

Ⓔ ". . . the breeze and the view of the mountains." (paragraph 16)

Ⓕ "A new shape for a teapot . . ." (paragraph 17)

GO ON ►

10. **Part A**

Which statement about the passage from *A Single Shard* describes how Min responds to the process of pottery making?

Ⓐ Min is in awe of pottery making.

Ⓑ Min is pleased and entertained by pottery making.

Ⓒ Min is dedicated to perfection during pottery making.

Ⓓ Min is excited by the work involved in pottery making.

Part B

Which sentence supports the answer to Part A?

Ⓐ "He was there now, his gray head bent over the wheel, chanting his wordless song." (paragraph 5)

Ⓑ "He crossed his arms and leaned back a little, as if to see the vase from a distance." (paragraph 9)

Ⓒ "Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults." (paragraph 9)

Ⓓ "He took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry." (paragraph 11)

GO ON ▶

Read the excerpt from the poem "Turn, Turn, My Wheel." Then answer the questions.

from Turn, Turn, My Wheel

by Henry Wadsworth Longfellow

Turn, turn, my wheel! Turn round and round
Without a pause, without a sound:
So spins the flying world away!
This clay, well mixed with marl[1] and sand,
Follows the motion of my hand;
For some must follow, and some command,
Though all are made of clay!

Thus sang the Potter at his task
Beneath the blossoming hawthorn-tree,
While o'er his features, like a mask,
The quilted sunshine and leaf-shade
Moved, as the boughs above him swayed,
And clothed him, till he seemed to be
A figure woven in tapestry,
So sumptuously[2] was he arrayed
In that magnificent attire
Of sable tissue flaked with fire.
Like a magician he appeared,
A conjurer without book or beard;
And while he plied his magic art—
For it was magical to me—
I stood in silence and apart,
And wondered more and more to see
That shapeless, lifeless mass of clay
Rise up to meet the master's hand,
And now contract and now expand,
And even his slightest touch obey.

[1]marl—a red-colored clay soil
[2]sumptuously—costly and magnificently dressed

"Turn, Turn, My Wheel" — Public Domain

GO ON ►

11. **Part A**

How does the poet use personification in “Turn, Turn, My Wheel”?

Ⓐ The poet gives the tree human qualities to show that it respects and wants to protect the potter.

Ⓑ The poet gives the potter’s wheel human qualities to show how it turns smoothly to please the potter.

Ⓒ The poet gives the potter’s clothing human qualities to show how it responds to the potter’s energetic movement.

Ⓓ The poet gives the clay human qualities to show that it is compliant with the potter’s demands.

Part B

Which **two** lines from the poem support the answer to Part A?

Ⓐ “*Without a pause, without a sound:*” (line 2)

Ⓑ “*Follows the motion of my hand;*” (line 5)

Ⓒ “The quilted sunshine and leaf-shade” (line 11)

Ⓓ “A figure woven in tapestry,” (line 14)

Ⓔ “In that magnificent attire” (line 16)

Ⓕ “And even his slightest touch obey.” (line 27)

GO ON ►

12. **Part A**

In line 22 of "Turn, Turn, My Wheel," the speaker stands **in silence and apart** as the potter creates his work. Why is the speaker silent?

Ⓐ The speaker is in awe of the potter's power and skill.

Ⓑ The speaker is frightened of the potter's magical powers.

Ⓒ The speaker dislikes the final product.

Ⓓ The speaker wants to ask a question but is nervous.

Part B

Which line from "Turn, Turn, My Wheel" helps explain the speaker's response in Part A?

Ⓐ "Of sable tissue flaked with fire." (line 17)

Ⓑ "For it was magical to me—" (line 21)

Ⓒ "That shapeless, lifeless mass of clay" (line 24)

Ⓓ "And now contract and now expand," (line 26)

GO ON ►

13. **Part A**

How does the first stanza (lines 1–7) of "Turn, Turn, My Wheel" contribute to the development of its theme?

Ⓐ It demonstrates how happy the potter is to be outdoors.

Ⓑ It explains why the potter prefers the kind of clay he is using.

Ⓒ It shows that the potter knows he can control the clay.

Ⓓ It suggests that the potter wants to work as quickly and efficiently as possible.

Part B

Which lines from the poem also support the answer to Part A? Select **two** answers.

Ⓐ "Beneath the blossoming hawthorn-tree," (line 9)

Ⓑ "The quilted sunshine and leaf-shade" (line 11)

Ⓒ "Like a magician he appeared," (line 18)

Ⓓ "That shapeless, lifeless mass of clay" (line 24)

Ⓔ "Rise up to meet the master's hand," (line 25)

Ⓕ "And even his slightest touch obey." (line 27)

GO ON ▶

Refer to the passage from *A Single Shard* and the poem "Turn, Turn, My Wheel." Then answer question 14.

14. You have read **two** texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in "Turn, Turn, My Wheel" respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

    Be sure to cite specific details and examples from **both** texts to support your essay.

GO ON ►

GO ON ▶

GO ON ►

STOP

Session 2
Narrative Writing Task

Directions:

Today, you will take Session 2 of the Grade 6 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will read the passage from the book *Alice's Adventures in Wonderland*. As you read, pay close attention to details and events as you answer the questions to prepare to write a narrative story.

Read the passage from *Alice's Adventures in Wonderland*, a book about a young girl who dreams she enters a land filled with talking animals and unusual events. Then answer the questions.

from *Alice's Adventures in Wonderland* (Chapter 1–Down in the Rabbit-Hole)

by Lewis Carroll

1 Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it. "And what is the use of a book," thought Alice, "without pictures or conversations?"

2 So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

3 There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself "Oh dear! Oh dear! I shall be too late!" (When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural.) But when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

4 In another moment down went Alice after it, never once considering how in the world she was to get out again.

5 The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

6 Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything. Then she looked at the sides of the well, and noticed that they were filled with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed: it was labeled "ORANGE MARMALADE," but to her great disappointment it was empty. She did not like to drop the jar, for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

GO ON ►

7 “Well!” thought Alice to herself. “After such a fall as this, I shall think nothing of tumbling down-stairs! How brave they’ll all think me at home! Why, I wouldn’t say anything about it, even if I fell off the top of the house!” (Which was very likely true.)

From ALICE’S ADVENTURES IN WONDERLAND—Public Domain

GO ON ►

15. **Part A**

How do the sentences from paragraph 1 of the passage contribute to the development of the plot?

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it. . . .

Ⓐ by explaining why Alice enjoyed spending time with her sister

Ⓑ by demonstrating that Alice would rather read a book than play games

Ⓒ by establishing Alice's boredom and that she would welcome an adventure

Ⓓ by showing that Alice was lazy and did not enjoy trying new things

Part B

Which detail from the passage signals when Alice's outlook changes?

Ⓐ ". . . made her feel very sleepy and stupid . . ." (paragraph 2)

Ⓑ ". . . suddenly a White Rabbit with pink eyes ran close by her." (paragraph 2)

Ⓒ ". . . but at the time it all seemed quite natural." (paragraph 3)

Ⓓ ". . . to wonder what was going to happen next." (paragraph 6)

GO ON ▶

16. **Part A**

Which sentence **best** states a theme of the passage?

Ⓐ Experiences can be important to personal growth.

Ⓑ People can turn to others for help with problems.

Ⓒ Adventure can occur unexpectedly.

Ⓓ Books can be a source of excitement.

Part B

Which detail from the passage **best** supports the answer to part A?

Ⓐ "Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversation in it." (paragraph 1)

Ⓑ "Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it . . ." (paragraph 3)

Ⓒ ". . . and was just in time to see it pop down a large rabbit-hole under the hedge." (paragraph 3)

Ⓓ " 'Why, I wouldn't say anything about it, even if I fell off the top of the house!' " (paragraph 7)

GO ON ►

17. **Part A**

How does Alice respond to the rabbit jumping down the hole?

Ⓐ She jumps down the hole without thinking of the consequences.

Ⓑ She patiently waits for the rabbit to come back out of the hole.

Ⓒ She carefully looks down the hole and decides not to jump in.

Ⓓ She jumps down the hole but immediately regrets her decision.

Part B

Which evidence from the passage supports the answer to Part A?

Ⓐ ". . . whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, . . ." (paragraph 2)

Ⓑ "When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural." (paragraph 3)

Ⓒ ". . . down went Alice after it, never once considering how in the world she was to get out again." (paragraph 4)

Ⓓ " 'After such a fall as this, I shall think nothing of tumbling down-stairs!' " (paragraph 7)

GO ON ▶

18. **Part A**

Read the detail from paragraph 3.

. . . the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it . . .

How does this detail help develop the plot of the story?

Ⓐ It signals a turning point in the story because the pace of the action quickens.

Ⓑ It reveals that the action in the story has reached its high point and will start to fall.

Ⓒ It introduces a new character to the story that will be responsible for the conflict.

Ⓓ It shows that the problems of the main character will be solved by going on a journey.

Part B

Which evidence from the passage **best** supports the answer to Part A?

Ⓐ "There was nothing so very remarkable . . ." (paragraph 3)

Ⓑ ". . . burning with curiosity, she ran across the field after it . . ." (paragraph 3)

Ⓒ "The rabbit-hole went straight on like a tunnel for some way . . ." (paragraph 5)

Ⓓ ". . . too dark to see anything . . ." (paragraph 6)

GO ON ►

19. Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the passage in your response.

GO ON ▶

GO ON ►

GO ON ▶

GO ON ►

Read the poem. Then answer the questions that follow.

Water Traders' Dream

by Robert Priest

All the water traders
who trade in outer space
talk of a distant planet—
a magical, mystical place
that has seas and seas full of water,
sweet water beyond all worth.
They say that planet is green in the sun
and the name of that planet is Earth.

And the people there drink the water,
they dive and swim in it too.
It falls from the sky in water storms
and it comes in the morning as dew.
That sweet, sweet water is everywhere—
Sweet water! Sweet water of Earth!
And the traders say that the people there
have no idea what it's worth.

So the traders have their earth dreams.
They dream of one silver cup
brought back across space from the earthlings
for millions to drink it up.
Sweet water! Sweet water! Sweet water of Earth!
The people there trade it for gold!
They have no idea what water's worth—
just look how much they've sold!

GO ON ►

They dream the dream of a water storm—
surely it would drive one mad
to have a wind-full of water flung in your face,
to sail in it like Sinbad[1]!
Yes, they say there are whole oceans there
where waves break on the shore,
where winds leave water singing
and the sunlight makes it roar!

They say that those who live there
just don't know its true worth.
They say that planet is green in the sun
and the people there call it Earth.

[1]Sinbad—a mythic sailor who went on fantastic sea voyages to faraway places

"Water Traders' Dream" copyright © 1981 Robert Priest, rpriest@poempainter.com. Reprinted with permission.

GO ON ►

20. In the first three stanzas, the words “sweet water” are repeated several times. What impact does the repetition have on the first half of the poem?

    Ⓐ It shows how much the people on Earth love their water.

    Ⓑ It emphasizes how important water is to those who do not have it.

    Ⓒ It suggests the excitement the water traders feel when selling their water.

    Ⓓ It reveals the joy the water traders feel as they enjoy the water they have bought.

21. Which lines from the poem **best** convey the water trader’s belief that Earth is a “magical, mystical place”?

    Ⓐ lines 9–12

    Ⓑ lines 15–17

    Ⓒ lines 22–24

    Ⓓ lines 33–36

22. Read the line from the poem.

    They say that planet is green in the sun

    What does this line suggest about the planet?

    Ⓐ The planet is healthy.

    Ⓑ The planet is young.

    Ⓒ The planet reflects the sun.

    Ⓓ The planet changes in the sun.

23. How does stanza 3 contribute to the meaning of the poem?

    Ⓐ It provides details about the taste of water.

    Ⓑ It shows that the water traders also value gold and silver.

    Ⓒ It shows that the water traders dream about living on Earth.

    Ⓓ It provides details to demonstrate the value of water to the water traders.

GO ON ▶

24. What does the reference to Sinbad in line 28 suggest?

Ⓐ a longing to return home
Ⓑ a sense of adventure
Ⓒ a feeling of mystery
Ⓓ a fear of water

25. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is a theme of the poem?

Ⓐ People should always be open to new ways of doing things.
Ⓑ People should be persistent in pursuing their dreams.
Ⓒ People often take for granted what they have in abundance.
Ⓓ People often find new opportunities in unusual places.

Part B

Which evidence from the poem **best** supports the answer in part A?

Ⓐ It falls from the sky in water storms / and it comes in the morning as dew.
Ⓑ And the traders say that the people there / have no idea what it's worth.
Ⓒ They dream of one silver cup / brought back across space from the earthlings
Ⓓ They say that planet is green in the sun / and the people there call it Earth.

STOP

Session 3
Reading Literary and Informational Texts

Directions:

Today, you will take Session 3 of the Grade 6 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

Read the passage. Then answer the questions that follow.

MILO of KROTON—ANCIENT OLYMPIAN

Milo of Kroton was one of the strongest and most famous athletes in the world around 540 to 510 B.C. As a wrestler, he won six times. He began his Olympian career by winning the boys' wrestling contest at the 60th Olympiad. Milo was born in Kroton, a Greek colony in southern Italy.

Milo of Kroton is a legend because later in his life he competed and won titles in five more Olympic wrestling contests, a rare accomplishment in both ancient and modern times. After training for eight years, Milo returned at the 62nd Olympiad to win the first of these five titles. Most Olympians' careers are usually over after two or three Olympiads, but Milo was determined not to retire. He continued to compete past the age of forty and participated in the 67th Olympiad. It is said that he carried a calf on his back for four years to train for this event. Although not as strong as Milo, the challenger won by wearing down Milo through his speed and avoiding being pinned by his legendary opponent.

Stories have it that Milo loved to show off. One of his tricks was to stand on an iron disk covered in grease and daring others to push him off. Another one of Milo's exploits was to hold a pomegranate in his hand while others tried to take it from him. No one could. Despite his great strength, he managed to hold the pomegranate gently enough to avoid crushing it. Milo also enjoyed entertaining others by tying a cord around his forehead and, by holding his breath, breaking the cord with his bulging veins.

Milo's strength also contributed to his excellence in warfare. During an attack on his hometown, Kroton, he led the battle to defend the town and defeated the enemy. Wearing his Olympic laurels and a lion's skin, with a club in hand, Milo claimed victory for his fellow citizens. Another famous story about Milo has him saving a group of friends from a collapsing roof. He held up the roof while others escaped to safety and then managed to save himself from the ruined building.

Milo is such a legendary figure that even tales of his death seem unreal. One story is that Milo was brought down by a tree. Walking through the forest one day, Milo saw a tree that someone had tried to split; a wedge was still in it. To test his strength once again, Milo tried to finish splitting the tree with his hands. As he began to pull the tree farther apart, the wedge fell out. Then the tree trunk clamped back together trapping Milo's hands. When night fell, Milo was killed by a wild animal. Some say his strength and pride were his downfall, while others will always remember how much influence he had on the Olympics.

GO ON ►

26. Which detail from the article “Milo of Kroton—Ancient Olympian” supports the claim that Milo’s strength allowed him to succeed in other areas besides sports?

Ⓐ He began his Olympian career by winning the boys’ wrestling contest.

Ⓑ Stories have it that Milo loved to show off.

Ⓒ During an attack on his hometown, Kroton, he led the battle to defend the town.

Ⓓ As he began to pull the tree farther apart, the wedge fell out.

27. In “Milo of Kroton—Ancient Olympian,” what does the phrase “legendary opponent” indicate about Milo?

Ⓐ Milo was proud of his fame.

Ⓑ Milo continued to tell stories.

Ⓒ Milo hoped that he would become a hero.

Ⓓ Milo was a very celebrated competitor.

GO ON ▶

28. This question has two parts. First, answer part A. Then, answer part B.

Part A

What does the author mean by Milo's exploits?

Ⓐ barriers
Ⓑ courtesies
Ⓒ adventures
Ⓓ stunts

Part B

Which detail from the passage **best** supports the answer in Part A?

Ⓐ loved to show off
Ⓑ covered in grease
Ⓒ avoid crushing it
Ⓓ bulging veins

29. How are Milo's strengths presented in the passage?

Ⓐ through stories about Milo's heroic deeds
Ⓑ through comparisons of Milo to other athletes
Ⓒ through examples of Milo's enthusiasm for sports
Ⓓ through a list of positive characteristics about Milo

GO ON ►

30. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the central idea of "Milo of Kroton—Ancient Olympian"?

Ⓐ Milo of Kroton was the greatest wrestler of all time.

Ⓑ Milo of Kroton's success was a result of his ability to outsmart his opponents.

Ⓒ Milo of Kroton used his strength to intimidate other athletes.

Ⓓ Milo of Kroton earned a place in history for his physical strength and unforgettable feats.

Part B

Which evidence from the passage **best** supports the answer in part A?

Ⓐ He continued to compete past the age of forty and participated in the 67th Olympiad.

Ⓑ Although not as strong as Milo, the challenger won by wearing down Milo through his speed and avoiding being pinned by his legendary opponent.

Ⓒ Walking through the forest one day, Milo saw a tree that someone had tried to split; a wedge was still in it.

Ⓓ Some say his strength and pride were his downfall, while others will always remember how much influence he had on the Olympics.

GO ON ▶

Read the passage. Then answer the questions that follow.

The Flame of a Candle: A Turkish Folktale

as retold by Marci Stillerman

One bitterly cold winter night, Nasreddin Hodja sipped hot, sweet coffee and gossiped with friends. As the howling wind plopped clumps of snow against the window of the coffeehouse, the men spoke of the weather.

"You think this is cold?" Hodja asked. "When I was a child, it was so cold the clouds froze in the sky. But it didn't bother me. I'd go down to the river, cut a hole in the ice, and go for a nice swim."

Hodja was known to brag.

"I could stay out on a night like this with nothing to keep me warm," he boasted.

"With no coat, no blanket, no fire, no hot tea?"

"Certainly."

The men scoffed in disbelief.

"I'll show you," Hodja said. "If I can't stay out all night without a fire or any protection, I'll invite you to a feast at my house."

Who could refuse such an offer?

Hodja's friends went to their warm houses. They sat by their windows and sipped hot drinks as they watched Hodja wandering in the snow-covered marketplace, studying the cold stars.

After a few hours, Hodja, shivering mightily, wished he'd never made such a foolish offer. He was about to give up and go inside before he froze to death. Then he saw a candle flickering in a window of a house a hundred yards away.

He fastened his gaze on the candle flame and was able to endure the bitter cold the rest of the night.

At last it was morning. Teeth chattering, Hodja entered the coffeehouse just as his friends were sitting down for the first coffee of the day.

"Were you out there all night?" they asked.

Hodja assured them this was true.

"How were you able to do it?" they asked.

"I fixed my eyes on a candle flame burning in a window a hundred yards away," he said. "It kept me going all night."

"So!" said Ahmet. "You did have something to keep you warm. A candle flame gives off heat. You warmed yourself by the heat of that candle flame!"

No matter what Hodja said, the men were not convinced. They insisted he must have warmed himself by the heat of the candle flame burning behind a closed window a hundred yards away.

GO ON ►

He sighed and invited them to a feast at his house.

As the muezzin[1] sang out at sunset, Hodja's friends left their shoes at his door and entered his house. They sat cross-legged on the floor, awaiting the feast.

Time passed. Hodja went back and forth to the kitchen, but the men detected no good smells of roasting meat or frying onions. They were getting hungrier and hungrier.

"Maybe we can help," one said, and they all followed Hodja into the kitchen.

A huge pot hung on a chain from the ceiling. Beneath it on the floor flickered a candle.

"Hodja," Mehmet said, "it will take forever for the heat of that candle flame to cook our dinner."

"It should boil soon," Hodja said. "After all, if a candle burning behind a closed window a hundred yards away can keep me warm on a winter night, the flame of this candle just a few feet away can surely heat the pot."

[1]muezzin—the crier who calls the Muslim faithful to prayer five times a day

"The Flame of a Candle: A Turkish Folktale" copyright © 1999 by Highlights for Children, Inc., Columbus, Ohio.

GO ON ►

31. Which paragraph provides the **best** objective summary of the passage?

Ⓐ Hodja stays outside overnight without any protection from the cold by focusing on an object. His friends are determined the object kept Hodja warm, so he must cook them dinner. The dinner is never served because Hodja used a candle to cook the food.

Ⓑ Hodja stays outside one night because he wants to show his friends that he can brave the cold night. Hodja becomes cold and tries to stay warm by using the light of a candle.

Ⓒ Hodja is seen walking down the street on a cold day. His friends invite Hodja to come inside for a cup of coffee. Hodja wants to thank his friends by having them come to his house.

Ⓓ Hodja is invited to have coffee with his friends, and he begins to recall adventures from his childhood. Later, he asks his friends to come to his house for dinner so he can tell them more stories.

32. Read the sentences from the passage.

"I could stay out on a night like this with nothing to keep me warm," he boasted.

"With no coat, no blanket, no fire, no hot tea?"

"Certainly."

What word **best** describes Hodja's tone in these sentences?

Ⓐ sympathetic

Ⓑ frightened

Ⓒ comforting

Ⓓ smug

GO ON ►

33. Read the paragraphs from the passage.

Hodja's friends went to their warm houses. They sat by their windows and sipped hot drinks as they watched Hodja wandering in the snow-covered marketplace, studying the cold stars.

After a few hours, Hodja, shivering mightily, wished he'd never made such a foolish offer. He was about to give up and go inside before he froze to death. Then he saw a candle flickering in a window of a house a hundred yards away.

How do these paragraphs reveal the point of view of the narrator?

Ⓐ They indicate the interests Hodja has about the night sky.

Ⓑ They reveal the feelings the friends have toward the weather.

Ⓒ They describe the actions of the characters in an objective way.

Ⓓ They explain the thoughts Hodja has about his friends.

34. Read the sentence from the passage.

They insisted he must have warmed himself by the heat of the candle flame burning behind a closed window a hundred yards away.

Why is the sentence important to the passage? Choose **two** answers.

Ⓐ It emphasizes that Hodja's friends are convinced they won the bet.

Ⓑ It introduces a whole new aspect of the characters.

Ⓒ It stresses that Hodja is determined to be recognized for his accomplishment.

Ⓓ It reveals how much Hodja's friends are concerned about the safety of others.

Ⓔ It signals a new conflict in the story.

GO ON ▶

35. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is a theme of the passage?

Ⓐ The power of the mind is great.

Ⓑ Promises can be difficult to keep.

Ⓒ Some things are worth a long wait.

Ⓓ Pride helps friendships to grow.

Part B

Which detail from the passage **best** supports the answer in part A?

Ⓐ "If I can't stay out all night without a fire or any protection, I'll invite you to a feast at my house."

Ⓑ He fastened his gaze on the candle flame and was able to endure the bitter cold the rest of the night.

Ⓒ Teeth chattering, Hodja entered the coffeehouse just as his friends were sitting down.

Ⓓ "It will take forever for the heat of that candle flame to cook our dinner."

Read the passage. Then answer the questions that follow.

Barnstorming Bessie Coleman

by Sylvia Whitman

Bessie Coleman
1892–1926

As Bessie Coleman's tiny plane swooped over Chicago in 1922, thousands of spectators oohed and aahed. Then they lined up for a ride. They had come to this air show because flying was still a novelty; the Wright brothers had made their first flight less than twenty years before. But many in the crowd also wanted to meet Coleman, the first African American woman to earn a pilot's license.

Probably no one that day appreciated Coleman's accomplishments more than her mother. An ex-slave, Susan Coleman had raised nine children alone in Texas after Bessie's father had left for Oklahoma.

When Bessie wanted to go to college, her mother let her keep the money she earned from doing other people's laundry. But Bessie could afford only one year's tuition. By 1917, she moved to Chicago and took a job as a manicurist in a barbershop. There she decided to become a pilot.

Because of her race, Coleman could find no one in America to teach her to fly. She learned French and, with the help of Robert Abbott, editor of the *Chicago Defender* newspaper, sailed to France to study parachuting and stunt flying. After earning her international pilot's license in 1921, she returned to the United States determined to open a school for African American aviators.

Like most pilots of the day, she was a "barnstormer," traveling around the country performing in air shows. . . . Coleman cut a short, dashing figure in her leather helmet, goggles, long coat, and leather boots. Admirers nicknamed her "Brave Bessie." After wowing mostly white crowds up north, Coleman inspired African American audiences in the South.

GO ON ►

Despite the glamour, piloting primitive cloth-and-steel aircraft was a dangerous business. In 1923, Coleman finally bought her own plane, a World War I Curtiss JN-4 (Jenny). As she cruised to an exhibition in California, the motor stalled, and the plane plunged to the ground. “Brave Bessie” broke three ribs and a leg. From her hospital bed, she sent a telegram to her fans: “Tell them all that as soon as I can walk I’m going to fly! And my faith in aviation and the [purpose] . . . it will serve in fulfilling the destiny of my people isn’t shaken at all.” Coleman knew that she was risking her life, but she said it was her “duty” to encourage African American aviators. She refused to perform where African American spectators were not welcome.

In 1926, Coleman entered an air show in Jacksonville, Florida. On the morning of April 30, William Wills, Coleman’s mechanic, piloted the Jenny over the field while Coleman sat in the back scouting sites for a parachute jump. She was not wearing a seat belt because she needed to lean over the edge of the open cockpit to see. All of a sudden, the plane flipped. Bessie was killed when she fell to the ground, and Wills died when the plane crashed.

Coleman never realized her dream of establishing an aviation school, but after her death Bessie Coleman Aero Clubs began to spring up. Bessie Coleman continues to motivate people because she proved that courage and determination can give wings to a dream.

“Barnstorming Bessie Coleman” from Cobblestone’s February 1997 issue: Tuskegee Airmen, © 1997 Carus Publishing, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All rights reserved. Used by permission of the publisher.

GO ON ►

36. How does the author introduce Coleman in the passage?

Ⓐ by comparing Coleman to the Wright brothers

Ⓑ by describing the prejudice that Coleman faced

Ⓒ by providing an interesting quote about Coleman

Ⓓ by setting a dramatic scene that Coleman is a part of

37. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the central idea of the passage?

Ⓐ Coleman learned all she could about different aviation tricks.

Ⓑ Coleman's achievements paved the way for future aviators.

Ⓒ Coleman thrilled audiences with her exciting performances.

Ⓓ Coleman's family worried that she took too many risks.

Part B

Which evidence **best** supports the answer in part A?

Ⓐ She . . . sailed to France to study parachuting and stunt flying.

Ⓑ Like most pilots of the day, she was a "barnstormer," traveling around the country performing in air shows.

Ⓒ As she cruised to an exhibition in California, the motor stalled, and the plane plunged to the ground.

Ⓓ Bessie Coleman continues to motivate people because she proved that courage and determination can give wings to a dream.

GO ON ▶

38. What does the word destiny mean as used in the passage?

Ⓐ unwritten history

Ⓑ legal request

Ⓒ probable fate

Ⓓ oral agreement

39. Read the sentence from the passage.

Bessie Coleman continues to motivate people because she proved that courage and determination can give wings to a dream.

What does the phrase “give wings to a dream” mean in this sentence?

Ⓐ make possible

Ⓑ offer advice

Ⓒ provide escape

Ⓓ encourage creativity

GO ON ►

40. What is **most likely** the author's opinion of Bessie Coleman?

Ⓐ Coleman was reckless and sought out danger.

Ⓑ Coleman changed the course of aviation history.

Ⓒ Coleman lived a respectable but unfulfilling life.

Ⓓ Coleman showed wisdom in seeking out educational opportunities.

STOP

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
TEST SECURITY POLICY[1]

The State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

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Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:416 et seq., R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

1 Excerpts from *Bulletin 118*

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