

Grade 6
Summative Assessment

Directions: Read each selection and the questions that follow it. Then mark your answer on the answer sheet. Make sure you find the question number on the answer sheet that matches the question number in the Practice Test.

The correct answer for Sample A has been filled in on the answer sheet to show you how to mark your answers. Mark your answer for Sample B.

Sample Selection: The Competition

The spotlight beamed down on Jenni as she took the ice. She timidly stood in the center of the rink with her bare knees rapidly shaking from nerves. Jenni looked up at her mother in the stands and wondered why she ever decided to compete in figure skating. But before that thought could drift too far away, music began blaring out of the loud speakers sounding the beginning of her routine. It was too late to escape the spotlight now.

Jenni's mother sat in the stands, nervously clutching the blanket that was keeping her warm. "Just like practice, Jenni," she said to herself. "You can do this."

The music guided Jenni through her routine. Her nerves began to ease after she completed her first spin better than she ever had in practice. As she soared through the air with her leaps and jumps, Jenni started to feel more comfortable on the ice. Before she knew it, her routine was over and the audience rose to its feet to applaud her great efforts. Jenni's knees were no longer shaking and a smile overtook her face. She couldn't wait to do this again.

Sample A:

The author provides enough evidence to show that

- a. Jenni competes every weekend.
- b. Jenni has never competed before.
- c. Jenni's mother is making her compete.
- d. Jenni decides she doesn't want to compete.

Sample B

Why does Jenni's mother clutch her blanket?

- a. She is nervous about the competition.
- b. She forgot to bring a coat.
- c. She doesn't want to watch Jenni skate.
- d. She doesn't want to drop it.

Read the selection below. Then answer the questions that follow.

The Wolf

By Georgia Robers Durston

1 When the pale moon hides and the wild wind wails,
And over the tree-tops the nighthawk sails,
The gray wolf sits on the world's far rim,
And howls: and it seems to comfort him.

5 The wolf is a lonely soul, you see,
No beast in the wood, nor bird in the tree,
But shuns his path; in the windy gloom
They give him plenty, and plenty of room.

10 So he sits with his long, lean face to the sky
Watching the ragged clouds go by.
There in the night, alone, apart,
Singing the song of his lone, wild heart.

Far away, on the world's dark rim
He howls, and it seems to comfort him.

1. The reader can tell that "The Wolf" is a poem because it

- Has several examples of visual imagery.
- Has a conclusion stating the main idea.
- Has several examples of personification.
- Has a distinct rhyme scheme.

2. Use the graphic organizer to answer the following question:
Which phrase goes in the empty box?

- Looks ragged
- Is given plenty of room
- Sails like a nighthawk
- Listens to the wind howl



3. What is the rhyme scheme in "The Wolf"?

- aabb
- abab
- abca
- abcb

4. The phrase "the wild wind wails" is an example of

- Rhyme.
- Onomatopoeia
- Simile
- Alliteration

5. Which meaning below is the best definition of shuns as it is used in line 7?

- a. Avoids
- b. Fights
- c. Crowds
- d. Greet

Read the selection below. Then answer the questions that follow.

Marco Polo

By Biff Skillings

Are His Tales True?

1 "I do not tell half of what I saw because no one would have believed me." These were the words of Marco Polo as he neared the end of his life. Polo had been asked to admit that his stories were false. He wrote of his travels in an autobiography titled *Il Milione* which means "The Million" in English. People called Polo "the man of a million lies." But he insisted that the tales of his travels were not lies. They simply told of something exotic,¹ something unusual and grand, something people in Italy could scarcely imagine. Printing wasn't introduced in most parts of the world until the 1440s. When it was, Polo's book was printed in many languages.

A Background in Trade

2 Polo is believed to have been born in Venice, Italy, in 1254. No one is certain of the exact date. Polo's father and uncles were businesspeople who traveled far and wide to trade. They made a good fortune with their business. When Polo was about sixteen years old, he left Italy to seek his fortune with his father and uncle. Although all the locations are not exactly known, it is believed that the three ventured through what is now known as eastern Turkey and northern Iran to the Persian Gulf.

3 Polo's family thought about traveling across the ocean, but they decided instead to travel across land to the Mongol capital, believing a sea voyage to be too dangerous. It took them more than three years to arrive in the Chinese city that is now known as Beijing. Robbers attacked them, and they faced many other dangers on their trip, but they continued.

Serving the Khan²

4 The Polos lived for about 16 years in Mongol territory. Marco Polo became a favorite of the ruler Kublai Khan. He was appointed to a position of great responsibility to govern a city with a population of more than 250,000 people. He traveled over land and sea to serve the Khan. Polo's stories included dramatic accounts, such as tales about lions that attacked travelers.

5 While Polo experienced many dangers, he also saw many riches. Polo wrote of one town where he saw many homes with tall stone towers. The towers, he explained, were

¹ Exotic – from another part of the world

² The Khan – a ruler of tribes in Mongolia

built to protect items of value from fires that often broke out in the city. Most houses were built of wood, so if a fire broke out, their valuables would be lost.

The Return Home

6 Polo returned to Venice after traveling for 24 years. He brought back beautiful jewels. He told people about the amazing things he had seen, like ivory, porcelain, jade, silk, and great quantities of gold. He told of markets with fragrant fruits and spices, with some fruits weighing as much as 10 pounds.

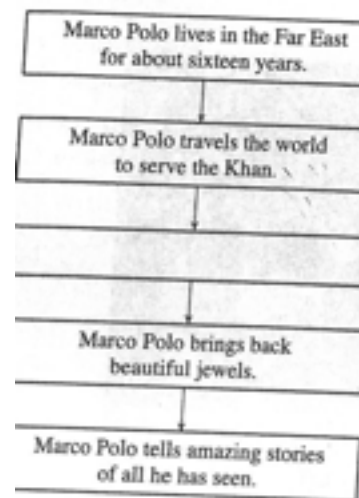
7 To this day, people speak of Polo's travels. He was a true pioneer.

6. Which statement is an opinion?

- a. "He was a true pioneer."
- b. "He wrote of his travels in an autobiography titled *Il Milione*."
- c. "His book was printed in many languages."
- d. Polo's father and uncle were businesspeople . . ."

7. Here is a graphic organizer of "Marco Polo." Which statement goes in the empty box?

- a. Marco Polo is appointed a position of great responsibility.
- b. Marco Polo admits that some of his stories were false.
- c. Marco Polo leaves Italy with his father and uncle.
- d. Marco Polo returns to Venice after traveling for many years.

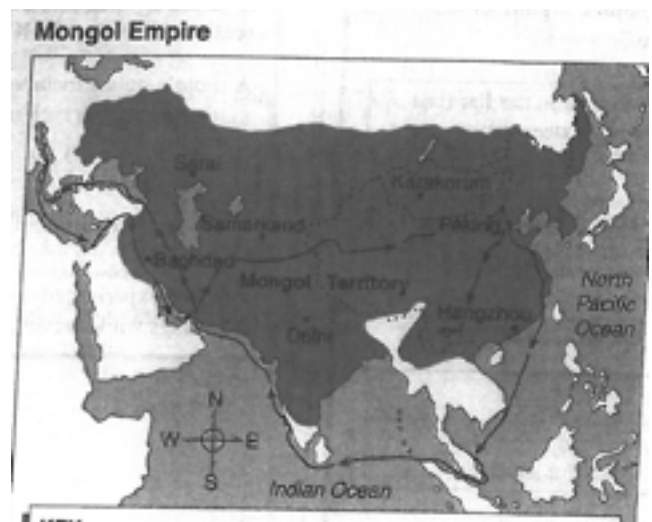


8. What is the main idea of the third section, "Serving the Khan"?

- a. Polo's stories included tales of lions that attacked travelers.
- b. The Polos lived for about 16 years in the Far East.
- c. Polo saw houses built with tall stone towers. Polo experienced and saw many new things while serving Kublai Khan.

9. Based on the map, what is the first city Marco Polo visited within the current boundaries of China and Mongolia?

- a. Sarai
- b. Delhi
- c. Samarkand
- d. Peking



10. Based on the map, what direction must you travel to get from Sarai to Baghdad?

- a. Northwest
- b. Southwest
- c. Northeast
- d. Southeast

11. Based on the map, which of these cities is closest to Peking?

- a. Karakorum
- b. Hangzhou
- c. Delhi
- d. Baghdad

Read the selection below, then answer the questions that follow.

Ice in August

By Greta Anderson

1 I still remember the day back in 1954 when Martha came in from feeding the chickens, bringing the chill from the outdoors in with her. "Hey, Joe. Looks like it's going to storm something fierce out there," she said.

2 I went to the west window and saw the dark clouds poled up in the distance. Looked like we'd have to take a rain check on Dad's promise to play catch after supper. I knew that Martha would say next: "Well a little rain sure won't hurt anything." But somehow we seemed in for a good bit more than "a little."

3 I decided to take a quick ride on my bicycle before the rain started. As I pedaled down the driveway, my tires kicked up puffs of dust. *Gosh*, I thought, *when was the last time it rained?* The falling temperature and the prospect of a thunderstorm gave me goose bumps. I squawked at the chickens, hollered at the thunderheads, and thought about my best friend, Rusty, who had moved away to New York the summer before. If he were here, we'd ride up to the top of Liberty Hill or wait in the hayloft and watch the rain come in. In those days, kids were always trying to get out to the house to enjoy all kinds of weather.

4 By the time I got back home, the wind had really picked up. Waving his arms to get the straggler lambs into the barn, Dad looked frantic, but determined. He finally pulled shut the big wooden barn doors and strode toward me with a red face and a serious look. If I were him, I would have run instead of walked. The storm seemed like it was chasing him, speeding quickly up being him.

5 All he said was the standard "Sure could use the rain, eh, pal?" Then, in a more serious tone, "C'mon, let's get inside."

6 Just after we got into the house, the sky darkened a few notches, as if a candle flame was slowly dying. Two seconds later, the electricity went out. It was 4 p.m. and it looked as though night had fallen.

7 As the first few beats of the downpour hit, between bolts of lightning and crashing thunder, we knew this was no ordinary storm. The raps on the roof got louder as the rain picked up speed. It went *pop! pop! pop!* What sounded like huge kernels of popcorn bounced off the ground. I thought, *Wait 'til I write Rusty and tell him what he missed!*

8 Meanwhile, Martha was holding her breath: if the hail got any bigger, the new chicken building would get damaged. I tried to imagine the sound of the "plunks" on a metal roof and what it must be like for the animals in there.

9 Dad was pensive. His silence made me nervous, but I wasn't sure why. Then, just as the show was ending, I saw into his thoughts: the corn, nearly full-grown and getting ripped to shreds. What it meant exactly, I had no idea. I only knew that I could forget about the new baseball bat I wanted, and Martha could forget about the encyclopedias she asked for. The sudden silence of the storm made Dad's silence even louder. This was really, really serious.

10 Martha and I followed several steps behind him as he opened the door onto the bright and chilly day. On the welcome mat was a piece of hail the size of a baseball. Others lay scattered through the yard. Dad stooped to pick the piece of hail up, then walked down the steps, taking in the strange sight of ice in August. "Well, I'll be a feathered pig," he muttered quietly at the ground.

11 "How bad do you think the crop is damaged?" Martha asked.

12 "Ruined." He said it as if there was no more to discuss. Still, we both waited to see what he would say or do next and what that would mean for the farm – and our future.

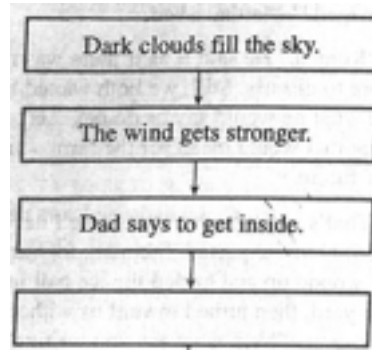
13 That's when he did something I never would have expected. Stepping forward, he wound up and hurled the ice ball into the yard, then turned toward us with an odd grin. "Well, what are you waiting for?" he said to me. "Go get your catcher's mitt."

12. What type of fiction is this story?

- a. Science fiction
- b. Historical fiction
- c. Folktale
- d. Mystery

13. Which statement goes in the

- a. Joe writes to Rusty about
- b. The family hears thunder



empty box?

the storm.
and sees

lightning.

- c. Dad plays baseball with a piece of hail.
- d. Joe kicks up puffs of dust.

14. The conflict of the plot is resolved when

- a. Dark clouds pile up in the distance.
- b. The narrator rides his bicycle.
- c. The crops get ruined by hail.
- d. Dad tells the narrator to get his mitt.

15. Which word best describes the narrator in paragraph 13?

- a. Surprised
- b. Nervous
- c. Annoyed
- d. Scared

16. What is the meaning of fallen as it is used in paragraph 6?

- a. To tumble down
- b. To have arrived
- c. To lower in number
- d. To hang freely

fall (ˈfɒl) v. fell (ˈfel), fallen (ˈfɒ-lən); fall•ing 1 to tumble down 2 to slide down quickly 3 to have arrived 4 to lower in number 5 to be behind 6 to hang freely 7 to meet with

used in

Read the selection below. Then answer the questions that follow.

Making Your Own Piñata

1 Many people love piñatas; they are a sign of celebration. A piñata is a colorful figure made of papier-mâché and filled with candy and other treats. It is often made to look like an animal, such as a cat, fish, or burro.³

2 At parties or festivals, people hang a piñata from a tree or ceiling by ropes. An adult pulls on a rope to make the piñata sway back and forth in the air. Blindfolded children take turns swinging at the moving piñata with a stick. When the piñata finally breaks open, all of the children share the treats that fall to the ground.

³ Burro – a small donkey

3 Piñatas were first made in Spain. They have been popular with children in Mexico and the United States for many years. A good piñata maker often becomes famous in his or her hometown. Some piñata makers know how to make hundreds of different animals and shapes.

What you need:

- 2 or more balloons
- 2 cups of flour
- 1 cup of water
- 1 cup of liquid starch
- A large bowl
- Newspapers
- Cardboard and paper cups
- Masking tape
- Paints and brushes or colored tissue paper
- Party treats (to fill the piñata)

What you do:

If you plan to make a piñata for a party, give yourself plenty of time. It may take several days for the piñata to dry completely.

Step 1 Choose a balloon that is closest to the shape you want your finished piñata to be. Blow up the balloon and tie it.

Step 2 Spread newspapers over your work area. Then cut or tear more newspaper into strips about one inch wide.

Step 3 Make a paste by mixing flour, water, and liquid starch in a large bowl.

Step 4 Pull the strips of newspaper through the paste, then skim the excess paste off the strips.

Step 5 Wrap the strips around the balloon. Leave an area open so you can put treats in later. Apply about three layers of strips, then let the balloon dry overnight.

Step 6 After the papier-mâché hardens, pop the balloon, remove it from inside the hardened shape, and throw it away.

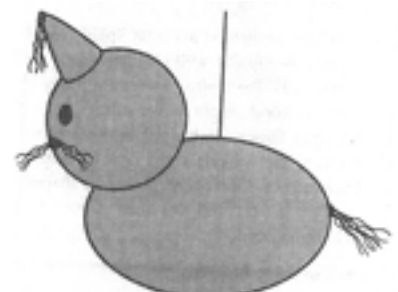
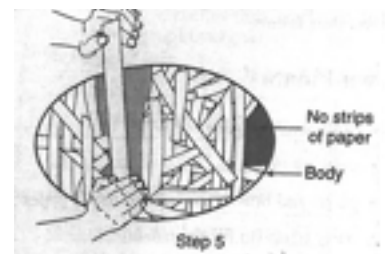
Step 7 Use cardboard and paper cups to make legs, ears, or wings. You can make a head by covering a small balloon with strips. Use masking tape to put the parts of your animal together. Cover the entire body (except for the area you left open) with more papier-mâché.

Step 8 When the body is dry, fill it with treats. Then cover the hole with more papier-mâché to keep the treats from falling out.

Step 9 Use paints or colored tissue paper to decorate your animal.



Step 4



Step 10 Attach a string and hang the piñata before your party starts.

17. You can tell from the picture showing Step 5 that

- a. It is easy to wrap the strips around the balloon.
- b. All of the strips should be placed in the same direction.
- c. The strips can be placed in any direction.
- d. All of the strips should be the same length.

18. What would probably happen if you covered the entire balloon with papier-mâché?

- a. You wouldn't be able to add decorations to the piñata.
- b. You couldn't put treats inside the piñata without breaking it.
- c. There would be no way to tie the piñata to a tree or to the ceiling.
- d. The paste would not be able to stick to the balloon.

19. When should you break the balloon?

- a. Before you put on the strips
- b. After the paper hardens
- c. Before the body is dry
- d. After the treats are inside

20. When would be the best time to make a papier-mâché piñata for a party?

- a. Ten minutes before the party
- b. An hour before the party
- c. During the party
- d. A few days before the party

21. According to the illustrations, string or thread might be used to make

- a. A head
- b. Eyes
- c. Whiskers
- d. Ears

Making a Splash

By Lisette Carlo

1 Camp! Ugh! Just the word made Mindy cringe. Practically everyone she knew had gone to camp – all her friends, her sister, her brother, and her mom. There was one thing Mindy knew for sure. Camp wasn't for her.

2 "What's so fun about camp?" Mindy asked her brother. "There's just a lot of bugs, high temperatures, sweating, awful food and lumpy beds. Camping is just not my thing. I'd rather be here at home with the air conditioning blowing and doors keeping the bugs out."

3 "Good grief," said her brother. "Why not try something new? You could take the bus up with Annie and me."

4 "No chance," said Mindy. She stretched out on the sofa.

5 The following morning, Mindy's mom walked into her room. "I here you and Samuel had a little talk yesterday about camp," she said. "It looks like you'll have to go for a week this summer."

6 "Have to go?" Suddenly, Mindy was all ears.

7 "I have a business trip," said her mom. "I've checked all the options. This is the only one."

8 As hard as Mindy tried, she couldn't talk her way out of camp. On the bus, everyone sang. Mindy didn't think she's ever seen so many smiled. Her own jaw ached just from watching the landscape⁴ of smiles on the bus. She hung her head and wished the ride would end.

9 Before long, she got her wish. She stepped off the bus just before dinnertime and was shocked to see a sparkling lake. It hadn't looked that blue in the pictures her brother and sister had brought home. Still, she knew she was going to have a miserable time.

10 After dinner, everyone met by the campfire. The wood crackled. Marshmallows smelled sweet as they roasted over the fire. The stars twinkled brighter out here in the woods than Mindy had ever seen in the city. Still, she felt certain that she'd have a rotten time. Another camper introduced herself as Olivia and struck up a conversation with Mindy on the way back to the cabins.

11 In the morning, Mindy plodded along to the lake. They might force her to take a swimming lesson, but they couldn't make her enjoy it. "The water feels great. It's nice and cool," called Olivia. "Jump in."

12 Mindy shrugged and stuck a toe in the water. Before she knew it, she was jumping off the pier, splashing alongside the other campers. After her swim she hopped out of the lake and saw her brother walk by. "Having a good time?" he called over his shoulder.

13 "Nah," said Mindy. "Mom might have forced me to come to this place, but no one can force me to like it."

14 Olivia dashed by. "Baseball at the diamond. Five minutes."

15 Before Mindy knew what had happened, six days had passed in the blink of an eye. She wasn't thinking about the heat or the bugs or the awful food or the lumpy bed. No one could force her to have a good time. No one had to. She'd had a good time on her own, and she had a phone call to make to her mom. She had just one question. "Can I say for another week?"

22. What can be inferred about Mindy from paragraphs 12 and 13?

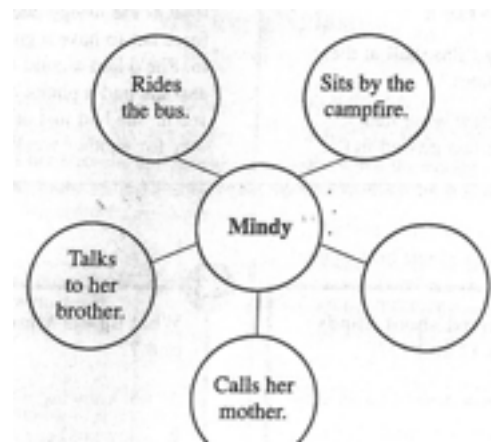
- a. She doesn't know how to swim very well
- b. She doesn't want her brother to know she's having fun
- c. He is mad at her mom for sending her to camp
- d. She is having an awful time at camp.

23. What upsets Mindy in paragraphs 6 and 7?

- a. Not knowing who will stay with her
- b. Knowing her mom works too hard
- c. Having to spend a week at camp
- d. Having her mom leave town

24. Here is a graphic organizer of "Making a

⁴ Landscape – a view



Splash." Which statement goes in the empty box?

- a. Stretches out on the sofa
- b. Keeps the bugs out
- c. Swims in the lake
- d. Goes for a bike ride

25.What is the author's purpose for "Making a Splash?"

- a. To encourage people to try new activities
- b. To inform readers about summer camp
- c. To describe what summer camp is like
- d. To entertain with a story about camp

26.In paragraph 8, the word conversation as well as the word converse, comes from the Latin word for

- a. Loud
- b. People
- c. Talk
- d. Travel

27.Which word best describes Mindy in paragraph 12?

- a. Excited
- b. Tired
- c. Uncertain
- d. Unhappy

Read the selection below. Then answer the questions that follow.

LETTER 1

Violent Games Bad for Kids

1 It is time we did something about the computer games that are warping⁵ the minds of our nation's young people. Many of these games simulate⁶ war and can be very violent. Isn't all the violence on television and in the movies enough? What's more, kids play these games for hours at a time. This cannot be healthy. Children should be spending their time playing outdoors, doing their schoolwork, and spending time with their families. Instead, their eyes are glued zombie-like to a computer screen, and who knows what kind of monsters they might turn into?

2 I urge readers to write to their representatives in Congress. These types of games should not be sold. At the very least, children should not be allowed to purchase them.

Nelson Jones

LETTER 2

Computer Games Teach and Entertain

1 I am a sixth-grader at M.L. King Middle School, and I am writing about the issue of computer games. I agree that some computer games are too violent, but not all of them are. One that I enjoy is *Kingdom*. The player is a lord or lady who must manage a feudal

⁵ Warping - twisting or harming

⁶ Simulate - make to look real

society. This means keeping the people fed and happy, and avoiding having one's lands taken over by another ruler.

2 My father is a history professor, and he and I often play this game together. He uses it as an opportunity to teach me about how people lived in the Middle Ages, and we make comparisons to the way things are today. I also learn about government, politics, and relationships between countries. For example, I now know that most lords and ladies inherited their positions as leaders. Besides being educational, *Kingdom* is also a lot of fun to play.

3 I am a good student and am involved in many activities in school. I don't have time to play computer games for hours and hours. But sometimes I like to take a break and play on our computer. If some computer games are outlawed, who will decide which ones? Will the good ones be forbidden, while the boring ones stay on the shelves? Perhaps it would be a better idea to let our parents decide.

Benita Sosa

28. The prefix "tele" as used in television and telephone means

- a. Move away from
- b. From a distance
- c. Able to
- d. Underneath

29. When the author of Selection 1 writes that children who play computer games might turn into "monsters" he is using what technique?

- a. Scare tactic
- b. Scientific claim
- c. Appeal to patriotism
- d. Bandwagon effect

30. In Selection 1, which graphic would be most helpful to the reader?

- a. A list of the number of hours children spend playing outside
- b. A graphic showing the number of children allowed to purchase video games
- c. A chart of the number of children living in the United States
- d. A graph showing the number of hours children spend playing video games

31. The author of Selection 2 feels that *Kingdom* is a good computer game because

- a. She plays it in school
- b. Many people can play together.
- c. It teaches her about the past
- d. Adults like playing it too

32. What is the author's purpose in Selection 2?

- a. To convince readers that computer games are not violent
- b. To inform readers about a violent computer game
- c. To persuade readers that some computer games are good
- d. To describe what it is like to play a good computer game

33. Which two lines on the catalog card indicate that you could look up specific

Title:	Great Computer Games for Kids/by Tracey Soltis
Author:	Tracey Soltis
Call Number:	J94.8 SOLTIS
Publisher:	Tulsa: Great Reference Publishing, Inc., c 2007
Description:	246 p.: 24 cm.
Notes:	Includes index.
Summary:	Provides a list and description of popular computer games and indicates whether they are appropriate for children of different age groups.

computer games in this book?

- a. Publisher and Notes
- b. Title and Summary
- c. Call number and Notes
- d. Author and Call Number

34. In Selection 2, what is the meaning of forbidden as it is used in paragraph 3?

- a. Not allowed
- b. Welcomed
- c. Thrown away
- d. Destroyed

35. How are these selections similar?

- a. Both authors think children should play outdoors instead of playing video games
- b. Both authors think parents should be involved in the purchase of computer games
- c. Both authors think that computer games should be banned
- d. Both authors think children should be able to purchase computer games themselves

36. Which is mentioned in both selections?

- a. Whether some computer games are too violent for children
- b. Whether computer games teach children about the past
- c. Whether television and movies are better for children than computer games
- d. Whether children should play computer games with their parents

37. Benita Sosa differs from Nelson Jones in her view of computer games because she thinks computer games are acceptable if they are

- a. Played in school
- b. Not violent
- c. Played frequently
- d. About the past

Read the selection below. Then answer the questions that follow.

From Maniac Magee

By Jerry Spinelli

Jeffrey "Maniac" Magee is a twelve-year-old boy who has no real home. In this part of the story, Maniac has become friends with Grayson, the handyman at a county park. Grayson lets the boy sleep in the baseball equipment room, shares his food with him, and teaches him how to baseball in his spare time.

1 It was October. The trees rimming the outfield were flaunting their colors. The kid and the geezer baseballed their lunchtimes away, and the after-dinner-times and weekends.

2 And every night, as the old man left for his room at the Y, he would grouse,⁷ "You oughta go to school." And one night, the kid said back, "I do."

3 And that's how the old man found out what the kid was doing with his mornings.

4 He had noticed the books before, rows and piles of them that kept growing but their being books, he didn't think much of it. Now the kid tells him, "You know the money you give me" – each morning he gave the kid fifty cents or a dollar to get himself some Krimpets – "well, I take it up to the library. Right inside the door they have these books they're selling, cases of them, old books they don't want anymore. They only cost five or ten cents apiece." He pointed to the piles. "I buy them."

5 He showed them to the old man. Ancient, back0broken math books, flaking travel books, warped⁸ spellers, mangled⁹ mysteries, biographies, music books, astronomy books, cookbooks.

6 "What's the matter?" said the old man. "Can't you make up your mind what kind you want?"

7 The kid laughed. "I want them all." He threw his hands out. "I'm learning everything!"

8 He opened one of the books. "Look . . . geometry . . . triangles . . . okay, isosceles triangles.

9 These two legs, they look equal to you?"

10 The old man squinted. He nodded.

11 "Okay, but can you prove it?"

12 The old man studied the triangle for a full minute. "If I had a ruler maybe – "

13 "No ruler."

14 The old man sighed. "Guess I give up."

15 So the kid proved it – absolutely, dead-center proved it.

16 Two days later, while playing pepper in the Legion infield, the old man said to the kid, "So why don't you go ahead and teach me how to read?"

38. Where does Maniac McGee sleep?

- a. In the baseball equipment room
- b. At Grayson's house
- c. At the Y

⁷ Grouse - complain

⁸ Warped – twisted or curved

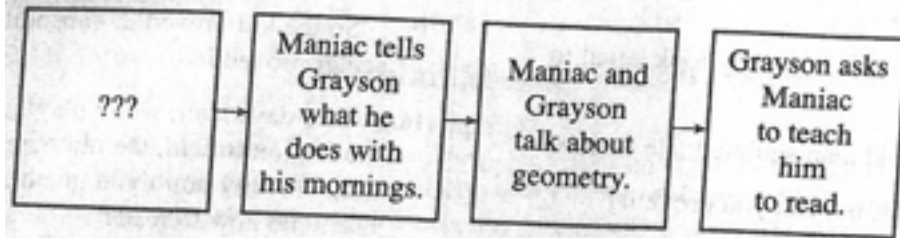
⁹ Mangled - torn

- d. At the library

39. What is the main idea of this selection?

- a. An older man and a boy discuss their shared love of books.
- b. An older man tells his young friend that he should go to school.
- c. A homeless boy explains to his older friend how he teaches himself.
- d. A boy probes to his older friend that the legs of a triangle are equal.

40. Here is a graphic organizer of "Maniac McGee." Which event goes in the



empty box?

- a. Maniac finds out Grayson cannot read
- b. Grayson finds out Maniac is reading books every morning.
- c. Maniac shows his books to the old man.
- d. Grayson lets Maniac stay in the baseball equipment room.

41. Which word best describes Grayson?

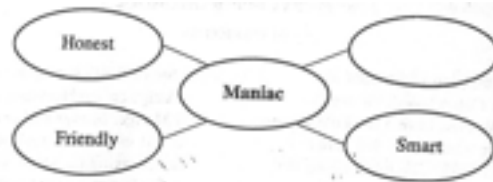
- a. Kind
- b. Young
- c. Lazy
- d. Greedy

42. What does Maniac do at lunchtime?

- a. Buys Krimpets
- b. Buys library books
- c. Plays baseball
- d. Reads books

43. Here is a graphic organizer of "Maniac McGee." Which other word describes Maniac?

- a. Patient
- b. Eager
- c. Tricky
- d. Greedy



Read the selection below. Then answer the questions that follow.

The Heavener Runestone

By Marisa Remia

1 We have all been taught that Christopher Columbus discovered America. We even have a fun little rhyme to remember when he landed in our country: "In 1492, Columbus sailed the ocean blue." But what if someone else sailed to America before Columbus?

2 Near Heavener, Oklahoma, there is a large slab of rock with strange letters carved into it. For many years, local people believed that members of a Native American tribe had carved a message into "Indian Rock." Since many tribes have a long history in Oklahoma, this seemed likely. However, none of these tribes has ever used an alphabet that contains the letters on the stone.

3 In 1948, a woman named Gloria Stewart Farley, who first saw Indian Rock as a child, returned to study the stone and search for information about its mysterious letters. She thought the letters might have been made by Vikings, a group of people who sailed to North America from Greenland. The Viking alphabet used letters called runes. Farley thought that certain runes looked a lot like the marks on Indian Rock. If Farley could prove that the letters on the stone were made by Vikings, she could prove that Vikings came to America hundreds of years before Columbus arrived. Farley renamed the stone the Heavener Runestone and continued to search for answers.

4 One of the first people to inspect the markings on the Heavener Runestone was Alf Monge. Monge had been in the Army and had worked to break secret codes. After studying the stone, he determined that the letters on the stone were from two different Viking alphabets. However, he believed that the marks on the stone combined to give a date: November 11, 1012, A.D. Perhaps this was the date the Vikings arrived in America. In the following years, other stones with similar marks were found. Monge examined these stones and determined that they contained dates, too.

5 Believing that the stone was a valuable piece of history, Farley and other citizens of Heavener decided that it should be protected. In 1971, several acres of land surrounding the stone were dedicated as Heavener Runestone State Park.

6 In 1986, an engineer named Richard Nielsen introduced a new idea. Nielsen believed that the marks on the stone came from just one Viking alphabet and could be translated as the word *GLOMEDAL*. *Glome* is an ancient name, and *dal* means "dale" or "valley." If Nielsen is correct, then the marks on the stone mean "Glome's Valley." Perhaps this was the name the Vikings gave to this area of Poteau Mountain. The alphabet from which Nielsen took his translation was used between the years 300 and 800 A.D. This means that Vikings may have passed through Oklahoma more than a thousand years before Columbus sailed to America! Whether you think the letters are a date, a name, or simply a hoax, it is worth it to see the runestone and decide for yourself.

44. Which website would give you the most information about Heavener Runestone?

- a. *Things to Do in Heavener, Oklahoma*
- b. *The Life of Alf Monge*
- c. *The marks on the Heavener Runestone*
- d. *All about the Vikings*

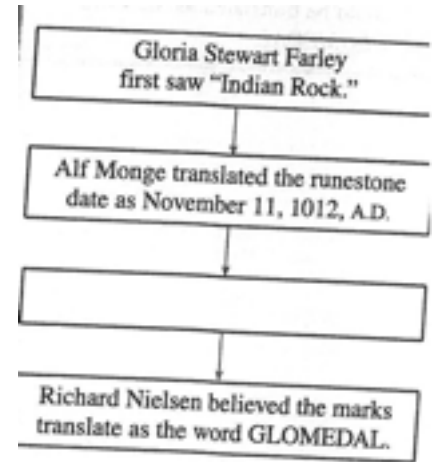
45. Which statement is an opinion?

- a. "Whether you think the letters are a date, a name, or simply a hoax, it's worth it to see the runestone and decide for yourself. "
- b. "In 1971, several acres of land surrounding the stone were dedicated as Heavener Runestone State Park."

- c. "One of the first people to inspect the markings on the Heavener Runestone was Alf Monge."
- d. "Near Heavener, Oklahoma, there is a large slab of rock with strange letters carved into it."

46. Here is a graphic organizer of "The Heavener Runestone." Which statement goes into the empty box?

- a. Farley and others believed the stone is important and should be protected
- b. Local people believed that members of a Native American tribe made the marks
- c. Farley believed that some Viking runes look a lot like the marks on the stone
- d. Indian Rock was renamed Heavener Runestone



47. What is the main idea of paragraph 6?

- a. The Vikings gave the area of Poteau Mountain a special name
- b. *Glome* is an ancient name and *dal* means "dale" or "valley"
- c. The letters on the stone may be a date, name, or hoax
- d. Richard Nielsen claimed the marks could be translated as the word *GLOMEDAL*

48. Why did Gloria Stewart Farley think that the letters on Indian Rock might have been marks made by the Vikings?

- a. She knew the Vikings were in Oklahoma before Christopher Columbus
- b. She thought that the Viking alphabet looked a lot like the letters on Indian Rock
- c. She believed the letters on the stone combined could form a date
- d. She knew that Native Americans did not use an alphabet with the letters on the stone.

49. Based on the map, in what direction is the



Heavener Runestone from the manager's residence?

- a. North
- b. South
- c. East
- d. West

50. Based on the map, if you walked from the Heavener Runestone to the nearest comfort station, what would you pass by?

- a. A playground
- b. The park office
- c. A community building
- d. An outdoor theater

Read the selection below. Then answer the questions that follow.

A Taste of Freedom

By T.H. Swim

1 "You're not turning back," the woman whispered fiercely. "No one on this journey turns back. It would put the rest of us in too much danger."

2 "But Miss Harriet, I'm scared," the young escaped slave whispered back through the shadows. "We're all scared. If we get caught running, we'll be beaten."

3 "If you try to leave, I'll have no choice but to stop you," Harriet Tubman replied sternly. Her companions knew that she meant what she said. She had made it very clear that she wouldn't allow anyone to risk the group's safety through fear or foolish action.

4 "Believe me, young man, once you've tasted freedom, you'll never want to go back to what you left. Now hush," Harriet scolded. She peered through the slats of the Nickersons' farm, expecting, at any moment to see the farmer's all-clear signal.

5 This was just one of many stops for her passengers on the Underground Railroad. It wasn't really a railroad at all, but a network of people willing to risk their lives helping slaves escape to the North. Harriet was a conductor – a guide, really – who would lead more than 18 groups to safety along the Railroad's line. By day, they slept in cellars, hay lofts, or secret rooms hidden behind false walls. By night, they traveled on foot, in false-bottomed wagons, or hidden among the cargo on river boats. Footsore and weary, they continued their journey, slowly but surely moving toward the promise of freedom.

6 There it was at last, a small candle flickering in the Nickersons' attic window. The signal meant that another conductor had arrived to guide them to the next station. Harriet looked around at her charges: the young man and his wife; their tiny baby, wrapped in an old blanket; a grandmother, stooped with the pain of old joints; and a middle-aged man whose wife had escaped to New York last year. And they would pick up several more along the way.

7 All of them were afraid, even Harriet. Masters weren't about to just let their slaves escape without trying to hunt them down. Runaway slaves meant lost money for the plantation owners. And, worse yet, successful escapes could inspire other slaves to make a break for freedom, too. For this reason, helping slaves escape was a serious crime in slave-holding states. And because of the great numbers of people Harriet had led to freedom, there was a price on her head. A \$40,000 reward had been offered for her capture.

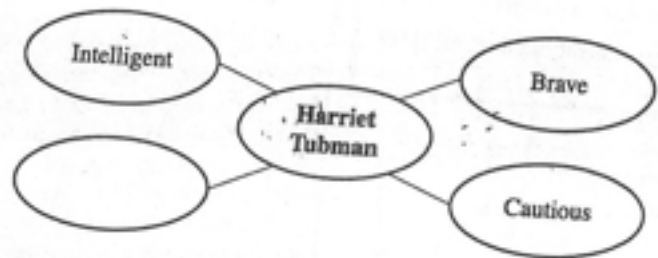
8 But Harriet had escaped from slavery, and drunk deeply from the waters of freedom. She alone among this group of travelers knew what it was like to be free. And she was determined to carry them all back with her to experience freedom for themselves. Harriet Tubman had never lost a single passenger. She didn't aim to lose any now.

51. Which of the following is a metaphor?

- a. "... slowly but surely moving toward the promise of freedom."
- b. "... was a serious crime in slave-holding states."
- c. "Harriet Tubman had never lost a single passenger."
- d. "... drunk deeply from the waters of freedom."

52. Here is a graphic organizer of "Harriet Tubman." Which other word describes Harriet Tubman?

- a. Untrustworthy
- b. Dependable
- c. Timid
- d. Carefree



53. What is the author's purpose for "A Taste of Freedom?"

- a. To convince people to fight for what they believe in
- b. To inform readers about the history of slavery
- c. To describe what Harriet Tubman did for others
- d. To entertain with a story about traveling on a railroad

54. Which sentence best supports the idea that Harriet was a talented guide?

- a. "All of them were afraid, even Harriet."
- b. "Harriet Tubman had never lost a single passenger."
- c. "Runaway slaves meant lost money for the plantation owners."
- d. "If we get caught running, we'll be beaten."

55. What is the main reason Harriet does not want anyone to turn back?

- a. She does not want to put the others in danger
- b. She is afraid they would seek the reward for Harriet's capture
- c. She is worried they might become lost in the dark
- d. She wants them to work for the Underground Railroad.

Student Answer Document

QUESTION	ANSWER
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QUESTION	ANSWER
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Learning Goal	Aligned Items	# of Items Correct	Percentage Correct	Mastery?
1.1 Words in Context	5, 16, 26, 27, 34		___ / 5 = ___x100 = ___ %	Y / N
1.2 Word Origins	28		___ / 1 = ___x100 = ___ %	Y / N
3.1 Literal Understanding	19, 23		___ / 2 = ___x100 = ___ %	Y / N
3.2 Inferences and Interpretation	2, 15, 18, 20, 22, 27, 41, 42, 43, 52		___ / 10 = ___x100 = ___ %	Y / N
3.3 Summary and Generalization	7, 8, 13, 24, 39, 40, 46, 47, 54		___ / 9 = ___x100 = ___ %	Y / N
3.4 Analysis and Evaluation	3, 4, 6, 14, 31, 45, 48, 55		___ / 8 = ___x100 = ___ %	Y / N
4.1 Literary Genres	1, 12		___ / 2 = ___x100 = ___ %	Y / N
4.2 Literary Elements	25, 32, 35, 36, 37, 38, 53		___ / 7 = ___x100 = ___ %	Y / N
4.3 Figurative Language / Sound Devices	51		___ / 1 = ___x100 = ___ %	Y / N
5.1 Accessing Information	29, 33, 44		___ / 3 = ___x100 = ___ %	Y / N
5.2 Interpreting Information	9, 10, 11, 17, 21, 30, 49, 50		___ / 8 = ___x100 = ___ %	Y / N

FINAL SCORES

Overall percentage correct:

Grade:

$$\underline{\quad} / 55 = \underline{\quad} \times 100 = \underline{\quad} \%$$

Practice Test Answer Key, Form B

Item	Key	PASS Objective	Skill	Buckle Down Lesson(s)
1	D	4.1.a	Genre Characteristics	8
2	B	3.2.b	Story Elements	6
3	A	4.3.c	Rhyme Scheme	8
4	D	4.3.b	Alliteration	8
5	A	1.1.a	Context	2
6	A	3.4.f	Fact/Opinion	9
7	D	3.3.d	Timeline	4
8	D	3.3.a	Main Idea	5
9	D	5.2.a	Resources	11
10	B	5.2.a	Resources	11
11	A	5.2.a	Resources	11
12	B	4.1.b	Genre Characteristics	7
13	B	3.3.d	Timeline	4
14	D	3.4.c	Conflict	4
15	A	3.2.b	Inference (Character)	6
16	A	1.1.b	Vocabulary in Context	2
17	C	5.2.a	Illustrations	11
18	B	3.2.a	Inference	5
19	B	3.1.d	Chronology	4
20	D	3.2.b	Inference	5
21	C	5.2.a	Illustrations	11
22	B	3.2.b	Inferences (Character)	6
23	C	3.1.d	Cause/Effect	4
24	C	3.3.d	Character	6
25	D	4.2.c	Author's Purpose	9
26	C	1.2.a	Word Origins	1
27	C	3.2.b	Inferences (Character)	6

Grab

Item	Key	PASS Objective	Skill	Buckle Down Lesson(s)
28	B	1.2.c	Word Origins	1
29	A	5.1.d	Persuasive Techniques	9
30	D	5.2.a	Illustrations	11
31	C	3.4.e	Cause/Effect	4
32	C	4.2.c	Author's Purpose	9
33	B	5.1.a	Card Catalog	11
34	A	1.1.b	Vocabulary in Context	2
35	B	4.2.d	Compare Passages	10
36	A	4.2.d	Compare Passages	10
37	B	4.2.d	Compare Passages	10
38	A	4.2.a	Setting	6
39	C	3.3.a	Main Idea	5
40	D	3.3.d	Timeline	4
41	A	3.2.b	Inferences (Character)	6
42	C	3.2.b	Inferences	6
43	B	3.2.b	Inferences (Character)	6
44	C	5.1.a	Resources	11
45	A	3.4.f	Fact/Opinion	9
46	A	3.3.d	Timeline	4
47	D	3.3.a	Main Idea	3
48	B	3.4.e	Cause/Effect	5
49	C	5.2.a	Maps	11
50	D	5.2.a	Maps	11
51	D	4.3.b	Poetry Elements	8
52	B	3.2.b	Inference (Character)	6
53	C	4.2.c	Author's Purpose	9
54	B	3.3.c	Conclusions	5
55	A	3.4.e	Cause/Effect	5