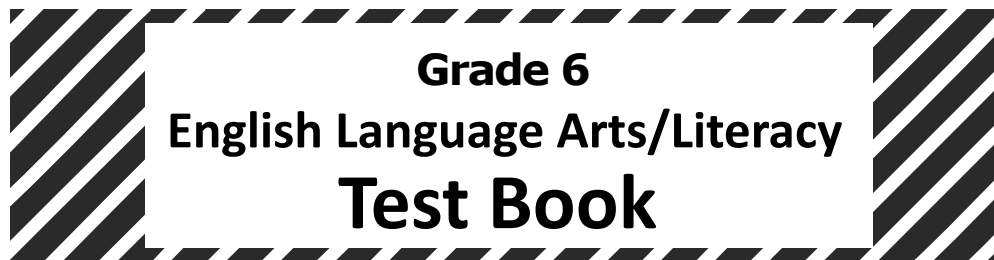


Student Name _____



Maryland Comprehensive
Assessment Program



Practice Test

TEST BOOKLET SECURITY BARCODE

Section 1

Directions:

Today, you will take Section 1 of the Grade 6 English Language Arts/Literacy Practice 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 answer document. 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 Section ONLY. Do not go past the stop sign.

In this passage, you will learn the true story of how two brothers, Joseph and Étienne Montgolfier of France, became inventors of the hot-air balloon, also known as the aerostat. Read the passage “Flying Balloons: The Story of the Montgolfier Brothers.” Then answer the questions.

Flying Balloons: The Story of the Montgolfier Brothers

by Joseph Taylor

- 1 Greek, Latin, and theology¹ were the subjects taught in his school, but it was science and mathematics that interested young Joseph Montgolfier. As often as he could, he would steal time from his studies to escape outdoors, where he could let his mind wander and ponder nature.
- 2 One day, he found himself considering the possibility of flight. Though many had tried, no human had ever flown before. Most people thought it impossible.
- 3 Joseph saw that many things in nature—bubbles, steam, clouds—did rise. “Surely, a human could lift off the ground and fly, too,” he told his brother Étienne.
- 4 Étienne nodded his agreement. “But how?”
- 5 One dreary November day in 1782, as forty-two-year-old Joseph warmed himself beside the fire in his apartment, an idea came to him. He noticed how quickly the smoke rose up the chimney. Could it be, he wondered, that something could float up with it?
- 6 He glued together a few pieces of paper to make a small bag, then carefully held it upside down above the flame. When he released it, the bag flew up the chimney with the smoke.
- 7 His heart racing, Joseph borrowed some green silk taffeta from his landlady and sewed a larger bag using the dress material. When he filled the bag with smoke, he could hardly believe his eyes. It lifted out of his hands and rose up to the ceiling.
- 8 After sending a hurried note to Étienne, Joseph made for Annonay² to show his younger brother his discovery. “It’s incredible!” Étienne agreed.
- 9 The brothers quickly set to work experimenting. For months they tested many different bags—small and large, paper and cloth, square and round, some

¹**theology:** study of religion

²**Annonay:** a town in France where Étienne lived

inflated over a smoky fire on the ground, others carrying kettles of fire up with them. Finally, they designed a large, round bag constructed of layers of paper and cloth that did not carry a kettle. It was 110 feet in circumference³, weighed approximately 500 pounds—and was held together by more than 1,800 buttons!

- 10 Rumors of the Montgolfier brothers' experiments eventually aroused curiosity, and they were invited to give a public demonstration of their "machine." On June 4, 1783, Joseph and Étienne built a smoky fire in a grate using straw and wool and sent their balloon aloft. It rose more than 3,000 feet and drifted for ten minutes before landing in a vineyard. The brothers agreed that the machine could have stayed up longer had the smoke not escaped from its buttoned sides. But the crowd was far from disappointed. Everyone rushed to congratulate them.
- 11 Soon the Academy of Sciences and the king and queen themselves invited the Montgolfiers to Paris to demonstrate their invention. Joseph and Étienne were overjoyed. All they needed was some time to construct a better "aerostat," as they now called the balloon.
- 12 But time was something they did not have. A few weeks after their triumph, they learned that their demonstration had prompted a prominent Parisian scientist, Jacques Charles, to begin work on a similar machine. Stunned, the brothers decided that Étienne should go to Paris to keep up with events and oversee the construction of their new aerostat.
- 13 On August 27, 1783, thousands of people assembled in Paris to witness the flight of Charles's *Le Globe*. When it was unveiled, Étienne gasped at its small size. Then Étienne realized why it was so small. "He's using inflammable air!"
- 14 Indeed, unlike the Montgolfiers' aerostat, Charles's was filled with a gas discovered seventeen years earlier that would soon become known as hydrogen. It was lighter than air—but also explosive. When Charles heard first reports of the Montgolfiers' flight, he may have believed, with other scientists, that their balloon was lifted with this gas.
- 15 Forty-five minutes after *Le Globe* lifted off, the Charles aerostat burst. Although Charles's flight was not completely successful, Paris now buzzed with excitement. People talked about exploring the "air ocean" the way they had the sea.
- 16 A few weeks later, on September 12, Étienne demonstrated his new, handsewn aerostat to members of the Academy of Sciences. Though the balloon rose up into the air, a sudden rain sent it crashing to the ground, destroying it. Étienne was horrified. The great demonstration before the king and queen was scheduled in less than a week! Trying not to panic, he and his workers quickly began to construct an entirely new aerostat.

³**circumference:** distance around something

- 17 Not only did they finish in time, but Étienne took the opportunity to add a wicker basket to the new design. This aerostat would carry passengers.
- 18 On September 19, near the royal palace at Versailles, the king and queen watched expectantly as the Montgolfier aerostat took off, with a sheep, a rooster, and a duck in its basket. A gust of wind knocked the balloon against its support mast⁴, tearing it slightly. Once in the air, another gust tilted it and sent a plume of smoke streaming out its side. But the aerostat continued at an angle, traveling two miles in eight minutes before landing safely in a small meadow.

“Flying Balloons: The Story of the Montgolfier Brothers” by Joseph Taylor.
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⁴**support mast:** upright tall pole

1 Part A

What does the phrase **steal time** in paragraph 1 show about Joseph?

- A** He ignored his responsibilities to do an activity he preferred.
- B** He was dishonest about the time he spent on his schoolwork.
- C** He had to be reminded to get permission to leave the classroom.
- D** He viewed himself as an expert in certain topics at an early age.

Part B

Which phrase from paragraph 1 **best** provides context for the answer to Part A?

- A** "Greek, Latin, and theology were the subjects taught. . . ."
- B** ". . . science and mathematics that interested young Joseph . . ."
- C** "As often as he could . . ."
- D** ". . . from his studies to escape outdoors . . ."

2 Part A

How do paragraphs 10 through 12 help the reader understand the importance of what Joseph and Étienne were trying to invent?

- A** by emphasizing the level of attention each detail required
- B** by describing the interest that others showed in its progress
- C** by providing the lessons learned from each failed attempt
- D** by mentioning the difficulties involved in its construction

Part B

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

- A** “It rose more than 3,000 feet and drifted for ten minutes before landing in a vineyard.” (paragraph 10)
- B** “The brothers agreed that the machine could have stayed up longer had the smoke not escaped from its buttoned sides.” (paragraph 10)
- C** “Soon the Academy of Sciences and the king and queen themselves invited the Montgolfiers to Paris to demonstrate their invention.” (paragraph 11)
- D** “But time was something they did not have.” (paragraph 12)

3 What does the word **unveiled** mean as it is used in paragraph 13?

- A** given
- B** created
- C** moved
- D** shown

4 Part A

In paragraph 14, what is the **most likely** reason the author compares two types of aerostats?

- A** to suggest that new technologies are the result of people working together
- B** to highlight how one form of the invention was riskier than the other
- C** to outline the types of energy that are appropriate for certain purposes
- D** to describe how the inventors relied on the availability of existing resources

Part B

What evidence from paragraph 14 **best** supports the answer to Part A?

- A** “. . . a gas discovered seventeen years earlier . . .”
- B** “. . . soon become known as hydrogen.”
- C** “. . . lighter than air—but also explosive.”
- D** “. . . balloon was lifted with this gas.”

5 Part A

By detailing certain actions Joseph and Étienne took, the author presents the point of view that the Montgolfier brothers

- A** needed help from others.
- B** enjoyed being famous.
- C** built on ideas of others.
- D** made a strong team.

Part B

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

- A** “The brothers quickly set to work experimenting. For months they tested many different bags—small and large, paper and cloth, square and round. . . .” (paragraph 9)
- B** “Rumors of the Montgolfier brothers’ experiments eventually aroused curiosity, and they were invited to give a public demonstration of their ‘machine.’” (paragraph 10)
- C** “A few weeks after their triumph, they learned that their demonstration had prompted a prominent Parisian scientist, Jacques Charles, to begin work on a similar machine.” (paragraph 12)
- D** “A few weeks later, on September 12, Étienne demonstrated his new, handsewn aerostat to members of the Academy of Sciences.” (paragraph 16)

6 What is the **best** summary of the passage?

- A** The Montgolfier brothers set themselves to making human flight a reality. After creating and testing out various bags and filling them with heated air, they publicly launched hot-air balloons and experienced more success than Jacques Charles, who attempted to develop a hydrogen-gas balloon.
- B** As a child, Joseph Montgolfier enjoyed observing nature, especially anything that seemed to lift itself upward. Joseph viewed these natural forces as proof that human flight was possible. He and his brother began to experiment with materials and finally invented the hot-air balloon.
- C** Human flight was shown to be possible hundreds of years ago in Paris. At several hot-air balloon launches, onlookers enthusiastically noted the progress that the Montgolfier brothers were making. In fact, even the king and queen of France witnessed a launch from their Versailles palace.
- D** Joseph Montgolfier and his brother Étienne took on different roles that allowed them to use their strengths while studying possibilities of human flight. Joseph started the process of testing materials to build a hot-air balloon, and Étienne worked in the community to get recognition for their balloon.

Read the passage “How a Foolish Wolf Learned to Be Satisfied.” Then answer the questions.

How a Foolish Wolf Learned to Be Satisfied

- 1 A dissatisfied wolf, sitting one day in the door of his house, saw a crow fly by.
- 2 “How is it,” thought he, “that so good for nothing a creature can fly, while I cannot? I would indeed be happy were I able to soar through the air.”
- 3 Next morning, looking very fine, he met a fat grey goose on her way to market.
- 4 “Good morning!” said the goose. And having no more than a bowing acquaintance, she would have passed with a courtesy, but the wolf, as if quite by accident, scraped against her and caught his buttons in her feathers.
- 5 “Oh, madam, excuse me!” he cried, making such a fuss about getting loose that the goose was quite flurried, and glad enough to excuse him and go on her way. But that was not the end of the matter, for she had gone but a few steps when the wolf called after her.
- 6 “Madam, madam, you have lost something!” and came running up with a feather. “Oh!” said the goose, “is that all you have? You might have saved your breath, for feathers are of no use to me after they fall out.”
- 7 “Oh!” cried the wolf, “I could not think it was worthless, for I so admire your beautiful wings. I wonder you are not flying all the time, instead of going along the ground, as we poor creatures must be content to do. Perhaps you will give me this beautiful feather for a keepsake.”
- 8 The goose, too honest to be puffed up by this flattery, gave him the feather, wondering how it was that no one had ever before called her modest plumage “beautiful.”
- 9 “Well begun is half done,” thought the wolf, as he trotted off; for having won the good will of the honest goose by his flattery, she made no objection to his walking along the road with her every morning.
- 10 “Dear me, something is pinching me!” the goose would say, as they parted at the crossroads.
- 11 “It is the sun beating down,” the wolf would reply, or else, “A fly is biting you.” And he would be off through the woods with another feather, while the poor goose preened¹ her wings, never guessing why they were ruffled.

¹**preened:** cleaned her feathers using her bill

- 12 At last the wolf had enough feathers and sat at home, with wire and string, making a pair of wings; he was not the least bothered that he had not come by² the feathers honestly.
- 13 When the wings were finished he fastened them to his sides, twisting the wire and string around his poor body till he could scarcely breathe; but he paid no attention to that, since he thought he looked so grand, and strutting before the glass he cried:
- 14 “How the birds and the fowls will envy me! I will outfly them all, and the ugly black crows will not dare caw at me anymore!”
- 15 Now he must show the goose what a handsome bird he made—not a delicate thing to do since his wings were made of the goose’s feathers.
- 16 When the grey goose saw him she was indeed surprised.
- 17 “Do not, I beg of you, try to fly!” she cried. The wolf thought she was angry because he had stolen her feathers.
- 18 “Oh, no!” cried the goose. “Of what use are they to me now? I have new ones in place of them. If it were meant for you to fly, you would have wings. What should we all come to, I would like to know, if each wished to do the other’s work, instead of what we are fitted for? If I tried to be a canary what kind of singing do you think I could do? I am indeed thankful that I am a goose, and shall be the best goose I know how to be!”
- 19 But what did the wolf care for all this!
- 20 Only sorry that he had delayed trying his wings, he bade her goodbye, and trotted off, looking too vain and silly for anything. It is true he could not go very fast, as his wings did not lie flat when he tried to run, as did those of the goose.
- 21 “But one cannot have everything!” thought he, “and it will be so glorious to fly that I shall not want to run anymore.”
- 22 Finally he reached the top of a hill so high that his nose was poking into the clouds, while the cattle in the valley below looked like specks.

²come by: gained through one’s efforts

23 “Ha, ha!” he laughed, seeing the fox and the weasel and some other of his comrades below on the hill, “now they shall see a sight that will open their eyes!”

24 He gave a mighty leap into the air!

25 Crash, bang! crash, bang! down through tree-tops and bushes—rolling over and over—came the wolf with his fine wings!

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- 7 In paragraph 4, what does the phrase **no more than a bowing acquaintance** signal to the reader about the wolf and goose?
- A that they are surprised to see each other
 - B that they are overly respectful to each other
 - C that they do not know each other very well
 - D that they do not approve of each other

8 Part A

How does the author develop the narrator's point of view in the passage?

- A By including the wolf's dialogue, the narrator shows that the wolf struggles in social situations.
- B By revealing the wolf's thoughts, the narrator suggests that the wolf deserves the failure he experiences.
- C By mentioning the wolf's manners, the narrator highlights that the wolf has good intentions.
- D By criticizing the wolf's wings, the narrator points out that the wolf could have benefited from help with the task.

Part B

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

- A "But that was not the end of the matter, for she had gone but a few steps when the wolf called after her." (paragraph 5)
- B "'Oh!' cried the wolf, 'I could not think it was worthless, for I so admire your beautiful wings.'" (paragraph 7)
- C ". . . he was not the least bothered that he had not come by the feathers honestly." (paragraph 12)
- D ". . . he fastened them to his sides, twisting the wire and string around his poor body till he could scarcely breathe. . . ." (paragraph 13)

9 In paragraph 5, what does the word **flurried** mean?

- A amused
- B thrilled
- C ashamed
- D bothered

10 Part A

Which event causes the goose to realize that the wolf has taken advantage of her?

- A The wolf shows her the pair of wings he made.
- B The wolf ignores the advice that she offers.
- C The wolf provides reasons for her discomfort.
- D The wolf compliments her appearance.

Part B

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

- A "The goose, too honest to be puffed up by this flattery, gave him the feather. . . ." (paragraph 8)
- B "'It is the sun beating down,' the wolf would reply, or else, 'A fly is biting you.'" (paragraph 11)
- C "When the grey goose saw him she was indeed surprised." (paragraph 16)
- D "Only sorry that he had delayed trying his wings, he bade her goodbye. . . ." (paragraph 20)

11 Part A

What is a theme of the passage?

- A** Give compliments freely.
- B** Be cautious with advice from others.
- C** Accept yourself as you are.
- D** Expect changes in your relationships.

Part B

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

- A** “‘Oh!’ said the goose, ‘is that all you have? You might have saved your breath, for feathers are of no use to me after they fall out.’” (paragraph 6)
- B** “And he would be off through the woods with another feather, while the poor goose preened her wings, never guessing why they were ruffled.” (paragraph 11)
- C** “What should we all come to, I would like to know, if each wished to do the other’s work, instead of what we are fitted for?” (paragraph 18)
- D** “Ha, ha!” he laughed, seeing the fox and the weasel and some other of his comrades below on the hill, “now they shall see a sight that will open their eyes!” (paragraph 23)

12 What is the **best** summary of the passage?

- A** A wolf wants to fly like the birds around him. He collects feathers from an unsuspecting goose and sticks them to himself, thinking he can fly. Despite the goose telling him otherwise, he tries to fly and crashes to the ground.
- B** A wolf tricks a goose by being friendly to her to gain access to her feathers. At first he pretends to bump into her accidentally, but then he starts pulling off feathers when she is not paying attention and lies when she reacts.
- C** A wolf decides he wants to fly as he watches birds in the sky. He thinks that the ability to fly comes from the feathers that birds have. He builds his own pair of wings out of goose feathers but cannot get them to work.
- D** A wolf meets a goose and admires her feathers. He gets all the feathers he needs from the goose in dishonest ways. When the goose becomes aware of his plan, she tells him that she does not need the feathers anymore.





You have come to the end of Section 1 of the test. Review your answers from Section 1 only.



Section 2

Directions:

Today, you will take Section 2 of the Grade 6 English Language Arts/Literacy Practice 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 answer document. 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 may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided 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 Section ONLY. Do not go past the stop sign.

Today you will read the passage “The Pedlar of Swaffham” and the passage “The Wheat on the Chessboard.” Then you will answer questions about the passages and write a response in which you analyze both texts.

Read the passage “The Pedlar of Swaffham.” Then answer the questions.

The Pedlar of Swaffham

retold by Kendal A. Rautzhan

- 1 In Norfolk, England, in a village called Swaffham, there once lived a poor pedlar. The pedlar had a cottage, a small yard with a big oak tree, and a loyal dog as his constant companion. Every day he traveled from village to village with his pack on his back.
- 2 “What do you need?” he would shout. “I have gloves, ribbons, pins, needles, thread, necklaces, and wooden spoons.”
- 3 Although the townsfolk enjoyed the friendly pedlar’s company, he rarely sold anything. He’d often come home tired and hungry. But as poor as he was, the pedlar always made certain that his dog was well fed and that he had a few coins to give his church every week.
- 4 One night the pedlar had an unusual dream. He was standing on London Bridge, surrounded by fine shops and homes. On the River Thames below, graceful swans floated among gleaming ships and rowboats. As the pedlar admired the scene, he heard a voice in the distance.
- 5 “Go to London and stand on the bridge,” the voice urged him. “There you will hear happy news.”
- 6 When the pedlar awoke the next morning, he paid no attention to the dream or its mysterious message. But that night, he dreamed the same dream again, and the next night, he dreamed it a third time.
- 7 But London is so far away, the pedlar thought. He sorted through his pack, which still held plenty of goods. Perhaps he could sell some things as he traveled, just enough to pay for food and shelter.
- 8 The next morning, the pedlar and his dog set off for London. To his dismay, the journey was even longer and harder than he’d expected. He didn’t sell much along the way, so when he finally reached the bridge, his muscles ached from exhaustion.

- 9 Still, the pedlar was encouraged, for the bridge looked just as it had in his dream. There were elegant shops and houses, and hundreds of people bustled about. The River Thames was just as he had dreamed, too, with swans, ships, and little boats rowed by men wearing red caps.



"The Pedlar of Swaffham" by Kendal A. Rautzhan, illustrated by Victor Ambrus, Spider, May 2012

- 10 All day the pedlar stayed on the bridge, waiting to hear the happy news. But instead he heard the shouts of men carrying loads who pushed past him. "Out of my way!" they cried. The next day was the same.
- 11 On the third day, a shopkeeper who had noticed the pedlar standing around approached him.
- 12 "I can see you're from the country," the shopkeeper observed with a haughty smile. "City folks don't want village goods. You don't expect to sell your things here, do you?"
- 13 "No, I suppose not," replied the pedlar.
- 14 "Then what exactly are you doing?" the shopkeeper inquired.

- 15 “Well, sir,” the pedlar began, “I’m waiting. For three nights straight, I dreamed that if I came and stood on London Bridge, I would hear good news.”
- 16 “You came all this way . . . because of a dream? To hear good news?” the shopkeeper asked in disbelief.
- 17 “Er—yes,” said the pedlar, feeling embarrassed.
- 18 The shopkeeper chuckled. “Dreams are nothing but nonsense,” he declared. “Why, just last night I dreamed I was in a village with some ridiculous name—Swaffham—outside some poor pedlar’s cottage. I started digging around a big oak tree, through stones and dirt, until I discovered a heap of gold coins.
- 19 “Can you imagine if I were to walk all the way to this Swaffham place, just because of some foolish dream? Of course not!” the shopkeeper bellowed. “A man belongs at home, where he can handle his business. My advice? Return to where you came from.”
- 20 “I believe I will,” said the pedlar, grinning. “Many thanks for your wisdom.”
- 21 And without a moment’s hesitation, the pedlar and his dog headed back to Swaffham.
- 22 When they arrived home three days later, the pedlar pulled out his shovel and began to dig around the big oak tree. It wasn’t long before he came upon the treasure: heaps of gold coins, so many that it took him two days to count them all.
- 23 But the pedlar didn’t forget to share his wealth with his beloved village. His church had been crumbling into ruins for many years, so he paid to have it restored to its proper glory. When the pedlar died at a ripe old age, the people of Swaffham put up a statue of him with his pack on his back and his loyal dog by his side.



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Historical Note

Many believe that the legendary pedlar is based on John Chapman, a 15th-century church warden. Swaffham Church records show that Chapman paid to build a new north aisle and repair the church spire in 1462. Today, wood carvings of Chapman and his little dog are displayed at each end of Swaffham Church's front pew, honoring his generosity. The pair is also featured on the Swaffham town sign.

"The Pedlar of Swaffham" retold by Kendal A. Rautzhan. Copyright 2012 by Cricket Media. Reproduced with permission of Cricket Media via Copyright Clearance Center.

- 1 What is the meaning of the word **haughty** as it is used in paragraph 12 of the passage “The Pedlar of Swaffham”?

A in a familiar way
B in a superior way
C in a curious way
D in a polite way

2 **Part A**

How do paragraphs 1 through 3 in “The Pedlar of Swaffham” contribute to the development of the plot of the passage?

A by revealing how the pedlar is viewed by others
B by suggesting that the pedlar is having a hard time
C by suggesting that the pedlar’s home will be important later on
D by revealing why the pedlar feels so tired when coming home

Part B

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

A “The pedlar had a cottage. . . .” (paragraph 1)
B “. . . he traveled from village to village. . . .” (paragraph 1)
C “. . . townsfolk enjoyed the friendly pedlar’s company. . . .” (paragraph 3)
D “. . . he rarely sold anything.” (paragraph 3)

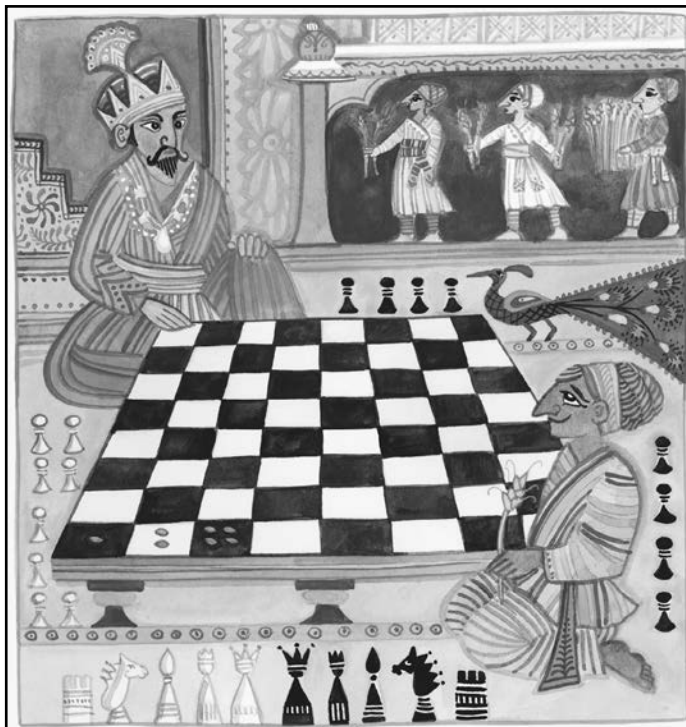
- 3 In paragraphs 7 through 10 of the passage “The Pedlar of Swaffham,” what does the narrator reveal about the pedlar’s thoughts during his journey?
- A The pedlar wishes he could remember more details from his dream, but he recognizes his destination when he gets to London.
 - B The pedlar is surprised by the beauty he experiences along the way, but he tries to avoid becoming distracted.
 - C The pedlar is aware of the challenges he faces, but he is certain that he is traveling to London for a reason.
 - D The pedlar wishes he could explore other parts of the city, but he knows that he needs to remain at the bridge.
- 4 What is the **best** summary of the passage “The Pedlar of Swaffham”?
- A In the town of Swaffham, a poor pedlar lives in a small cottage with his dog and makes a living selling items such as ribbon, needles, and thread. After having a strange dream for several nights, he decides to go to London and wait on the bridge. A shopkeeper shares a similar dream with the pedlar and insults him, so the pedlar returns home three days later.
 - B After waiting three days on London Bridge, a pedlar is approached by a shopkeeper who shares a dream he has had about discovering a pile of gold coins in the village of Swaffham, where the pedlar lives. The pedlar rushes home with his dog and digs near the oak tree in his yard, where he finds so many coins that it takes two days for him to count them all.
 - C A poor pedlar who sells his goods to the local townsfolk decides to take a journey to London because of a dream that he has of the swans and ships on the river below the bridge there. Once there, he listens to the shouts of men who push rudely past him and his dog. He returns home to Swaffham and finds a treasure of gold coins under his oak tree.
 - D A generous pedlar from Swaffham travels to London Bridge after he dreams about hearing good news there. A shopkeeper in London tells the pedlar of his own dream of digging up gold in Swaffham. Upon hearing this, the pedlar returns home and finds gold coins when he digs near the oak tree the shopkeeper described, and he shares the wealth with his village.

Read the passage “The Wheat on the Chessboard.” Then answer the questions.

The Wheat on the Chessboard: An Old Tale from India

by Liz Huyck

- 1 Long ago, a wise Indian mathematician called Sessa invented the game of chess to amuse his friend the king. The king was delighted with the game and told Sessa to name anything he liked as his reward, boasting that the wealth of his kingdom was limitless. But instead of gold, jewels, elephants, or palaces, after much thought Sessa told the king that he wished only a few grains of wheat.
- 2 “What?!?” exclaimed the king, greatly astonished.
- 3 “I am a simple man,” replied Sessa, “and my wants are few. But since you enjoy my chessboard so much, give me a single grain of wheat for the first square, two grains for the second, four for the third, and so on. For each square double the last, as each day of play doubles our delight. That will mean more to me than all the riches in the world.”
- 4 “Very well!” said the king, a little irritated, thinking that Sessa was mocking his wealth. “If that’s all he wants,” he told his treasurer, “give it to him!”
- 5 The first day, the treasurer presented Sessa with a single grain of wheat, to the huge amusement of the court. The second day, he got two, on a little cushion. The great lords roared with laughter. But Sessa kept his thoughts to himself.



The Wheat on the Chessboard: An Old Tale from India
by Liz Huyck, illustrated by Julianne Paschkis, ASK,
September 2012

- 6 On the ninth day, Sessa received 256 grains, enough to make a small handful. But the very next day, he had two handfuls. It took Sessa 16 days to get enough wheat to fill a large bag. But only one more day to get two bags. The day after, he had four bags. The courtiers stopped laughing and started whispering.
- 7 By the end of the month, wagons filled with grain were rumbling toward Sessa's house, and the treasurer began to look worried. Quaking in his boots, he went to see the king.
- 8 "Highness!" he trembled. "Please look over my calculations, but I don't think they are in error. By his simple doubling, Sessa has now collected nearly all our stores of wheat! What shall we do? If we continue at this rate the treasury will soon be bankrupt, and I doubt there is enough wheat in the entire world to pay him!"
- 9 The king was amazed by the treasurer's words, but he checked and double-checked the arithmetic, and there was no doubt. In horror he saw that by the last of the 64 squares, he would owe Sessa a total of 18,446,744,073,709,551,615 grains of wheat! He could not even imagine so many grains—they would make a pile of wheat larger than the largest mountain. That much wheat could not be gathered if all of India grew nothing else for the next 2,000 centuries!
- 10 There was nothing for the king to do but call Sessa before him, confess the foolishness of his rash promise, and take back his boasts about his limitless wealth.
- 11 "Sire!" Sessa replied. "Let us say no more about the wheat. I am happy with what I have already—I forgive you the second half of the chessboard."
- 12 With that the king and Sessa remained the best of friends and enjoyed many games of chess together. And the clever Sessa got the real reward he had wanted all along—a wiser and more mathematical king.

Historical Note

Though no one can say for sure if it really happened, this story has been around for as long as chess, which was probably invented in northern India about 1,500 years ago. It is a fun illustration of how quickly a series of numbers that grows by multiplying can get out of hand, even if it starts out slowly. The amount of wheat for just the first square on the second half of the chessboard is as much as the entire first half!

“The Wheat on the Chessboard” by Liz Huyck. Copyright September 2012 by Cricket Media. Reproduced with permission of Cricket Media via Copyright Clearance Center.

- 5 What is the meaning of the word **bankrupt** as it is used in paragraph 8 of “The Wheat on the Chessboard”?
- A completely out of a supply
 - B unable to find a solution
 - C unable to count a quantity
 - D assigned to another role

6 **Part A**

How does the author develop the point of view of the treasurer and other courtiers in paragraphs 4 through 7 of the passage “The Wheat on the Chessboard”?

- A by describing the courtiers’ reaction to Sessa’s silence at the palace
- B by highlighting the courtiers’ rising awareness of their own ignorance
- C by suggesting why the courtiers must wait for the king’s order for the payment
- D by explaining why the courtiers are left out of important decisions the king makes

Part B

Which **two** details from the passage **best** support the answer to Part A?

- A “‘If that’s all he wants,’ he told his treasurer, ‘give it to him!’” (paragraph 4)
- B “. . . the treasurer presented Sessa with a single grain of wheat. . . .” (paragraph 5)
- C “The great lords roared with laughter. But Sessa kept his thoughts to himself.” (paragraph 5)
- D “The courtiers stopped laughing and started whispering.” (paragraph 6)
- E “. . . the treasurer began to look worried. Quaking in his boots, he went to see the king.” (paragraph 7)

7 Part A

How does the king’s attitude change during the passage “The Wheat on the Chessboard”?

- A** At first the king feels that Sessa should be made rich, but then he understands that Sessa is a simple man.
- B** At first the king believes his power comes from his riches, but then he understands the power in using wisdom to make decisions.
- C** At first the king thinks of chess as just a game, but then he understands that there are real consequences involved in chess.
- D** At first the king regards his kingdom as being rich in grain, but then he understands the lack of wheat production.

Part B

Which **two** details from the passage **best** support the answer to Part A?

- A** “The king . . . told Sessa to name anything he liked as his reward, boasting that the wealth of his kingdom was limitless.” (paragraph 1)
- B** “‘Very well!’ said the king, a little irritated, thinking that Sessa was mocking his wealth.” (paragraph 4)
- C** “The king was amazed by the treasurer’s words, but he checked and double-checked the arithmetic, and there was no doubt.” (paragraph 9)
- D** “There was nothing for the king to do but call Sessa before him, confess the foolishness of his rash promise. . . .” (paragraph 10)
- E** “. . . the king and Sessa remained the best of friends and enjoyed many games of chess together.” (paragraph 12)

Refer to the passages “The Pedlar of Swaffham” and “The Wheat on the Chessboard.” Then answer the questions.

8 Part A

Which statement **best** states a theme that is developed in **both** passages?

- A** People should consider advice they receive.
- B** A simple invention can change the world.
- C** Many rewards involve taking worthwhile risks.
- D** Good leadership comes from years of experience.

Part B

Which statement about both passages **best** supports the answer to Part A?

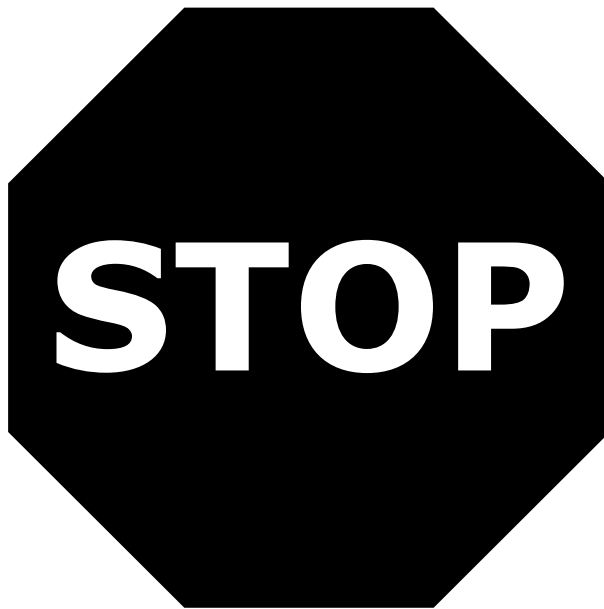
- A** The pedlar learns to pay close attention to people, and the king sees the value in chess.
- B** The pedlar finds wealth through adventure, and the king appreciates Sessa for challenging him.
- C** The pedlar is treated badly by others, and the king feels insulted by a request Sessa makes.
- D** The pedlar works hard to sell useful things, and the king keeps wheat in storage.

9 How do the narrators of **both** “The Pedlar of Swaffham” and “The Wheat on the Chessboard” reveal that the main character shows determination?

- A** by sharing the main character’s thoughts as he considers ways to solve a problem
- B** by describing the main character’s attempts to become more respected by others
- C** by emphasizing the reason the main character begins to question his situation
- D** by showing that the main character follows a plan despite an unknown outcome

- 10** The main characters in “The Pedlar of Swaffham” and “The Wheat on the Chessboard” share similar character traits. Write a response analyzing how their shared traits contribute to the development of the theme of the two stories. Use evidence from **both** passages to support your ideas.





You have come to the end of Section 2 of the test. Review your answers from Section 2 only.



GO ON TO NEXT PAGE

Section 3

Directions:

Today, you will take Section 3 of the Grade 6 English Language Arts/Literacy Practice 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 answer document. 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 may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided will be scored.

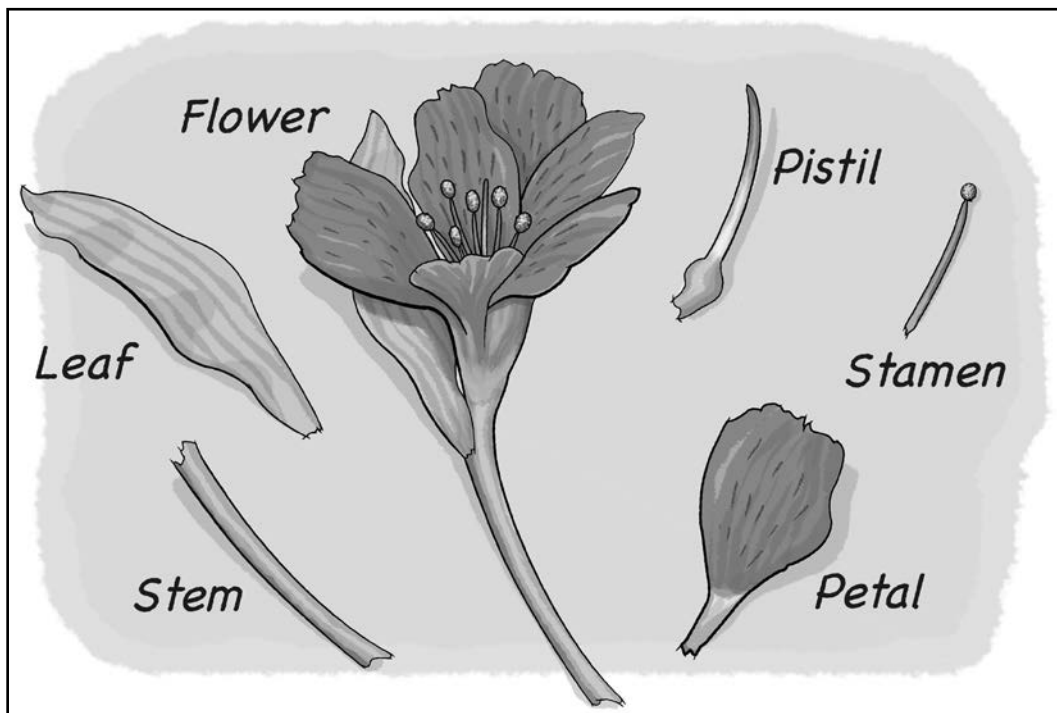
If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

Today you will read the passages “Dissect a Flower” and “Venus Flytrap.” Then you will answer questions about the passages and write a response in which you analyze both texts.

This passage describes an activity where students could dissect, or take apart and examine, the parts of a flower. Read the passage “Dissect a Flower.” Then answer the questions.

Dissect a Flower

by Svenja Lohner



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- 1 Springtime is when nature appears to come back to life after winter. Trees grow leaves, grass gets green, and flowers sprout, displaying beautiful colors and sometimes spreading a delightful scent. But have you ever looked at a flower in more detail? What parts do flowers consist of? Are all flowers alike? In this activity you will find out by dissecting, or taking apart, a flower piece by piece. How many plant parts do you think you can identify?

Background

- 2 Plants that make flowers are known as flowering plants. But do flowers only exist to make plants look pretty? Not quite! Although they can be beautiful to us,

flowers are made to attract pollinators for reproduction. This means the flowers are a crucial part of the process in growing seeds to make more plants. If you look closely at a flower, you might see that it is made of many different parts, each of which has a specific purpose.

- 3 Some flowering plants have a stem, which is a long stalk that carries water and nutrients and supports the flower. Leaves produce the food for the plant by photosynthesis, a process that helps make plant food from light, carbon dioxide, and water.
- 4 When you look at the flower of a flowering plant, the most obvious parts are probably the petals. They can vary in size and shape but are usually brightly colored. Their purpose is to attract the bees and other insects that help to pollinate the plants. You might be surprised to learn that some flowers—in the botanical world they are called “perfect flowers”—have male parts and female parts, and each plays an important role during pollination.
- 5 The male parts, called stamens, look like long stalks (known as filaments) with a little round shape at their end (called the anther), which contains the plant pollen. This bright yellow or orange dust is what insects carry from one plant to another. Pollination occurs if the pollen gets carried to the female parts of a new flower, called the pistil. The pistil is usually a long stalk located in the center of the flower and is also made up of several parts. Most importantly it contains the ovary at its bottom, which houses the female plant eggs called ovules. When pollen is dropped into the pistil of a flower, the eggs, or ovules, inside the plant ovaries are fertilized. The fertilized ovules then grow into plant seeds, and the ovary becomes the fruit.
- 6 As you can see, a flower is much more than just beautiful to look at: it is essential for a plant to create more plants. Take a closer look at the many different plant parts in this activity, and see how they differ from one flower to another!

Materials

- Three different large fresh flowering plants, such as roses, tulips, lilies, petunias, carnations or irises. You will need at least the stem with a flower attached for each of these. Note: Make sure you select “perfect flowers,” which have male (stamen) and female (pistil) plant parts, such as those listed above. If you have allergies to certain plants, make sure that you use an alternative.
- Glass or cup with water
- Six paper plates
- Tweezers

- Scissors
- Magnifying glass or hand lens (optional)
- At least one additional (intact) specimen of each of the flower types you chose to dissect (optional)
- Paper (optional)
- Colored pencils (optional)
- Poster-sized paper or poster board (optional)
- Tape (optional)
- One or more vegetables or fruits, such as carrots, beets, asparagus, broccoli, cauliflower, tomatoes, apples, peppers, lettuce, peas, corn or cabbage (optional)

Preparation

- Label each of the paper plates with one plant part ("Stem," "Petal," "Leaf," "Pistil" and "Stamen").
- Label one extra paper plate "Other."
- Draw lines onto each paper plate to divide it into three sections.
- Label each section on each plate with a name of one of the three flowering plants.

Procedure

- Carefully look at each of the flowering plants. If you have a magnifying glass, you can use it to examine your plants and their flowers. *What does each plant and flower look like?*
- Choose one of your flowering plants, and start your plant dissection. Use your hands, scissors or tweezers and carefully take apart your plant. *Which plant parts can you identify?*
- Once you have removed one part of the plant, try to identify it, and place it on the corresponding plate. Put it in the section that is labeled with the right plant name. *Can you find a plant part for each plate?*
- If you cannot identify a specific plant part, place it on the "Other" plate.

- When you have finished taking the first plant apart look at all its different parts. *How do different parts within one plant compare?*
- Next repeat the dissection with the remaining two flowering plants. Then compare the plant parts on each paper plate. *What do you notice about the same plant part from different flowering plants?*
- Look at all the plant parts that you placed on the “Other” plate. *What do you think these plant parts are? How can you find out?*

“Dissect a Flower” by Svenja Lohner. Copyright 2019 by Scientific American. Reproduced with permission of Scientific American via Copyright Clearance Center.

- 1 In paragraph 5 of “Dissect a Flower,” the **pistil** is the part of the plant that
- A grows the pollen.
 - B attracts bees and insects.
 - C holds the ovary.
 - D produces a sweet smell.

2 **Part A**

Which central idea about flowers is **best** supported in the passage “Dissect a Flower”?

- A The purpose of flowers is to make plants look appealing.
- B Flowers exist to attract pollinators for reproduction.
- C The petals are the most noticeable part of a flower.
- D Most flowering plants are brightly colored.

Part B

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

- A “. . . and flowers sprout, displaying beautiful colors and sometimes spreading a delightful scent.” (paragraph 1)
- B “If you look closely at a flower, you might see that it is made of many different parts. . . .” (paragraph 2)
- C “Some flowering plants have a stem, which is a long stalk that carries water and nutrients and supports the flower.” (paragraph 3)
- D “. . . a flower is much more than just beautiful to look at: it is essential for a plant to create more plants.” (paragraph 6)

- 3 Which information from the passage does the author **most likely** intend to support by including the diagram of the flower in “Dissect a Flower”?
- A the descriptions of the individual parts of a flower
 - B the idea that flowers are attractive and colorful
 - C the process by which flowers are pollinated
 - D the method for separating a flower easily

Read the passage “Venus Flytrap.” Then answer the questions.

Venus Flytrap



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- 1 The Venus flytrap is a flowering plant best known for its carnivorous eating habits. The “trap” is made of two hinged lobes at the end of each leaf. On the inner surfaces of the lobes are hair-like projections called trichomes that cause the lobes to snap shut when prey comes in contact with them. This type of movement is called thigmonasty—a nondirectional plant response to being touched. To prevent the plant from wasting energy if prey isn’t actually there, the trap will only shut when the trichomes are touched multiple times. The hinged traps are edged with small bristles that interlock when the trap shuts to ensure the prey can’t squirm out. There are other carnivorous plants in the wild, but the Venus flytrap is one of the very few that exhibits motion to actively trap its prey.

RANGE

- 2 The Venus flytrap is endemic to North and South Carolina, but it has been introduced to a few other states, including Florida and New Jersey. It is popular as a potted plant in many parts of the world, but unfortunately most of the Venus flytraps sold have been cultivated or collected from declining wild populations.
- 3 The plant grows in moist, acidic soil that may be poor in nutrients. Venus flytraps need an open understory (the part of the forest below the canopy) to live. Part of what keeps the understory open is natural fires that sweep through and burn away parts of trees and shrubs. These fires can become dangerous to humans, so often we stop them before they have a chance to provide benefits to the forest. This results in less suitable habitat for the sun-loving Venus flytrap.

DIET

- 4 The Venus flytrap gets some of its nutrients from the soil, but to supplement its diet, the plant eats insects and arachnids. Ants, beetles, grasshoppers, flying insects, and spiders are all victims of the flytrap. It can take a Venus flytrap three to five days to digest an organism, and it may go months between meals.

LIFE HISTORY

- 5 Venus flytraps are perennial plants, which means they bloom year after year. The flowers are white with green veins running from the base of the petal toward the edges. Pollinated flowers eventually give rise to seeds.
- 6 Each trap on the plant can only open and close several times before it dies and falls off. Then the plant produces a new trap from its underground stems. The lifespan of the Venus flytrap isn't known for certain, but it's been estimated to live up to 20 years and possibly longer.

CONSERVATION

- 7 The Venus flytrap is internationally listed as vulnerable. It is also under consideration for federal listing on the U.S. endangered species list. This species is threatened by overcollection, habitat destruction, and fire suppression.

FUN FACT

- 8 Like all plants, the Venus flytrap gets its energy from the sun in a process called photosynthesis. It digests insects and arachnids to get nutrients that are not available in the surrounding environment.

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4 Part A

What is the meaning of **digest** as it is used in paragraph 4 of “Venus Flytrap”?

- A** attract
- B** identify
- C** capture
- D** consume

Part B

Which quotation from paragraph 4 **best** supports the answer to Part A?

- A** “The Venus flytrap gets some of its nutrients from the soil. . . .”
- B** “. . . to supplement its diet, the plant eats insects and arachnids.”
- C** “Ants, beetles, grasshoppers, flying insects, and spiders are all victims of the flytrap.”
- D** “. . . it may go months between meals.”

5 Part A

What is a central idea in “Venus Flytrap”?

- A** Venus flytraps are aggressive hunters.
- B** Venus flytraps require a great deal of care.
- C** Venus flytraps need specific conditions to thrive.
- D** Venus flytraps are common household plants.

Part B

Which **two** details from the passage **best** support the answer to Part A?

- A** “The ‘trap’ is made of two hinged lobes at the end of each leaf.” (paragraph 1)
- B** “To prevent the plant from wasting energy if prey isn’t actually there . . .” (paragraph 1)
- C** “It is popular as a potted plant in many parts of the world. . . .” (paragraph 2)
- D** “Venus flytraps need an open understory (the part of the forest below the canopy) to live.” (paragraph 3)
- E** “This results in less suitable habitat for the sun-loving Venus flytrap.” (paragraph 3)

6 Part A

In the passage “Venus Flytrap,” how does the author elaborate on information about the natural range of Venus flytraps in the wild?

- A** by providing reasons why Venus flytraps are decreasing in numbers
- B** by giving more detailed physical characteristics of Venus flytraps
- C** by comparing the Venus flytrap to more familiar types of plant life
- D** by highlighting limits to the ability of the Venus flytrap to target prey

Part B

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

- A** “The flowers are white with green veins running from the base of the petal toward the edges.” (paragraph 5)
- B** “Each trap on the plant can only open and close several times before it dies and falls off.” (paragraph 6)
- C** “This species is threatened by overcollection, habitat destruction, and fire suppression.” (paragraph 7)
- D** “Like all plants, the Venus flytrap gets its energy from the sun in a process called photosynthesis.” (paragraph 8)

Refer to the passages “Dissect a Flower” and “Venus Flytrap.” Then answer the questions.

7 Part A

What is a central idea that is developed in **both** passages?

- A** Individual plant parts have specific functions that are important to the plant’s survival.
- B** Observing plant parts separately can provide information about the role of each.
- C** The seasons of the year affect the timing of a plant’s growth and reproduction.
- D** Natural disasters can be helpful to plants despite the problems they pose to people.

Part B

Which **two** pieces of evidence **best** support the answer to Part A? Select **one** piece of evidence from **each** passage.

- A** “Springtime is when nature appears to come back to life after winter.” (paragraph 1, “Dissect a Flower”)
- B** “Leaves produce the food for the plant by photosynthesis, a process that helps make plant food from light, carbon dioxide, and water.” (paragraph 3, “Dissect a Flower”)
- C** “Take a closer look at the many different plant parts in this activity, and see how they differ from one flower to another!” (paragraph 6, “Dissect a Flower”)
- D** “The hinged traps are edged with small bristles that interlock when the trap shuts to ensure the prey can’t squirm out.” (paragraph 1, “Venus Flytrap”)
- E** “These fires can become dangerous to humans, so often we stop them before they have a chance to provide benefits to the forest.” (paragraph 3, “Venus Flytrap”)
- F** “Venus flytraps are perennial plants, which means they bloom year after year.” (paragraph 5, “Venus Flytrap”)

- 8 The author of “Dissect a Flower” provides an experiment that a reader can conduct to learn about plants, while the author of “Venus Flytrap” provides facts and descriptions to help a reader learn. Write a response arguing which approach provides a better opportunity for learning. Be sure to use textual information from **both** passages to construct your argument.





You have come to the end of Section 3 of the test. Review your answers from Section 3 only.



GO ON TO NEXT PAGE

Section 4

Directions:

Today, you will take Section 4 of the Grade 6 English Language Arts/Literacy Practice 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 answer document. 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 may ask you to write a response. Write your response in the space provided in your answer document. Only responses written within the space provided 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 Section ONLY. Do not go past the stop sign.

Today you will read **Part 1** and **Part 2** from the book *The One and Only Ivan*. Then you will answer questions about the selections and write a response in which you analyze both texts.

Read Part 1 from *The One and Only Ivan*. Then answer the questions.

Part 1 from *The One and Only Ivan*

by Katherine Applegate



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the exit 8 big top mall and video arcade

- 1 I live in a human habitat called the Exit 8 Big Top Mall and Video Arcade. We are conveniently located off I-95, with shows at two, four, and seven, 365 days a year.
- 2 Mack says that when he answers the trilling telephone.
- 3 Mack works here at the mall. He is the boss.

- 4 I work here too. I am the gorilla.
- 5 At the Big Top Mall, a creaky-music carousel spins all day, and monkeys and parrots live amid the merchants. In the middle of the mall is a ring with benches where humans can sit on their rumps while they eat soft pretzels. The floor is covered with sawdust made of dead trees.
- 6 My domain is at one end of the ring. I live here because I am too much gorilla and not enough human.
- 7 Stella's domain is next to mine. Stella is an elephant. She and Bob, who is a dog, are my dearest friends.
- 8 At present, I do not have any gorilla friends.
- 9 My domain is made of thick glass and rusty metal and rough cement. Stella's domain is made of metal bars. The sun bears' domain is wood; the parrots' is wire mesh.
- 10 Three of my walls are glass. One of them is cracked, and a small piece, about the size of my hand, is missing from its bottom corner. I made the hole with a baseball bat Mack gave me for my sixth birthday. After that he took the bat away, but he let me keep the baseball that came with it.
- 11 A jungle scene is painted on one of my domain walls. It has a waterfall without water and flowers without scent and trees without roots. I didn't paint it, but I enjoy the way the shapes flow across my wall, even if it isn't much of a jungle.
- 12 I am lucky my domain has three windowed walls. I can see the whole mall and a bit of the world beyond; the frantic pinball machines, the pink billows of cotton candy, the vast and treeless parking lot.
- 13 Beyond the lot is a freeway where cars stampede without end. A giant sign at its edge beckons them to stop and rest like gazelles at a watering hole.
- 14 The sign is faded, the colors bleeding, but I know what it says. Mack read its words aloud one day: "COME TO THE EXIT 8 BIG TOP MALL AND VIDEO ARCADE, HOME OF THE ONE AND ONLY IVAN, MIGHTY SILVERBACK!"
- 15 Sadly, I cannot read, although I wish I could. Reading stories would make a fine way to fill my empty hours.
- 16 Once, however, I was able to enjoy a book left in my domain by one of my keepers.
- 17 It tasted like termite.

- 18 The freeway billboard has a drawing of Mack in his clown clothes and Stella on her hind legs and an angry animal with fierce eyes and unkempt hair.
- 19 That animal is supposed to be me, but the artist made a mistake. I am never angry.
- 20 Anger is precious. A silverback uses anger to maintain order and warn his troop of danger. When my father beat his chest, it was to say, *Beware, listen, I am in charge. I am angry to protect you, because that is what I was born to do.*
- 21 Here in my domain, there is no one to protect.

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1 Part A

Based on details in Part 1 of *The One and Only Ivan*, which statement **best** describes Ivan’s point of view toward his situation compared to gorillas living in the wild?

- A** Ivan feels unsure of his surroundings since he is not in the jungle.
- B** Ivan feels separated from his true nature since his daily experiences are not in a jungle.
- C** Ivan feels knowledgeable because of his interactions with people and other types of animals.
- D** Ivan feels comfortable since the animals around him are all around his age.

Part B

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

- A** “Stella is an elephant. She and Bob, who is a dog, are my dearest friends.” (paragraph 7)
- B** “It has a waterfall without water and flowers without scent and trees without roots.” (paragraph 11)
- C** “I can see the whole mall and a bit of the world beyond. . . .” (paragraph 12)
- D** “That animal is supposed to be me, but the artist made a mistake. I am never angry.” (paragraph 19)

2 In paragraph 13 of Part 1 of *The One and Only Ivan*, the phrase **cars stampede without end** has the main effect of emphasizing how the cars

- A** turn back to investigate.
- B** move in a rapid, continuous blending.
- C** turn into the parking lot.
- D** move at a range of different speeds.

Ivan has been moved from the mall to a zoo. Kinyani is another gorilla at the zoo, Ruby is a young elephant Ivan knew at the mall, and Maya is a zookeeper. Read Part 2 from *The One and Only Ivan*. Then answer the questions.

Part 2 from *The One and Only Ivan*

by Katherine Applegate

door

- 1 Today the humans lead me to a door.
- 2 On the other side, Kinyani and the others wait for me.
- 3 I'm not ready for this. I'm not ready to be a silverback.
- 4 I'm Ivan, just Ivan, only Ivan.
- 5 I decide it's not a good day to socialize.
- 6 I'll try again tomorrow.

wondering

- 7 All night I lie awake, wondering about Ruby.
- 8 Has she already walked through a door like the one I'm facing?
- 9 Was she as scared as I am? Scared the way she must have been that day she fell in the hole?
- 10 I think of Ruby's endless curiosity, and of the questions she loved to ask. *Have you ever danced with a tiger, Ivan? Will your fur turn blue? Why doesn't that little boy have a tail?*
- 11 If Ruby were here with me, she'd be asking: *What's on the other side of the door, Ivan?*
- 12 Ruby would want to know, and she would have been through that door by now.

ready

- 13 "Want to try again, Ivan?" Maya asks. I think of Ruby, and I tell myself it's time.
- 14 The door opens.

outside at last

15 Sky.

16 Grass.

17 Tree.

18 Ant.

19 Stick.

20 Bird.

21 Dirt.

22 Cloud.

23 Wind.

24 Flower.

25 Rock.

26 Rain.

27 Mine.

28 Mine.

29 Mine.

oops

30 I sniff, approach, strut a bit, but the others don't welcome me. They have sharp teeth and loud voices.

31 Did I do something wrong?

32 Kinyani chases me. She throws a stick at me. She corners me.

33 I know that she's testing me to see if I'm a true silverback, one who can protect her family.

34 I cower and hide my eyes.

35 Maya lets me back into my cage.

what it was like

- 36 I lie awake and try to remember what it was like, being a gorilla.
- 37 How did we move? How did we touch? How did we know who was boss?
- 38 I try to think past the babies and the motorbikes and the popcorn and the short pants.
- 39 I try to imagine Ivan as he might have been.

pretending

- 40 The juvenile male approaches. He's eyeing my food hungrily.
- 41 I imagine a different Ivan, my father's son.
- 42 I grumble and swat and swagger. I beat my chest till the whole world hears.
- 43 Kinyani watches, and so do the others.
- 44 I move toward the young upstart, and he retreats.
- 45 Almost as if he believes I'm the silverback I'm pretending to be.

nest

- 46 I'm making a nest on the ground. It isn't a true jungle nest. The leaves are inferior and the sticks are brittle. They snap when I weave them into place.
- 47 The others watch, grunting their disapproval: *too small, too flimsy, an ugly thing to see.*
- 48 But when I climb into that leafy cradle, it's like floating on treetop mist.

more tv

- 49 Maya wants me to go back to my glass cage. I can tell, because she is tempting me toward the door with a trail of tiny marshmallows.
- 50 I try to ignore her. I don't want to leave the outside. It's a cloudless day, and I've found just the right spot for a nap. But I relent when she adds yogurt raisins to the trail. She knows my weaknesses all too well.
- 51 In the glass cage, the TV is on. It's another nature show, jerky and unfocused.
- 52 I expect to see gorillas, but none appear.

53 I hear a shrill sound, like a toy trumpet.

54 My heart quickens.

55 I rush close to the screen, and there she is.

56 Ruby.

57 She is rolling in a lovely pool of mud with two other young elephants.

58 Another elephant approaches. She towers over Ruby. She strokes Ruby, nudges her. She makes soft noises.

59 They stand side by side, just the way Stella and Ruby used to do. Their trunks entwine. I see something new in Ruby's eyes, and I know what it is.

60 It's joy.

61 I watch the whole thing, and then Maya plays it again for me, and again. At last she turns off the TV and carries it out of the cage.

62 I put my hand to the glass. Maya looks over.

63 Thank you, I try to say with my eyes. Thank you.

it

64 Kinyani ambles toward me. She taps me on the shoulder and knuckle runs away.

65 I watch her, arms crossed over my chest. I'm careful not to make a sound.

66 I'm not sure what we're doing.

67 She ambles back, shoves at me, dashes past. And then I realize what's happening.

68 We're playing.

69 We're playing *tag*.

70 And I'm it.

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- 3 How do Ivan's thoughts about Ruby change throughout Part 2 of *The One and Only Ivan*?
- A At first, Ivan's thoughts reveal his concern over Ruby.
Later, his thoughts show he is comforted to learn of Ruby's well-being.
- B At first, Ivan's thoughts suggest amazement at how similar he is to Ruby.
Later, his thoughts show that he has been mistaken about Ruby.
- C At first, Ivan's thoughts reveal bravery in dealing with separation from Ruby.
Later, his thoughts show puzzlement over Ruby's new situation.
- D At first, Ivan's thoughts suggest a need to analyze his own fears about Ruby.
Later, his thoughts show proof that he deeply cares about Ruby.
- 4 In paragraphs 27 through 29 from Part 2 of *The One and Only Ivan*, the repetition of the word **Mine** suggests that Ivan's connection with the outdoors is
- A brief and memorable.
- B reasonable and expected.
- C sudden and deep.
- D risky and worthwhile.
- 5 In paragraph 48 from Part 2 of *The One and Only Ivan*, what does Ivan **most likely** mean when he says climbing into the nest is **like floating on treetop mist**?
- A He enjoys the sturdy construction of what he has built.
- B He is glad the others have accepted him.
- C He is pleased that he is outdoors in a place of his own.
- D He believes that he is meant to lead the others.

6 Part A

In Part 2 of *The One and Only Ivan*, how do the interactions between Ivan and Maya contribute to the development of the plot?

- A** by highlighting how patience and kindness boost Ivan’s confidence
- B** by suggesting that Ivan has a specific plan for dealing with his fears
- C** by revealing that Ivan enjoys activities that interest the people around him
- D** by explaining how Ivan’s day is usually structured in a predictable way

Part B

What evidence from Part 2 of *The One and Only Ivan* **best** supports the answer to Part A?

- A** “In the glass cage, the TV is on. It’s another nature show, jerky and unfocused.” (paragraph 51)
- B** “I rush close to the screen, and there she is.” (paragraph 55)
- C** “I watch the whole thing, and then Maya plays it again for me, and again.” (paragraph 61)
- D** “I put my hand to the glass. Maya looks over.” (paragraph 62)

Refer to the passages Part 1 from *The One and Only Ivan* and Part 2 from *The One and Only Ivan*. Then answer the questions.

7 Part A

What is the theme of **both** parts of *The One and Only Ivan*?

- A A good way to make new friends is to act like a friend.
- B Thoughtful preparation helps ensure a successful outcome.
- C One's identity is shaped by a sense of belonging.
- D Teaching others to perform a new activity is rewarding.

Part B

What evidence **best** supports the answer to Part A?

- A "Mack says that when he answers the trilling telephone. . . . Mack works here. . . ." (Part 1, paragraphs 2 and 3)
- B "Sadly, I cannot read, although I wish I could." (Part 1, paragraph 15)
- C "He's eyeing my food hungrily." (Part 2, paragraph 40)
- D "And then I realize what's happening. . . . We're playing." (Part 2, paragraphs 67 and 68)

8 Part A

In **both** parts of *The One and Only Ivan*, how does the author develop Ivan's point of view in a similar way?

- A** By highlighting Ivan's thoughts about his father, the author shows that Ivan understands the importance of showing strength as a leader.
- B** By contrasting Ivan's necessary skills in the wild with abilities valued by humans, the author reveals how Ivan looks down on other gorillas.
- C** By emphasizing Ivan's doubts about people, the author makes the point that Ivan must rely more on the animals around him.
- D** By explaining Ivan's regrets about his past actions, the author suggests a clear need for Ivan to take more risks in his life.

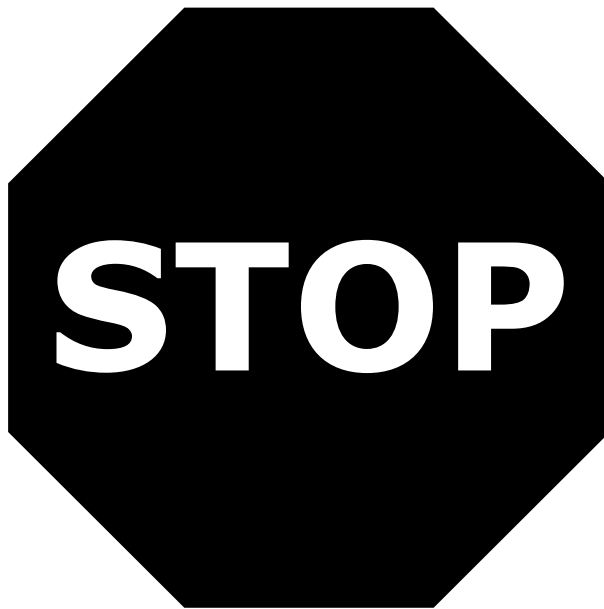
Part B

Which details **best** support the answer to Part A? Select **one** detail from **each** part of *The One and Only Ivan*.

- A** "After that he took the bat away, but he let me keep the baseball that came with it." (paragraph 10, Part 1)
- B** "The freeway billboard has a drawing of Mack in his clown clothes and Stella on her hind legs and an angry animal with fierce eyes and unkempt hair." (paragraph 18, Part 1)
- C** ". . . it was to say, *Beware, listen, I am in charge. I am angry to protect you, because that is what I was born to do.*" (paragraph 20, Part 1)
- D** "If Ruby were here with me, she'd be asking: *What's on the other side of the door, Ivan?*" (paragraph 11, Part 2)
- E** ". . . the others don't welcome me. They have sharp teeth and loud voices." (paragraph 30, Part 2)
- F** "Almost as if he believes I'm the silverback I'm pretending to be." (paragraph 45, Part 2)

- 9 In both parts of *The One and Only Ivan*, the author shows how Ivan interacts with other characters. Analyze these interactions and write a response in which you compare his relationships in Part 1 with his relationships in Part 2. Be sure to use specific details from **both** parts to support your response.





You have come to the end of Section 4 of the test. Review your answers from Section 4 only.





6-ELA