

PRACTICE TEST

English Language Arts  
**Grade 6**

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Student Name

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School Name

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District Name

# Grade 6

## English Language Arts Practice Test

### SESSION 1

This session contains 18 questions.

#### Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

**Go On ➡**

Read the passage and then answer the questions that follow.

## The Boy Who Invented TV

by Kathleen Krull

- 1 Imagine what it was like growing up on a farm in the American West of 1906. With electricity rare out in the country, chores took up most of your day. No refrigerators, no cars, few phones, hardly any indoor bathrooms. Long distances separated you from friends and relations. Meeting up with others took some effort—you rode a horse or walked. There were trains, but riding or even seeing one was a big deal.
- 2 Getting news was another challenge. What government leaders were doing in Washington, the latest in the arts and sciences, whether sports teams were winning or losing, new information of any kind—it trickled in haphazardly by mail. Not many people had books, and libraries were few and far between.
- 3 It was all a bit lonely.
- 4 What about fun? Movies—no. Radio—no (it was only on military ships). There was music, if you played your own instruments. There were no malls to go hang out at. When you had enough money saved up to buy a bicycle or roller skates, you ordered from the . . . mail-order catalog.
- 5 And there was no television. That’s right. **NO TV.**
- 6 In 1906, inside a log cabin on a farm in Utah, a boy was born who would change things. His name was Philo Taylor Farnsworth.
- 7 No sooner did Philo Farnsworth learn to talk than he asked a question. Then another, and another. His parents answered as best they could.
- 8 Noticing Philo’s interest in anything mechanical, his father took the three-year-old boy to see a train at a station. At first Philo was afraid this huge, noisy thing might be a monster. But the nice engineer invited the boy up into the cab with him, explaining a bit about how steam-powered trains worked.
- 9 That night Philo sat at the kitchen table and drew detailed pictures of what went on inside the motor of a train.
- 10 Two new machines captivated Philo as he grew up. One was a hand-cranked telephone, purchased by a neighbor. Holding the phone one day, hearing the voice of his beloved aunt, six-year-old Philo got goose bumps. After all, she lived a long ways away!

- 11 Another neighbor brought a hand-cranked phonograph to a dance. Music swirling out of a machine—it was almost impossible to believe.



Phonograph

- 12 “These things seemed like magic to me,” Philo said later. Besides being incredibly clever, the inventions brought people together in whole new ways.
- 13 Philo’s father shared his wonder. On clear summer nights, as they lay in the grass and gazed at the stars, his father told him about Alexander Graham Bell and the telephone, Thomas Edison and the phonograph. Inventors—these became Philo’s heroes.
- 14 Away on a temporary job, his father appointed Philo, the oldest of five children, the “man” in the family. Philo was eight. His many chores included feeding the pigs, milking and grazing the cow, fetching wood for the stove. . . .
- 15 He found it far more appealing to practice reading with his grandmother’s . . . catalog. It had toys . . . as well as cameras, alarm clocks, and machines that used a new, invisible source of power. Electricity, it was called.
- 16 In his spare time, Philo raised lambs and sold them. When he had enough money saved up, he visited his grandmother to pick a bicycle out of her catalog.
- 17 But somehow, she talked him into ordering a violin instead. Philo did love the sound of music, its orderly rhythms. And even at age ten, he dreamed of fame. Maybe he could find it by creating music like what he heard on the neighbor’s phonograph.

- 18 Soon he was performing in dance bands, making five dollars every Friday night. . . .
- 19 Trying for a better life, the Farnsworths moved from Utah to an Idaho farm with fields of beets and potatoes. Eleven-year-old Philo drove one of their covered wagons, carrying a crate of piglets, a cage of hens, his violin, and their new prize possession—a phonograph.



Covered wagons

- 20 Arriving in the Snake River Valley, he noticed something up in the air—power lines. Their new home was wired for electricity! A generator ran the lights and water heater, the hay stacker and grain elevator, and other farm equipment.
- 21 And up in the attic was another welcome surprise. A shelf of old popular-science magazines, with thrilling articles about magnetism, electricity, and those new “magic boxes”—radios. Philo promptly claimed this as his bedroom. His chores began before dawn, but he trained himself to wake an hour early so he could switch on the light and read in bed. Any spare money he had went to buy more magazines.
- 22 That’s when he saw the word “television” for the first time. It meant a machine that was something like a radio, only it sent pictures instead of sounds.
- 23 It didn’t actually exist yet, but scientists were racing to invent one.
- 24 The electric generator broke down a lot, and repairs were costly. Each time the repairman came, Philo bombarded him with questions.
- 25 After yet another breakdown, Philo set out to fix the machine himself. He took it apart, cleaned it, put it back together, and pressed the “on” button. It worked.

- 26 Philo's father was enormously proud of him. From then on, he was the Farnsworths' electrical engineer.
- 27 Philo tinkered with broken motors, reels of wire, old tools. He devised gadgets to hook up to the generator—anything to make his chores easier, like installing lights in the barn.
- 28 His least favorite thing was washing clothes—hours of standing while pushing and pulling the lever that swished the water around the washtub. So he attached a motor with pulleys to the lever to make it churn on its own, leaving him extra time to read.
- 29 When he was thirteen, Philo entered a contest sponsored by *Science and Invention* magazine. Using what he'd learned about magnets, he pictured an ignition lock that would make the new Model T [automobiles] harder to steal. . . .
- 30 Philo went on investigating television. An article called "Pictures that Fly Through the Air" stimulated him. Scientists were having no luck—so far their ideas resulted in crude mechanical devices that used whirling disks and mirrors.
- 31 Philo doubted any disk could whirl fast enough to work. Much better to do the job electronically. To harness electrons, those mysterious, invisible particles that traveled at the speed of light . . .
- 32 One bright, sunny day, fourteen-year-old Philo plowed the potato fields. It was the best chore for thinking—out in the open country by himself. Back and forth, back and forth . . . the plow created rows of overturned earth. He looked behind him at the lines he was carving—perfectly parallel.
- 33 Then he almost fell off the plow seat. All his thoughts fused together. Instead of seeing rows of dirt, he saw a way to create television: breaking down images into parallel lines of light, capturing them and transmitting them as electrons, then reassembling them for a viewer. If it was done quickly enough, people's eyes could be tricked into seeing a complete picture instead of lines. "Capturing light in a bottle" was how he thought of it—using electricity, not a machine with moving parts inside.
- 34 Philo's grin was wide. . . .
- 35 In the autumn Philo started high school, riding horseback four miles each way.
- 36 Mr. Tolman, the senior chemistry teacher, noticed that this freshman devoured books the way other students ate popcorn. He started tutoring Philo, coming in early and leaving late.

- 37 One day Mr. Tolman passed by a study hall and heard loud talking. Philo's latest hero was Albert Einstein, with his controversial new theory of relativity. Now Philo stood at the front of the room, enthusiastically explaining it to his classmates, step by step.
- 38 Usually Philo spoke little, with a halting voice. But when he could share his knowledge of science, he was a different boy.
- 39 Philo had been aching to discuss the idea he'd gotten in the potato field with someone who might understand. One day he finally told Mr. Tolman. All over the blackboard, he drew diagrams of his television.
- 40 His teacher was boggled. Philo ripped a page out of the notebook he always kept in his shirt pocket. He scribbled a diagram of an all-electric camera, the kind of converter he envisioned. An Image Dissector, he called it.
- 41 Mr. Tolman pointed out that it would take a lot of money to build such a thing. The only way he could think of helping was to encourage Philo to go on to college.
- 42 But Philo was forced to quit college at eighteen. . . . By then the family had moved back to Utah, to the town of Provo, and Philo supported them by working at all sorts of jobs in nearby Salt Lake City.
- 43 His favorite one was repairing radios. Though commercial radio broadcasts had started four years earlier, Philo couldn't believe, in 1924, how many people still hadn't heard one. On weekends he organized "radio parties" so his friends could gather around one of the bulky wooden cabinets and listen to the new stations.
- 44 Pem Gardner, the girl next door, was interested in radio—and also in Philo.
- 45 Wasn't it funny, Philo remarked to Pem, how they liked to watch the radio even though there was nothing to see? Radio was such a fine way to bring folks together. And television, he sensed, would be even better. . . .
- 46 Now what he needed was money. He grew a mustache to look older, bought a new blue suit, and started to call himself Phil.
- 47 He met two California businessmen, and over dinner one night, he took them through a step-by-step explanation of his Image Dissector: a camera tube that would dissect an image into a stream of electrons, converting them into pulses of electrical current. A receiver would capture the current, then convert it back into points of light—the original image.

- 48 As he talked, he got more and more passionate. After scanning images line by line, just like rows in a potato field, this machine would beam them into homes. That was the best thing about television, he said—it would let families and whole communities share the same stories. . . .
- 49 The two businessmen exchanged looks, then agreed to put up \$6,000 so Philo could build the first model. They gave him a year to make it work.
- 50 Philo hit upon a way to work twenty-four hours a day: he set himself problems to solve while sleeping.
- 51 He filed for several government patents that would protect his ideas for the next seventeen years. It was important to him to keep control, to get credit. . . .
- 52 Pem helped out. Their first lab was their dining room table in Hollywood. Pem learned to use a precision welder to make tube elements—everything had to be built from scratch. When they needed a break, they went to one of the new talking movies.
- 53 Finally they got the lights, wires, and tubes to work in unison. But at the first demonstration, Philo forgot one item. He failed to take the power surge into account. The entire Image Dissector exploded. Pem, who took notes about everything, labeled this experiment “Bang! Pop! Sizzle!”
- 54 Still, Philo was able to find new investors, who gave him another year.
- 55 At his new lab in San Francisco, Philo met the deadline. In 1927, a small group of people watched as the first image in history flickered on a TV.
- 56 He said, “That’s it, folks. We’ve done it—there you have electronic television.”
- 57 That first image was not fancy. It was a straight line, blurry and bluish. Later he was able to show a dollar sign. . . .
- 58 The first person to be televised was . . . Pem, who didn’t know she was on camera and had her eyes closed.
- 59 The following year, in front of a crowd of reporters, twenty-two-year-old Philo Farnsworth announced the invention of television.
- 60 That night he was behind the wheel of a borrowed car. He and Pem were heading home after catching a movie with another couple. They stopped to buy the *San Francisco Chronicle* from a newsboy. And there was a photo of Philo holding his invention. The article praised a “young genius” for creating a “revolutionary light machine.”

- 61 Pem and his friends read it aloud, bouncing up and down, yelling. Philo was silent, but a big smile crossed his face.
- 62 He was a real inventor, like his heroes—someone who connected people, a shaper of the world to come. Thanks to him, the future would include TV.

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- 1 Which idea is **best** supported by the title of the passage?
- Ⓐ Philo began thinking about how to transmit pictures when he was young.
  - Ⓑ Philo was worried his young age would keep people from taking his work seriously.
  - Ⓒ Philo started taking things apart when he was young to understand how they worked.
  - Ⓓ Philo was hopeful his discovery would make it easier for young people to connect with their friends.

- 2 Read the sentences from paragraph 2 in the box.

Getting news was another challenge. What government leaders were doing in Washington, the latest in the arts and sciences, whether sports teams were winning or losing, new information of any kind—it trickled in haphazardly by mail.

Based on the passage, which idea do the sentences **most clearly** develop?

- Ⓐ Information people received in the past was less descriptive than it is today.
- Ⓑ People in the past relied on local libraries to provide the most current information.
- Ⓒ Leaders in the past were generally unwilling to provide reliable information to people.
- Ⓓ News was received by people less quickly in the past due to a lack of information technology.

- 3 Which sentence from the passage **best** suggests that Philo had many thoughts about creating mechanical improvements?
- Ⓐ "It had toys . . . as well as cameras, alarm clocks, and machines that used a new, invisible source of power." (paragraph 15)
  - Ⓑ ". . . carrying a crate of piglets, a cage of hens, his violin, and their new prize possession—a phonograph." (paragraph 19)
  - Ⓒ "It meant a machine that was something like a radio, only it sent pictures instead of sounds." (paragraph 22)
  - Ⓓ "He devised gadgets to hook up to the generator—anything to make his chores easier, like installing lights in the barn." (paragraph 27)

- 4 Read the sentences from paragraph 33 in the box.

Then he almost fell off the plow seat. All his thoughts fused together.

Based on the passage, what do the sentences **most likely** suggest about Philo?

- Ⓐ He was thrilled by his idea.
- Ⓑ He was worried about a mistake in his plan.
- Ⓒ He was hoping his theory would be accepted.
- Ⓓ He was expecting his progress to be interrupted.

- 5 Select **two** details from the passage that **best** show that Philo enjoyed learning new things.
- Ⓐ "In his spare time, Philo raised lambs and sold them." (paragraph 16)
  - Ⓑ "His chores began before dawn, but he trained himself to wake an hour early so he could switch on the light and read in bed." (paragraph 21)
  - Ⓒ "Mr. Tolman, the senior chemistry teacher, noticed that this freshman devoured books the way other students ate popcorn." (paragraph 36)
  - Ⓓ "All over the blackboard, he drew diagrams of his television." (paragraph 39)
  - Ⓔ "But at the first demonstration, Philo forgot one item." (paragraph 53)

- 6 Read the dictionary entry in the box.

**aching:** v. **1.** feeling discomfort **2.** yearning strongly **3.** feeling compassion **4.** experiencing regret

Read the sentence from paragraph 39 in the box.

Philo had been aching to discuss the idea he'd gotten in the potato field with someone who might understand.

Which meaning of the word *aching* is used in the sentence?

- Ⓐ meaning 1
- Ⓑ meaning 2
- Ⓒ meaning 3
- Ⓓ meaning 4

- 7 Based on the passage, how did Philo's thoughts about radio increase his excitement about television?
- Ⓐ He understood that radio would stop being useful over time.
  - Ⓑ He believed that people were starting to get tired of radio.
  - Ⓒ He saw that radio was a way to bring people together.
  - Ⓓ He knew that radio could help advertise his work.
- 8 What is the **most likely** reason the author included paragraph 52 in the passage?
- Ⓐ to suggest that Philo was unable to meet his deadline
  - Ⓑ to reveal that Philo had assistance in building his device
  - Ⓒ to describe the process Philo used to repair broken equipment
  - Ⓓ to explain the reason Philo needed more money for the project
- 9 Based on the passage, which phrase **best** describes how Philo overcame the challenge of his Image Dissector being destroyed?
- Ⓐ by taking apart the machine
  - Ⓑ by solving the power surge problem
  - Ⓒ by setting up a specially designed office
  - Ⓓ by hiring a highly skilled employee to help

- 10 Based on the passage, determine whether **each** detail **best** supports the idea that Philo was hardworking or humble.

His many chores included feeding the pigs, milking and grazing the cow, fetching wood for the stove. (paragraph 14)

- Ⓐ hardworking
- Ⓑ humble

Philo set out to fix the machine himself. He took it apart, cleaned it, put it back together, and pressed the “on” button. (paragraph 25)

- Ⓐ hardworking
- Ⓑ humble

Pem and his friends read it aloud, bouncing up and down, yelling. Philo was silent, but a big smile crossed his face. (paragraph 61)

- Ⓐ hardworking
- Ⓑ humble

- 11 Based on the passage, which statement **best** describes the author’s point of view toward Philo?
- Ⓐ She respects Philo for his kindness to others.
  - Ⓑ She admires Philo for his contribution to science.
  - Ⓒ She believes Philo sometimes took needless risks.
  - Ⓓ She thinks Philo occasionally focused on unnecessary details.

- 12 Based on the passage, select the word or phrase that **best** completes **each** sentence.

Philo learned about the early efforts of scientists to create television by

- Ⓐ talking with family.
- Ⓑ reading magazine articles.
- Ⓒ listening to radio broadcasts.

However, he thought their inventions would not work because their devices were too

- Ⓐ slow.
- Ⓑ large.
- Ⓒ expensive.

For this question, you will write an essay based on the passage. The essay should be about four to five paragraphs in length. Be sure to:

- Include a central idea.
- Use evidence from the passage to support the central idea.
- Use correct grammar, spelling, and punctuation.

- 13** Based on *The Boy Who Invented TV*, write an essay that explains how people in Philo's life supported his passion for working with technological devices. Use evidence from the passage to develop your essay.

**Write your answer on the next two pages.**

[illegible]

[illegible]

Read this excerpt from *Words with Wings*, a novel in verse about a girl named Gabby. Then answer the questions that follow.

from *Words with Wings*

by Nikki Grimes

**Summer Shift**

We packed our bags in June.  
I braced for a summer  
of impossible good-byes,  
and the dread  
5 of living without friends  
ever again.  
To chase away the fear,  
I flipped through a dictionary,  
plucked out the word *hush*  
10 and thought about  
the whisper of wind  
rustling through leaves,  
come next autumn,  
and the silence of their falling.  
15 Then I jumped into  
a soft deep pile of them,  
grabbed an armful  
of red, gold, and  
burnt-orange beauties,  
20 tossed them into the air,  
and I was all right again,  
for a while,  
and I went back to packing  
for the move.

**Cheri**

25 The kids at my last school  
called me weird,  
teased me,  
or left me to myself.  
Except for Cheri,  
30 who picked me  
to sit next to  
in kindergarten

just because she saw me  
staring out the window  
35 and was dying to know  
what made me smile  
when all she saw  
were raindrops.  
I was shy about  
40 telling her at first,  
but Cheri didn't mind  
my daydreaming.  
She was color-blind, but said  
whenever I described  
45 my daydreams,  
it was like  
helping her see  
the rainbow.

**Hope**

I hope this new school  
50 has a Cheri who'll think  
daydreamers are cool.

**First Day**

I duck down in the seat  
of my new class.  
To these kids,  
55 I'm not Gabby yet.  
I'm just Shy Girl  
Who Lives  
Inside Her Head.  
No one even knocks  
60 on the door  
for a visit.  
They don't know  
it's beautiful  
in here.

**Gabby**

- 65 One week in,  
and already  
my new teacher complains  
about how much I daydream.  
"Gabriella!" he'll say,  
70 "Where have you gone off to  
this time?"  
I try to tell Mr. Spicer  
it's not my fault.  
Blame it on  
75 the words.

**Words with Wings**

- Some words  
sit still on the page  
holding a story steady.  
Those words  
80 never get me into trouble.  
But other words have wings  
that wake my daydreams.  
They fly in,  
silent as sunrise,  
85 tickle my imagination,  
and carry my thoughts away.  
I can't help  
but buckle up  
for the ride!

*Words with Wings* by Nikki Grimes. Copyright © 2013 by Nikki Grimes. Reprinted by permission of Wordsong, an imprint of Highlights.

- 14** Based on the poem, select the phrase that **best** completes **each** sentence.

One technique the poet uses in lines 11–14 is to include words that

- Ⓐ make a comparison.
- Ⓑ exaggerate a description.
- Ⓒ sound like what they mean.

The **most likely** reason the poet uses this technique is to

- Ⓐ question the speaker’s story.
- Ⓑ emphasize a pattern of events.
- Ⓒ bring to life the speaker’s experience.

- 15** What theme is **mainly** developed in the section **Cheri** (lines 25–48)?

- Ⓐ A good friend can have a big impact on a person.
- Ⓑ A simple smile can make the day better for a person.
- Ⓒ People often remember the past as better than it was.
- Ⓓ Finding words to express strong emotions can be difficult.

- 16 Read lines 55–58 in the box.

I'm not Gabby yet. / I'm just Shy Girl / Who Lives / Inside Her Head.

Based on the poem, what do the lines **mainly** suggest about Gabby?

- Ⓐ She is bored because she spends so much time alone.
  - Ⓑ She is confused about what her classmates are thinking.
  - Ⓒ She does not feel that her classmates really know her yet.
  - Ⓓ She does not think she will ever get used to another school.
- 17 Gabby's imagination can be a benefit at times and affect her concentration at other times.

Select **one** phrase that shows that Gabby's imagination can be a benefit.

- Ⓐ "helping her see / the rainbow." (lines 47–48)
- Ⓑ "'Where have you gone off to / this time?'" (lines 70–71)
- Ⓒ "Some words / sit still on the page" (lines 76–77)

Select **one** phrase that shows that Gabby's imagination can affect her concentration.

- Ⓐ "helping her see / the rainbow." (lines 47–48)
- Ⓑ "'Where have you gone off to / this time?'" (lines 70–71)
- Ⓒ "Some words / sit still on the page" (lines 76–77)

- 18 How do the details in the section **Words with Wings** (lines 76–89) **mainly** develop Gabby’s point of view?
- Ⓐ They give examples of words Gabby finds interesting.
  - Ⓑ They show that Gabby struggles to remember certain words.
  - Ⓒ They provide examples of words used in stories Gabby enjoys.
  - Ⓓ They suggest that Gabby feels powerless to control her reactions to words.



**This is the end of the session. You may  
check your work for this session only.  
Do not go on to the next session.**

# Grade 6

## English Language Arts Practice Test

### SESSION 2

This session contains 21 questions.

#### Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Practice Test Booklet.

For most questions, you will mark your answers by filling in the circles in your Practice Test Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write each response in the space provided. Only responses written within the provided space will be scored.

**Go On ➡**

Read the passage about Auggie, who lives with her grandfather, Gus, a trash hauler who has a truck named Old Glory. In this passage, Auggie has an idea about how to save the beautiful glass from the windows of Hopewell, a local church that was damaged. Then answer the questions that follow.

from *The Junction of Sunshine and Lucky*

by Holly Schindler

- 1 "What do you want to do with all this glass, Auggie?" Gus asks when I drag him to my wagon, parked under the sweet gum tree out back.
- 2 "Not any old glass, Gus," I say. "Glass from Hopewell."
- 3 Gus leans down and takes a look. Gingerly, he slides a big piece of red out and holds it to the light. The edge looks so jagged and dangerous, it makes me nervous to see it between his fingers.
- 4 "I don't really like the idea of you picking up such sharp things when I'm not around," he says.
- 5 "I didn't—Chuck did," I say.
- 6 "But broken glass?" Gus asks, his face wrinkling.
- 7 "That came from the old stained-glass windows,<sup>1</sup> Gus."
- 8 "Right," Gus says, still not seeing what I'm hinting at.
- 9 "I know that glass has already been used once," I say. "But maybe we could use it, too. The same way Irma Jean sews new outfits out of fabric that's already been worn by somebody else. Maybe that glass might like to find a new home in a new window—nothing as important as Hopewell's. But a nice, cozy little window where it can get plenty of sun, just the same."
- 10 A slow smile spreads across Gus's face. "Got it!" he shouts.
- 11 Of the two windows that face the front porch, we start with the one that's the easiest to get to—the one next to the door, with nothing in its way, not even the old swing. Gus takes off the screen, so he can get closer to the wooden slats that divide the window into eight equal sections. He cuts one of those eight clear panes out, leaving a hole that looks like a spot in a mouth where somebody's wiggled a loose tooth free.

<sup>1</sup> stained-glass windows—windows made with sections of glass that have been colored or painted

- 12 "Sure am glad it's decided to turn cold," Gus says, pointing at the missing pane. "No problems with mosquitoes today."
- 13 Gus measures the hole and cuts a new pane out of a big chunk of scarlet glass. He winks at me when he gets it set in right. "Little Sister," he says, "this is a fantastic idea. Quick—what color do you want the next pane to be?"
- 14 Gus and I become a two-man team. Gus cuts new panes out of glass—panes tinted fuchsia and purple and green and blue. I come along behind him with some old glazing putty that Gus had in the garage, which is white sticky gunk that makes sure the glass stays in place tight and solid.
- 15 "Really pack that stuff in good, Little Sister," Gus says. "We don't want a bunch of cold, drafty air leaking in on us this winter."
- 16 When we get the first window completely done, all eight panes, we rush out into the middle of the front yard to get a good look.
- 17 "It's like—it's like—" I stutter, but I can't find the right words.
- 18 "Come here," Gus says, tugging on my sleeve. When we race inside, Gus steps right in front of our new window. "Watch this," he says.
- 19 He holds both his arms out like a scarecrow. But it only takes a couple of seconds for me to stop thinking *scarecrow*. Instead, I start to think *mistletoe* and *fat holiday stockings* and *candy canes*.
- 20 Because that's exactly how Gus looks. With his arms held out, the colored light dances off the sleeves of his white shirt so that he looks like a lit-up Christmas tree.
- 21 I clap. "This is amazing, Gus!"
- 22 "Told you it was a good idea, Little Sister," Gus says. "Come on now, let's do the other window."
- 23 Together, we rush outside like it really is Christmas. Like carolers are on the lawn and Santa is on the roof, dancing between crisp, clean snowflakes.
- 24 But even when we finish both windows, it's not enough. I glance down into my wagon, at the tiny little shards on the bottom, and say, "Too bad we can't scatter this on the ground—or down the front walk."

- 25 I've never seen Gus run to Old Glory so fast. I break into a pant to keep up with him and hop in. I'm so excited to find out where we're going that I pet the dash right along with him. "Come on, Old Glory," I chant. "You can do it. Come on."
- 26 Somehow, the whole town looks a little fresher as we drive.
- 27 We wind up at the hardware store, where Gus buys an enormous bag of QUIKRETE concrete mixture—a whole eighty pounds—for a little over three dollars.
- 28 "This we can fit in the budget," he announces happily.
- 29 Back home, Gus adds water to the dry mix, turning it into gray mud, and starts spreading it over our cracked front walk. I crouch down low, dragging my wagon behind me. I lay thumbnail-sized pieces of glass on the wet concrete, pushing them deep enough to cover all the sharp edges, but not so deep that the smooth tops won't be able to sparkle in the sun. Once it's dry, it'll be safe to walk on.
- 30 When we're done, we race each other to the end of the front yard.
- 31 "It's like looking straight into a kaleidoscope,"<sup>2</sup> I say. "The way all those brightly colored pieces shimmer in the sunlight."
- 32 Only, it's not a kaleidoscope—it's where we live.

<sup>2</sup> kaleidoscope—a closed tube that contains mirrors and bits of colored glass that display changing patterns

*The Junction of Sunshine and Lucky* by Holly Schindler. Copyright © 2014 by Holly Schindler. Reprinted by permission of Holly Schindler.

- 19 What is the meaning of the word *gingerly* as it is used in paragraph 3?
- Ⓐ quickly
  - Ⓑ eagerly
  - Ⓒ cleverly
  - Ⓓ carefully
- 20 Which of the following ideas is **best** supported by paragraphs 9 and 10?
- Ⓐ People can learn necessary skills by reusing items.
  - Ⓑ People can inspire others to reuse everyday items.
  - Ⓒ Reused materials are more interesting than new ones.
  - Ⓓ Some materials are better suited for reuse than others.
- 21 Read paragraph 26 in the box.

Somehow, the whole town looks a little fresher as we drive.

What is the **most likely** reason Auggie thinks the town “looks a little fresher”?

- Ⓐ She realizes that the town is larger than she remembers.
- Ⓑ She is pleased about visiting a part of the town that is new to her.
- Ⓒ She is enthusiastic about the project, and her feelings affect how she sees the town.
- Ⓓ She notices that the town has been redesigned, and she thinks it looks more beautiful than before.

- 22** Reread paragraphs 31 and 32. Based on the paragraphs, how does Auggie **most likely** feel when she says “it’s where we live”?
- Ⓐ proud
  - Ⓑ curious
  - Ⓒ puzzled
  - Ⓓ regretful
- 23** Which sentence **best** states a theme of the passage?
- Ⓐ Patience can be fulfilling.
  - Ⓑ Teamwork can be difficult.
  - Ⓒ Change can be disruptive.
  - Ⓓ Creativity can be rewarding.
- 24** Which sentence from the passage **best** suggests that Auggie is familiar with the idea that old items can be reused?
- Ⓐ “‘I know that glass has already been used once,’ I say. ‘But maybe we could use it, too.’” (paragraph 9)
  - Ⓑ “‘I come along behind him with some old glazing putty that Gus had in the garage, which is white sticky gunk that makes sure the glass stays in place tight and solid.’” (paragraph 14)
  - Ⓒ “‘We wind up at the hardware store, where Gus buys an enormous bag of QUIKRETE concrete mixture—a whole eighty pounds—for a little over three dollars.’” (paragraph 27)
  - Ⓓ “‘Back home, Gus adds water to the dry mix, turning it into gray mud, and starts spreading it over our cracked front walk.’” (paragraph 29)

- 25 How does Gus’s attitude change throughout the passage?
- Ⓐ He becomes more excited about reusing the glass.
  - Ⓑ He becomes more relaxed about Auggie handling the glass.
  - Ⓒ He becomes less willing to listen to ideas Auggie has about the glass.
  - Ⓓ He becomes less enthusiastic because of the cost of reusing the glass.
- 26 Which detail from the passage **best** shows that Auggie is observant?
- Ⓐ ““But a nice, cozy little window where it can get plenty of sun, just the same.”” (paragraph 9)
  - Ⓑ “Gus cuts new panes out of glass—panes tinted fuchsia and purple and green and blue.” (paragraph 14)
  - Ⓒ “I crouch down low, dragging my wagon behind me.” (paragraph 29)
  - Ⓓ “When we’re done, we race each other to the end of the front yard.” (paragraph 30)

- 27** Select **two** sentences from the passage that **most clearly** use figurative language.
- Ⓐ "He cuts one of those eight clear panes out, leaving a hole that looks like a spot in a mouth where somebody's wiggled a loose tooth free." (paragraph 11)
  - Ⓑ "Gus measures the hole and cuts a new pane out of a big chunk of scarlet glass." (paragraph 13)
  - Ⓒ "When we get the first window completely done, all eight panes, we rush out into the middle of the front yard to get a good look." (paragraph 16)
  - Ⓓ "He holds both his arms out like a scarecrow." (paragraph 19)
  - Ⓔ "I break into a pant to keep up with him and hop in." (paragraph 25)

Write a response that is about **one to two paragraphs** in length. Be sure to:

- Use evidence from the passage to support your response.
- Use correct grammar, spelling, and punctuation.

- 28** Based on the passage, write a response that explains how reusing objects can be beneficial. Use evidence from the passage to support your response.

**Write your answer on the next page.**

[illegible]

Read the passage about the Yonaguni Underwater Pyramid, rock formations off the coast of Japan that some believe to be a lost underwater city. Then answer the questions that follow.

## Yonaguni: Real or Myth?

by Sue Hamilton

- 1 Off the coast of Japan's southernmost island of Yonaguni Jima, in the blue waters of the East China Sea, there appear to be underwater buildings that may be part of a 10,000-year-old lost city. In 1986, professional scuba diver Kihachiro Aratake was exploring the area, looking for new dive sites, when he passed through an archway. He saw giant stone slabs, perfectly aligned at sharp angles, that seemed very unlike what is typically found in nature. Swimming on, he discovered what seemed to be a drainage ditch that emptied into a small sunken pool. But what amazed him, and the scientists and archeologists who followed, was one huge building with neat, terraced steps. Somewhat similar to the terraced Incan ruins at Machu Picchu, Peru, the pyramid-like monument is about 164 feet (50 m) long and 66 feet (20 m) wide, and climbs 100 feet (30 m) to the water's surface. The site was named Iseki Point. In Japanese, *Iseki* means "historic ruins."
- 2 Some scientists guess the buildings may be natural rock formations that were carved into shape long ago by natives of the area. Others argue that the structures are natural rock formations that have been shaped by underwater currents.
- 3 Some researchers, however, think the stony structures on the sea floor are remains from the lost continent of Mu, an ancient place that sank into the Pacific Ocean, much like the story of Atlantis. For generations, area legends told of an ancient and mysterious "castle under the sea." The place was rumored to have once been home to a group of people who never aged.
- 4 Dr. Masaaki Kimura, professor of marine geology at the University of the Ryukyus in Okinawa, began studying the site in 1992. At first, he was not convinced that the Yonaguni Underwater Pyramid was man-made. However, his searches have uncovered stone tools and pillars, as well as what appears to be a stone sculpture and a stone tablet carved with symbols. . . . In addition, the overall look of the site resembles that of a 14th-century Okinawan castle.

- 5 However, geologist Robert Schoch of Boston University is skeptical. He knows that the area's sandstone rocks break cleanly and at sharp angles. He believes that these natural breaks were what created the terraces and stone steps of the Yonaguni Underwater Pyramid.
- 6 Another opinion by experienced diver and ancient underwater site specialist Jacques Mayol is that the Yonaguni site is a mixture of natural and man-made formations. . . . "I think that the monument at Yonaguni is partly man-made. It is absolutely obvious to me that it is not totally natural."
- 7 Is this an Atlantis-like lost city? Did a flood or earthquake cause it to end up underwater? The site continues to be studied, but many think that Yonaguni is a lost city waiting to be fully rediscovered.



The Yonaguni Underwater Pyramid

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- 29 Based on paragraphs 4 and 5, which word could **best** replace the word *skeptical* in paragraph 5?
- Ⓐ patient
  - Ⓑ curious
  - Ⓒ doubtful
  - Ⓓ frustrated
- 30 What is the **most likely** reason that the author includes the questions in paragraph 7?
- Ⓐ to suggest that the Yonaguni Underwater Pyramid is still a mystery
  - Ⓑ to warn that the Yonaguni Underwater Pyramid is dangerous to divers
  - Ⓒ to prove that the Yonaguni Underwater Pyramid is difficult to recognize
  - Ⓓ to reveal that the Yonaguni Underwater Pyramid is slowly disappearing
- 31 Based on the passage, which detail **best** supports the idea that the Yonaguni Underwater Pyramid was made by humans?
- Ⓐ its suspected connection to lost cities and continents
  - Ⓑ the discovery of stone tablets and tools near the site
  - Ⓒ its location a short distance below the surface of the water
  - Ⓓ the presence of features like those seen in modern buildings

- 32 How is the passage **mainly** organized?
- Ⓐ by comparing and contrasting different theories about the ruins
  - Ⓑ by explaining the challenges archeologists had exploring the site
  - Ⓒ by describing the dive in which the ruins were identified from start to finish
  - Ⓓ by listing concerns researchers have about preserving the site and the environment

- 33 Based on the passage, select the phrase that **best** describes the purpose of **each** sentence.

Off the coast of Japan's southernmost island of Yonaguni Jima, in the blue waters of the East China Sea, there appear to be underwater buildings. . . . (paragraph 1)

- Ⓐ to establish a location
- Ⓑ to introduce an opinion
- Ⓒ to provide a solution to a problem

Some researchers, however, think the stony structures on the sea floor are remains from the lost continent of Mu. . . . (paragraph 3)

- Ⓐ to establish a location
- Ⓑ to introduce an opinion
- Ⓒ to provide a solution to a problem

The following questions are standalone questions and are not associated with a passage.

- 34 Read the paragraph in the box.

Last week, my friend and I watched the first episode of a new TV mystery. About a group of teenagers who search for clues to an ancient civilization. My friend is coming over tomorrow, so we can watch the next episode. After getting home from school and finishing our homework. I can't wait to find out what happens!

In the paragraph, which **two** of the following are fragments?

- Ⓐ Last week, my friend and I watched the first episode of a new TV mystery.
- Ⓑ About a group of teenagers who search for clues to an ancient civilization.
- Ⓒ My friend is coming over tomorrow, so we can watch the next episode.
- Ⓓ After getting home from school and finishing our homework.
- Ⓔ I can't wait to find out what happens!

- 35 Read the sentence in the box.

The Boston University Bridge—originally known as the Cottage Farm Bridge—was built in 1927.

What is the function of the dashes in the sentence?

- Ⓐ to signal strong emotion
- Ⓑ to highlight a different opinion
- Ⓒ to set off additional information
- Ⓓ to emphasize a helpful definition

- 36** Determine whether **each** sentence is an example of formal language or informal language.

You just gotta see the new skateboard trick I learned to do yesterday!

- Ⓐ formal
- Ⓑ informal

I can't believe how super cold it's been around here so far this winter.

- Ⓐ formal
- Ⓑ informal

Thank you for taking the time to meet with me this evening.

- Ⓐ formal
- Ⓑ informal

- 37** Which sentence uses a modifier correctly?

- Ⓐ The student stepped off the bus carrying a backpack.
- Ⓑ The cake was served to the guests with chocolate frosting.
- Ⓒ Reading a good book, the beach was a relaxing vacation spot.
- Ⓓ In the fall, people visited the area to see the leaves change color.

- 38 Read the sentence in the box.

Near the end of the superhero movie, the entire audience sat in suspense as the villain \_\_\_\_?\_\_\_\_ in the shadows, just out of sight of the hero.

Which word **best** helps to create a sense of danger when used to complete the sentence?

- Ⓐ lurked
- Ⓑ stayed
- Ⓒ waited
- Ⓓ remained

- 39 Read the sentence in the box.

Even good friends sometimes quarrel and get upset.

Which **two** words are closest in meaning to the word *quarrel* as it is used in the sentence?

- Ⓐ lose
- Ⓑ resist
- Ⓒ argue
- Ⓓ disagree
- Ⓔ misplace



**This is the end of the session. You may  
check your work for this session only.**

