



Colorado Measures of Academic Success



Grade 6

English Language Arts/Literature



Paper Practice Resource for Students

Converted Online Technology-Enhanced Item Types

Online technology-enhanced items converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

ITEM SET 1

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

Read the article titled "The Stripes Will Survive." Then answer questions 1 and 2.

The Stripes Will Survive

by Jacqueline Adams

- 1 Danya nips his mother's furry back over and over, as if he's trying to see how many times he can get away with it. It doesn't seem like a very smart game, considering Mom is a Siberian tigress! But Danya and his twin sister, Dasha, know how special they are to their mother.
- 2 They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs. But if Siberian tigers weren't so rare, Danya and Dasha would never have been born.
- 3 A hundred years ago, no one worried that the world might run out of tigers. One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world. But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct. Fewer than 5,000 tigers roam the wild. Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers. And only 500 Siberian tigers live in zoos.
- 4 In 1981, the American Zoo and Aquarium Association (AZA) started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don't disappear. The members of the Tiger SSP teach the public about the plight of tigers and do research. They keep a computerized family tree of zoo tigers that helps match males and females for breeding.
- 5 The Tiger SSP's computer program matched four-year-old Gaia, from the Minnesota Zoo, with fifteen-year-old Tatja, from the Milwaukee Zoo. The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few months later. When the twins entered the world on April 4, 2001, each was a two-pound ball of woolly, striped fur.

- 6 Tiger fathers in the wild don't help care for their cubs and sometimes try to kill them. Tatja, whom zookeeper Steve Gove describes as "a mellow tiger," gets along well with Gaia and likes watching his cubs play. Although the zoo staff members keep Tatja in a separate area, they don't think he would hurt the cubs.
- 7 Gaia had never had cubs before, but Gove says, "She's been an absolutely perfect mother—tolerant, loving, and protective." In the wild, tiger mothers teach their cubs to hunt. Danya and Dasha won't need to hunt, but Gaia teaches them chasing and stalking techniques, as well as how to swim and groom themselves.
- 8 These lessons are pure fun for the twins. As soon as his sister's back is turned, Danya crouches, then pounces, and the two roll across the grass in a wrestling ball of stripes and teeth. But she'll get him back later, maybe when he's splashing in the pool during his swimming lesson or struggling to carry the piece of log he's turned into a toy. "They'll make a toy out of anything," says Gove.
- 9 Grooming lessons come in handy for playful cubs who can't resist rolling in the mud. Gove explains, "Sometimes they're so black you can hardly see their stripes when they come in at night, but they're completely clean by morning." Mom has taught them to wash their fur with their tongues, and swallowing a couple pounds of mud doesn't seem to bother them a bit.
- 10 If mud doesn't sound very tasty to you, how about raw horse meat? Tatja would tell you (if he could) that nothing's more delicious. On some nights he lets supper sit for a while, but on horse-meat night he cares about nothing else until he's eaten every bite. Danya crouches jealously over his slab of meat. If Mom or Sis wanders too close, he lets out a deep growl that sounds as if it should have come from his 500-pound father.
- 11 With supper over, everyone in the tiger building is content. "Gaia and the cubs are pretty friendly," says zoo-keeper Curt Gindlesperger. Proving him right, Gaia strolls to the fence and rubs against his hand like a 300-pound house cat.
- 12 The tiger family seems comfortable in Cleveland, where the weather is similar to that of their natural habitat in eastern Russia. But the time may come to move on. Tatja, who has cubs at two other zoos, will probably leave. The Tiger SSP may also transfer one or both cubs to zoos where they will raise their own families. Then Danya and Dasha will help make sure Siberian tigers are around for a long, long time.

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

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1. Part A

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

- Ⓐ The author explains a problem and then presents solutions.
- Ⓑ The author details the cause and effect of an event or action.
- Ⓒ The author shares important events or actions in their order of importance.
- Ⓓ The author presents a detailed list of problems.

Part B

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

- Ⓐ "They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs."
- Ⓑ "But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct."
- Ⓒ "They keep a computerized family tree of zoo tigers that helps match males and females for breeding."
- Ⓓ "Tatja, whom zookeeper Steve Gove describes as 'a mellow tiger,' gets along well with Gaia and likes watching his cubs play."
- Ⓔ "Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."
- Ⓕ "One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world."
- Ⓖ "The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats."

2. Part A

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

- Ⓐ to describe the different lessons Gaia teaches her cubs
- Ⓑ to explain recent changes in how zoos raise Siberian tigers
- Ⓒ to explain the efforts being made to preserve Siberian tigers
- Ⓓ to describe how Danya and Dasha interact with their parents

Part B

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

- Ⓐ "It doesn't seem like a very smart game, considering Mom is a Siberian tigress!"
- Ⓑ "Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers."
- Ⓒ "And only 500 Siberian tigers live in zoos."
- Ⓓ "Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers."

Read this passage titled "The Zoos Go Wild," from the book *No More Dodos*. Then answer questions 3 and 4.

The Zoos Go Wild from *No More Dodos*

by Nicholas Nirgiotis and Theodore Nirgiotis

- 1 The small lowland gorilla was just three years old when he was caught by poachers, people who illegally kill or capture wild animals. He was taken away from his mother and out of his African rainforest home. Few gorillas that age could survive such an ordeal, but this one was lucky. Soon after his capture in 1961, an animal trader sold him to Zoo Atlanta. He spent the next 27 years of his life alone in an indoor cage. Zoo personnel named him Willie B. after William B. Hartsfield, the mayor of Atlanta.
- 2 Willie's keepers wanted him to be happy. They hung an old tire from a wall of his cage and put a television set in one corner. They hoped these toys would keep Willie from being bored. But the tire and the television set were hardly the playthings a growing gorilla needed.
- 3 By age 12, Willie had grown into a magnificent 460-pound, 6-foot-tall silverback, a mature male with a distinguishing streak of silver hair on his back. His broad chest and powerful arms made people think of King Kong. They crowded in front of his cage to see him.
- 4 Gorillas are gentle, shy creatures, despite their size and fearsome appearance. But confinement in a cramped cage and lack of exercise had made Willie restless and bad-tempered. He grew fat and lazy, paced in his cage, and ignored visitors. His cage was a real prison, and Willie B. was a very unhappy gorilla.
- 5 A turning point in Willie's life came in 1988. That year Zoo Atlanta opened the Ford African Rainforest, a brand-new home for Willie and the zoo's other lowland gorillas. It was a large open-air enclosure designed to resemble the rainforest of Willie's native central Africa.

The Way Willie Likes It

- 6 Willie's rainforest home is just one example of the far-reaching changes that have taken place in zoos in recent years. Zoos no longer feel their primary mission is simply to collect and display as many different species of animals from around the world as they possibly can. They no longer believe that the more unusual animals a zoo has, the better it is. Instead, zoos are changing into conservation parks that cooperate to help save animals threatened with extinction. The first step toward this goal was to get rid of the cages and change the way zoo animals lived.
- 7 When Willie was let out of his cage into his new home, he found himself in a large grassy area leading to a gradually rising, rock-covered slope. All around the edges of the slope were trees and plants similar to those in his African home.
- 8 In no time, Willie acted like a different animal. He was no longer bored or easily angered. There were tree branches he could pull to test his strength or bend into a nest for his afternoon siesta¹, and there was a rocky hillside he could climb. More important, he had company. He shared his new home with three females, and other groups of gorillas lived nearby. Willie could finally act like the silverback he was. He could have his own family and be the dominant male.
- 9 Willie had not lost the instinct for peaceful family life that gorillas live by in the wild. He watched over his family when it was feeding or resting, ever alert for danger. His companions could chase each other and wrestle, knowing he was there to protect them. Every so often, he would cup his hands and thump his chest to show the females and nearby rival males who was boss. Willie B. had finally become a real gorilla. In February 1994, he became a father as well.
- 10 Three other gorilla groups share Zoo Atlanta's African Rainforest enclosure with Willie's family. They are kept apart from each other by trees and small hills that mark their territories, just the way it would be in Africa. The gorillas spend their time looking for bamboo shoots and leaves to eat, grooming each other, napping between meals, or just resting.
- 11 Willie's story has a happy ending. But the best part is that he is not alone in his good fortune. Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.

¹siesta—nap

Lessons from Germany

- 12 Housing animals in open-air, natural enclosures is not a new idea. The first to use such a setting was Karl Hagenbeck at the Hamburg Zoo, Germany, in 1907. He moved antelopes into a grassy, open area. To add a touch of drama, he placed a pride of lions just behind them. Visitors to the zoo were startled to find lions living next to antelopes. They could not see the moat that separated the predators from their prey.
- 13 Hagenbeck's novel idea of allowing animals to move about freely in large open spaces caught on. He was asked to redesign the Detroit Zoo in the 1930s. His ideas were also used in New York's Bronx Zoo, Chicago's Brookfield Zoo, and the San Diego Zoo.
- 14 But large-scale redesigning of zoos didn't begin until the 1960s, when natural habitats of wild animals around the world began to shrink in size, and scores of species dwindled to the point of vanishing. Zoo designers traveled to the animals' natural habitats in faraway places to study not only what the habitats looked like but how the animals used the space and behaved in it. Housing animals in spaces that were as close to the animals' habitats as the designers could make them was an important step in the struggle to save endangered species.

Excerpt from NO MORE DODOS: HOW ZOOS HELP ENDANGERED WILDLIFE by Nicholas Nirgiotis and Theodore Nirgiotis, copyright © 1996 by Nicholas Nirgiotis and Theodore Nirgiotis. Used by permission of the authors.

3. Part A

Read the sentence from paragraph 14 of the passage "The Zoos Go Wild."

Housing animals in spaces that were as close to the animals' habitats as the designers could make them was an important step in the struggle to save endangered species.

What does the word **endangered** mean as it is used in the sentence?

- A distant
- B aggressive
- C frightened
- D threatened

Part B

Which detail from paragraph 14 of the passage supports the answer to Part A?

- A "... large-scale redesigning of zoos didn't begin until the 1960s"
- B "... dwindled to the point of vanishing."
- C "Zoo designers traveled to the animals' natural habitats in faraway places"
- D "... how the animals used the space and behaved in it."

4. Part A

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

- Ⓐ the comparison of the grassy area to Willie’s African home
- Ⓑ the mention of Willie’s large size and magnificent appearance
- Ⓒ the description of Willie’s behavior with his companions
- Ⓓ the comparison of Willie to gorillas that live in the wild

Part B

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

- Ⓐ paragraph 7
- Ⓑ paragraph 9
- Ⓒ paragraph 10
- Ⓓ paragraph 11

Refer to the article from "The Stripes Will Survive" and the passage from "The Zoos Go Wild." Then answer question 5.

5. Part A

Which central idea is developed in both "The Stripes Will Survive" and "The Zoos Go Wild"?

- Ⓐ Zoos are sometimes responsible for caring for animals that people have abandoned.
- Ⓑ One responsibility of a zoo is to prevent the extinction of species by breeding them.
- Ⓒ Zoos are constantly changing exhibits to keep visitors interested in the animals.
- Ⓓ Zookeepers are changing the way they approach caring for animals.

Part B

Write the number and the letter in the box to indicate **one** detail from **each** passage that supports the answer to Part A.

"The Stripes Will Survive"

A. "But Danya and his twin sister, Dasha, know how special they are to their mother."
(paragraph 1)

B. "In 1981, the American Zoo and Aquarium Association (AZA) started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don't disappear."
(paragraph 4)

C. "Gaia had never had cubs before, but Gove says, 'She's been an absolutely perfect mother—tolerant, loving, and protective.'" (paragraph 7)

"The Zoos Go Wild"

1. "They hung an old tire from a wall of his cage and put a television set in one corner."
(paragraph 2)

2. "His companions could chase each other and wrestle, knowing he was there to protect them." (paragraph 9)

3. "Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before." (paragraph 11)

Details from the Passages

Read the passage from the article “Our Beautiful Macaws and Why They Need Enrichment.” Then answer questions 6 and 7.

from “Our Beautiful Macaws and Why They Need Enrichment”

by Alicia Powers



© Alicia Powers, Oakland Zoo

- 1 Oakland Zoo’s Animal Care, Conservation, and Research team has the privilege and challenge of providing our animal residents with an enriching, well-balanced life and advocating for the conservation of their wild counterparts.
- 2 The zoo’s flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment. The ACCR¹ team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look. In addition to replacing some of the wood perching that had suffered significant wear-and-tear from years of the Macaws using them to keep their beaks sharp and strong, the team also added two twenty foot sections of rope. The rope is a novel perching surface

¹ACCR—Animal Care, Conservation, and Research

in this exhibit. It will not only give our Blue and Gold Macaws something new and fun to play with, but it will also help keep their little feet healthy. With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles whenever they please. This way the birds get a bit of a “different look” with their perching without the keepers having to make any permanent rearrangements.



© Alicia Powers, Oakland Zoo

- 3 The fun doesn't stop there though! The team recycled some cargo netting and stretched it out between some perching to support brand new bird baths. Just like the native songbirds that like to bathe in the little puddles in your yard, Macaws and other Parrots love to keep themselves clean too.
- 4 But one may wonder . . . why? Why do our Blue and Gold Macaws deserve this special treatment?
- 5 Macaws are smart. Macaws are REALLY smart and curious. It is this very characteristic that makes them coveted as pets. Ironically, it is also what makes them inappropriate as a pet. Meeting the behavioral and enrichment needs of these incredibly smart birds is difficult. A behaviorally unhealthy bird may become aggressive, destructive, or even sick.



© Alicia Powers, Oakland Zoo

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

© Alicia Powers, Oakland Zoo

6. Part A

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

- A lengthy
- B unique
- C solid
- D textured

Part B

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

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

7. Part A

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

- (A) to describe the different tasks zookeepers are required to perform
- (B) to explain why some pet Macaws eventually live in zoos
- (C) to explain how a zoo is providing a stimulating environment for Macaws
- (D) to describe why zookeepers include specific equipment in new exhibits

Part B

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

- (A) "The ACCR team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look."
- (B) "This way the birds get a bit of a 'different look' with their perching without the keepers having to make any permanent rearrangements."
- (C) "A behaviorally unhealthy bird may become aggressive, destructive, or even sick."
- (D) "Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners."

Refer to the passages from "The Stripes Will Survive" and from "Our Beautiful Macaws and Why They Need Enrichment." Then answer question 8.

8. Part A

Which sentence describes how central ideas are introduced in "The Stripes Will Survive" and "Our Beautiful Macaws and Why They Need Enrichment"?

- (A) "The Stripes Will Survive" provides details about a particular zoo habitat, while "Our Beautiful Macaws and Why They Need Enrichment" describes the daily duties of zookeepers.
- (B) "The Stripes Will Survive" explains one animal's background, while "Our Beautiful Macaws and Why They Need Enrichment" details the research carried out at one zoo.
- (C) "The Stripes Will Survive" tells an anecdote about a particular animal family, while "Our Beautiful Macaws and Why They Need Enrichment" describes the zookeepers' role in updating the habitat for the birds.
- (D) "The Stripes Will Survive" explains the importance of the American Zoo and Aquarium Association in protecting animals in zoos, while "Our Beautiful Macaws and Why They Need Enrichment" describes the beautiful colors of the birds in a particular zoo.

Part B

Select **one** detail from **each** text that supports the answer to Part A.

- (A) "Danya nips his mother's furry back over and over" (paragraph 1, "The Stripes Will Survive")
- (B) "They're also special to visitors who travel to Cleveland Metroparks Zoo" (paragraph 2, "The Stripes Will Survive")
- (C) "A hundred years ago, no one worried that the world might run out of tigers." (paragraph 3, "The Stripes Will Survive")
- (D) "The zoo's flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment." (paragraph 2, "Our Beautiful Macaws and Why They Need Enrichment")
- (E) "With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles" (paragraph 2, "Our Beautiful Macaws and Why They Need Enrichment")
- (F) "The keepers responsible for the daily care of our Macaws" (paragraph 6, "Our Beautiful Macaws and Why They Need Enrichment")

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A large rectangular area with a pink border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across most of the width of the page.

Read the passage "From Horse to Electricity." Then answer questions 10 through 13.

From Horse to Electricity

by Andrew Matthews



- 1 When the Erie Canal opened in 1825, things really began moving in New York. The canal allowed the transportation of goods and people to and from the city to the state's and the nation's agricultural interior. It sparked a commercial business boom in the port of New York (present-day Manhattan). In the mid-1800s, most New Yorkers lived in the lower third of the nearly 13.5-mile-long island, where access to shipping and the Atlantic Ocean were greatest. In the decades that followed, the southern tip of the island city grew increasingly congested with inhabitants and businesses.
- 2 Then, in the second half of the 19th century, a flood of immigrants began to arrive in America. Most of these newcomers came through the Ellis Island Immigration Station located in New York Harbor. Lacking the means or desire to move any farther, many of these immigrants settled where they landed—in New York City. Their large numbers overwhelmed an already crowded city. The streets became clogged with people and various types of streetcars vying for space on the roads.



3 The first forms of urban transportation relied on horsepower. They were mostly private enterprises that were largely unregulated by any single overseeing body. The organization of city streets today, with signal lights and signs at intersections to direct traffic flow, and with crosswalks offering pedestrians a safe place to cross a street, didn't exist in the 1800s. Today's familiar gas-powered cars weren't mass produced until 1908. Here's a look at some of the early forms of transportation in New York City before the first subway tracks were laid.

Omnibuses

4 Introduced in New York City in 1827, omnibuses were essentially stagecoaches drawn by horses. While stagecoaches¹ had generally been used to carry passengers between major cities, omnibuses picked up and discharged riders along an established route within a locale. Designed to carry about 12 to 15 people comfortably, omnibuses were often packed with more people than that, who endured a bumpy—and not exactly swift—ride through the city's mostly cobblestone streets. They first ran in New York City along Broadway from the Battery up to Bleecker Street. Within about 20 years, nearly 600 omnibuses were in use on Manhattan's city streets.

¹stagecoaches—large carriages pulled by horses

Horsecars

- 5 These vehicles looked like trolleys except that they were pulled by horses. The cars' metal wheels moved along a metal rail (two parallel tracks), so the ride was easier on the horses and much smoother for passengers than an omnibus ride was. Since the track was embedded² into the street, the road was safe for other vehicle traffic. Horsecars began appearing in New York City in 1832 and were able to carry more passengers than omnibuses.
- 6 The difficulty with horsepower, though, was that the work of pulling large vehicles loaded with people wore the animals out, and they had to be replaced. Horses also required good care to keep them strong and healthy: They needed to be fed, watered, and housed. And they polluted the city streets with their large amounts of excrement.

Cable Cars

- 7 The first cable car in New York City was incorporated as part of the design for the newly constructed Brooklyn Bridge, which opened in 1883. Like horsecars, cable cars ran on rails embedded in the streets, but they were powered by steam-driven machines at either end of the line that moved the cars along a long, looped cable. By the early 1900s, however, the introduction of electricity as a power source began to replace steam-powered methods.

Trolleys

- 8 The development of electricity as a power source in the late 1800s changed the future of transportation. Electric trolleys were smooth, quiet, and emitted less pollution than steam-powered cable cars. Power was fed through cables that ran either above the trolleys or underground through conduits along the trolley track line on the street.

²embedded—put



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Photo 1: Lower New York skyline by William Herman Rau—Public Domain

Photo 2: Broadway and Canal St., New York by Sampson Stereoscopic Co.—Public Domain

Photo 3: New York Subway under construction—Public Domain

10. Part A

What is the meaning of **congested** as it is used in paragraph 1?

- (A) crowded
- (B) excited
- (C) varied
- (D) populated

Part B

Which **two** pieces of evidence in paragraph 1 support the answer to Part A?

- (A) "When the Erie Canal opened in 1825, . . ."
- (B) ". . . things really began moving in New York."
- (C) "The canal allowed the transportation of goods and people. . . ."
- (D) ". . . to and from the city to the state's and the nation's agricultural interior."
- (E) "It sparked a commercial business boom. . . ."
- (F) ". . . in the port of New York (present-day Manhattan)."
- (G) "In the mid-1800s, . . ."
- (H) ". . . most New Yorkers lived in the lower third of the nearly 13.5-mile-long island, . . ."
- (I) ". . . where access to shipping and the Atlantic Ocean were greatest."
- (J) "In the decades that followed, . . ."
- (K) ". . . the southern tip of the island city grew. . . ."

11. Part A

Read the sentence from paragraph 3.

They were mostly private enterprises that were largely unregulated by any single overseeing body.

How does this sentence contribute to the development of an idea in the passage?

- (A) It shows that there was no group that monitored vehicle production, which led to too many different types of transportation on the roads.
- (B) It shows that there were too many transportation businesses using the crowded streets, which made it difficult for the businesses to succeed.
- (C) It shows that there were too many small businesses competing in a busy market, which made transportation less profitable than it is today.
- (D) It shows that there was no group established to control traffic flow, which made transportation more hazardous than it is today.

Part B

Which other sentence from paragraph 3 contributes to the same idea described in Part A?

- (A) "The first forms of urban transportation relied on horsepower."
- (B) "The organization of city streets today, with signal lights and signs at intersections to direct traffic flow, and with crosswalks offering pedestrians a safe place to cross a street, didn't exist in the 1800s."
- (C) "Today's familiar gas-powered cars weren't mass produced until 1908."
- (D) "Here's a look at some of the early forms of transportation in New York City before the first subway tracks were laid."

12. Part A

What central idea do the details in paragraphs 7 and 8 support?

- Ⓐ Electric power had many more advantages than other forms of power.
- Ⓑ Steam power made it possible for rails to be safely placed in the streets.
- Ⓒ Electric-powered cable cars were not considered when the city was originally designed.
- Ⓓ Steam-powered cable cars were not fast enough to keep up with the demands of a growing city.

Part B

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

- Ⓐ "The first cable car in New York City was incorporated as part of the design for the newly constructed Brooklyn Bridge, which opened in 1883." (paragraph 7)
- Ⓑ "Like horsecars, cable cars ran on rails embedded in the streets, but they were powered by steam-driven machines at either end of the line that moved the cars along a long, looped cable." (paragraph 7)
- Ⓒ "The development of electricity as a power source in the late 1800s changed the future of transportation." (paragraph 8)
- Ⓓ "Power was fed through cables that ran either above the trolleys or underground through conduits along the trolley track line on the street." (paragraph 8)

13. Part A

What is the author's **main** purpose in writing the passage?

- Ⓐ to inform the reader how public transportation developed through the 19th century in New York City
- Ⓑ to persuade the reader that current technology has improved public transportation in New York City
- Ⓒ to entertain the reader with examples of early public transportation in New York City
- Ⓓ to convince the reader that regulating public transportation is an important part of keeping street traffic moving in New York City

Part B

Which sentence from the passage is an example of the author's purpose?

- Ⓐ "Lacking the means or desire to move any farther, many of these immigrants settled where they landed—in New York City." (paragraph 2)
- Ⓑ "They were mostly private enterprises that were largely unregulated by any single overseeing body." (paragraph 3)
- Ⓒ "Here's a look at some of the early forms of transportation in New York City before the first subway tracks were laid." (paragraph 3)
- Ⓓ "Electric trolleys were smooth, quiet, and emitted less pollution than steam-powered cable cars." (paragraph 8)

This is the end of Item Set 1.

ITEM SET 2

Today you will read a passage from *Magic Elizabeth*. As you read and answer the questions, pay close attention to the characters to help prepare you to write a narrative story.

Read the passage from *Magic Elizabeth*. Then answer questions 1 through 5.

from *Magic Elizabeth*

by Norma Kassirer

- 1 It all began one rainy night at the end of a summer.
- 2 "As if we didn't have enough troubles!" groaned Mrs. Chipley. "There it goes and rains on us!"
- 3 Sally, clinging to Mrs. Chipley's plump hand, was almost running to keep up with her. The bright feather on Mrs. Chipley's black hat, which had started out so proudly erect, had gradually wilted, and now drooped sadly down the back of that lady's stout neck. Sally's red suitcase, its handle firmly gripped by Mrs. Chipley's other hand, bumped in a steady rhythm against her right leg. But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts.
- 4 The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once. High-piling storm clouds snuffed out the light of the round orange moon. As they stepped off the bus, the branches of the tall trees rattled like bones in the wind.
- 5 And now it was raining—a nasty, cold, stinging rain, mixed with wet leaves torn from the groaning trees. It splashed and flew about them as they hurried along the gloomy street, as if the faster they went the more they stirred up the fury of the night. Their coattails snapped behind them. Rain flew into Sally's eyes and even into her mouth, and it dribbled unpleasantly beneath the collar of her coat. Raindrops hitting a large mailbox echoed like drumbeats down the street. Sally's long red hair, fluttering bannerlike behind her, gave their small procession a brave look. And yet Sally, at least, was not feeling brave at all. Quite the contrary.
- 6 "Troubles, troubles," Mrs. Chipley went on, "but it's a lucky thing your Aunt Sarah's come back to town just now when we need her."
- 7 "I don't remember her at all," panted Sally. "I was just a baby when she went away to California."

- 8 "Going back again too, pretty soon, your ma tells me," said Mrs. Chipley. "Only came back here to sell the house. But never you mind, honey," she went on, without slackening her furious pace at all, "she's your own kin, and the only one you have here in town. I'm sure I didn't know what else to do but call her, what with your mom and dad away on that business trip, and we don't want to spoil it for them, and it's not as if you'd have to stay with your aunt forever. A few days, and I'll have my daughter straightened around and come back. And it was your own ma left her name in case of an emergency."
- 9 "I wonder what she's like," Sally said. But Mrs. Chipley did not seem to hear her.

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1. Part A

Which statement **best** states a theme in the passage?

- Ⓐ Difficult journeys are best taken with a friend.
- Ⓑ Nature can be appreciated despite being unpredictable.
- Ⓒ People have the ability to adapt to unpleasant situations.
- Ⓓ Adults may struggle to understand the challenge of being young.

Part B

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

- Ⓐ "“As if we didn’t have enough troubles!” groaned Mrs. Chipley. ‘There it goes and rains on us!’”
- Ⓑ "“But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts.”
- Ⓒ "“The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once.”
- Ⓓ "“A few days, and I’ll have my daughter straightened around and come back.””

2. Part A

How does Sally's attitude change during the passage?

- Ⓐ At first she is unhappy, but then she becomes satisfied.
- Ⓑ At first she is distrustful, but then she becomes confident.
- Ⓒ At first she is scared, but then she becomes a little curious.
- Ⓓ At first she is angry, but then she becomes slightly daring.

Part B

Which **two** sentences from the passage, when taken together, **best** support the answer to Part A?

- Ⓐ "Sally, clinging to Mrs. Chipley's plump hand, was almost running to keep up with her."
- Ⓑ "As they stepped off the bus, the branches of the tall trees rattled like bones in the wind."
- Ⓒ "Rain flew into Sally's eyes and even into her mouth, and it dribbled unpleasantly beneath the collar of her coat."
- Ⓓ "And yet Sally, at least, was not feeling brave at all."
- Ⓔ "And it was your own ma left her name in case of an emergency."
- Ⓕ "'I wonder what she's like,' Sally said."

3. Part A

How does the storm in paragraph 5 contribute to the passage?

- Ⓐ It develops the weather as a villain character type.
- Ⓑ It introduces Sally's concern about bad weather.
- Ⓒ It establishes a conflict between the characters.
- Ⓓ It represents Sally's fear of her changing situation.

Part B

Which sentence from paragraph 5 **best** supports the answer to Part A?

- Ⓐ "It splashed and flew about them as they hurried along the gloomy street, as if the faster they went the more they stirred up the fury of the night."
- Ⓑ "Their coattails snapped behind them."
- Ⓒ "Raindrops hitting a large mailbox echoed like drumbeats down the street."
- Ⓓ "Sally's long red hair, fluttering bannerlike behind her, gave their small procession a brave look."

4. Which details from the passage would be important to include in a summary? Write the letters of **four** details in the chart in chronological order.

- A. Mrs. Chipley and Sally ride across town on a bus.
- B. The moon cannot be seen through the rain clouds.
- C. Sally wonders aloud about what her Aunt Sarah is like.
- D. The feather on Mrs. Chipley's hat droops from the rain.
- E. The rain is falling so hard that it sounds like drumbeats.
- F. Mrs. Chipley and Sally are caught in a sudden rainstorm.
- G. Mrs. Chipley explains why they are traveling to Aunt Sarah's house.

Steps in Process	Details
First	_____
Second	_____
Third	_____
Fourth	_____

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A large rectangular area with a pink border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across most of the width of the page.

Today you will read passages from two books about boys and the sea.

Read the passage from *The Story of a Bad Boy*. Then answer questions 6 and 7.

from *The Story of a Bad Boy*

by Thomas Bailey Aldrich

- 1 Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny. While he is yet a baby lying in his cradle, he hears the dull, far-off boom of the breakers¹; when he is older, he wanders by the sandy shore, watching the waves that come plunging up the beach like white-maned seahorses, as Thoreau calls them; his eye follows the lessening sail as it fades into the blue horizon, and he burns for the time when he shall stand on the quarter-deck of his own ship, and go sailing proudly across that mysterious waste of waters.
- 2 Then the town itself is full of hints and flavors of the sea. The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors; a salty smell pervades the air, and dense gray fogs, the very breath of Ocean, periodically creep up into the quiet streets and envelop everything. The terrific storms that lash the coast; the kelp and spars, tossed on shore by the scornful waves; the shipyards, the wharves², and the tawny fleet of fishing-smacks yearly fitted out at Rivermouth—these things, and a hundred other, feed the imagination and fill the brain of every healthy boy with dreams of adventure. He learns to swim almost as soon as he can walk; he draws in with his mother's milk the art of handling an oar: he is born a sailor, whatever he may turn out to be afterwards.
- 3 To own the whole or a portion of a rowboat is his earliest ambition. No wonder that I, born to this life, and coming back to it with freshest sympathies, should have caught the prevailing infection. No wonder I longed to buy a part of the trim little sailboat *Dolphin*, which chanced just then to be in the market. This was in the latter part of May.
- 4 Three shares, at five or six dollars each, I forget which, had already been taken by Phil Adams, Fred Langdon, and Binny Wallace. The fourth and remaining share hung fire. Unless a purchaser could be found for this, the bargain was to fall through.

¹breakers—big waves that crash on the shore

²wharves—place where boats are tied up

- 5 I am afraid I required but slight urging to join in the investment. I had four dollars and fifty cents on hand, and the treasurer of the Centipedes advanced me the balance, receiving my silver pencil-case as ample security. It was a proud moment when I stood on the wharf with my partners, inspecting the *Dolphin*, moored at the foot of a very slippery flight of steps. She was painted white with a green stripe outside, and on the stern a yellow dolphin, with its scarlet mouth wide open, stared with a surprised expression at its own reflection in the water. The boat was a great bargain.
- 6 I whirled my cap in the air, and ran to the stairs leading down from the wharf, when a hand was laid gently on my shoulder. I turned and faced Captain Nutter. I never saw such an old sharp-eye as he was in those days.
- 7 I knew he wouldn't be angry with me for buying a rowboat; but I also knew that the little bowsprit³ suggesting a jib⁴, and the tapering mast ready for its few square feet of canvas, were trifles not likely to meet his approval. As far as rowing on the river, among the wharves, was concerned, the Captain had long since withdrawn his decided objections, having convinced himself, by going out with me several times, that I could manage a pair of sculls as well as anybody.
- 8 I was right in my surmises. He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house. This curtailed my anticipated sport, but the pleasure of having a pull whenever I wanted it remained. I never disobeyed the Captain's orders touching the sail, though I sometimes extended my row beyond the points he had indicated.

³bowsprit —pole sticking off of the front of the boat

⁴jib—small sail that goes in front of a larger sail

6. Part A

What is the meaning of the word **surmises** as it is used in paragraph 8?

- Ⓐ descriptions
- Ⓑ calculations
- Ⓒ orders
- Ⓓ conclusions

Part B

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

- Ⓐ “. . . the little bowsprit suggesting a jib . . .” (paragraph 7)
- Ⓑ “. . . were trifles not likely to meet his approval.” (paragraph 7)
- Ⓒ “He commanded me” (paragraph 8)
- Ⓓ “This curtailed my anticipated sport” (paragraph 8)

7. Part A

What is a theme in the passage from *The Story of a Bad Boy*?

- Ⓐ Boys who like adventure want to become sailors.
- Ⓑ Boys who appreciate the sea usually journey far from home.
- Ⓒ Boys who buy boats must be careful and responsible.
- Ⓓ Boys who grow up near the sea are naturally drawn to it.

Part B

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

- Ⓐ "Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny." (paragraph 1)
- Ⓑ "The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors. . . ." (paragraph 2)
- Ⓒ "I am afraid I required but slight urging to join in the investment." (paragraph 5)
- Ⓓ "He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house." (paragraph 8)

Read the passage from *The Life of a Ship from the Launch to the Wreck*, which is introduced by a song. Then answer questions 8 through 10.

from *The Life of a Ship from the Launch to the Wreck*

by R.M. Ballantyne

Song of the Sailor Boy

I

**Oh! I love the great blue ocean,
I love the whistling breeze,
When the gallant ship sweeps lightly
Across the surging seas.
I watched my first ship building;
I saw her timbers rise,
Until her masts were towering
Up in the bright blue skies.**

II

**I heard the cheers ascending,
I saw her kiss the foam,
When first her hull went plunging
Into her ocean home.
Her flags were gaily streaming,
And her sails were full and round,
When the shout from shore came ringing,
“Hurrah! for the Outward-bound!”**

III

**But, alas! ere¹ long a tempest
Came down with awful roar
And dashed our ship in pieces
Upon a foreign shore.
But He who holds the waters
In His almighty hand,
Brought all the sailors safely
Back to their native land.**

¹ere—Before

- 1 Davy was a fisher boy; and Davy was a very active little boy; and Davy wanted to go to sea. His father was a fisherman, his grandfather had been a fisherman, and his great-grandfather had been a fisherman: so we need not wonder much that little Davy took to the salt water like a fish. When he was very little he used to wade in it, and catch crabs in it, and gather shells on the shore, or build castles on the sands. Sometimes, too, he fell into the water neck and heels, and ran home to his mother, who used to whip him and set him to dry before the fire; but, as he grew older, he went with his father in the boat to fish, and from that time forward he began to wish to go to sea in one of the large ships that were constantly sailing away from the harbour near his father's cottage.
- 2 One day Davy sat on a rock beside the sea, leaning on his father's boat hook, and gazing with longing eyes out upon the clear calm ocean, on which several ships and boats were floating idly, for there was not a breath of wind to fill their sails.
- 3 "Oh, how I wish my father would let me go to sea!" said Davy, with a deep sigh. "I wonder if I shall ever sail away beyond that line yonder, far, far away, where the sky seems to sink into the sea!" The line that he spoke of was the horizon.

From THE LIFE OF A SHIP FROM THE LAUNCH TO THE WRECK by R.M. Ballantyne—Public Domain

8. Part A

What is the meaning of **tempest** as it is used in line 17 of the song in the passage from *The Life of a Ship from the Launch to the Wreck*?

- Ⓐ noisy ship
- Ⓑ calm breeze
- Ⓒ fierce storm
- Ⓓ foreign sailor

Part B

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

- Ⓐ "full and round" (line 14)
- Ⓑ "shout from shore" (line 15)
- Ⓒ "awful roar" (line 18)
- Ⓓ "foreign shore" (line 20)

9. Part A

What is the relationship between the song at the beginning of the passage from *The Life of a Ship from the Launch to the Wreck* and the story that comes after it?

- Ⓐ It sets the tone for how Davy feels about the sea.
- Ⓑ It gives the reader information about Davy's life.
- Ⓒ It helps the reader understand the symbolism of sea travel.
- Ⓓ It establishes the perspective Davy's family has about the sea.

Part B

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

- Ⓐ "Davy was a fisher boy; and Davy was a very active little boy. . . ." (paragraph 1)
- Ⓑ ". . . he used to wade in it, and catch crabs in it, and gather shells on the shore. . . ." (paragraph 1)
- Ⓒ ". . . for there was not a breath of wind to fill their sails." (paragraph 2)
- Ⓓ "'I wonder if I shall ever sail away beyond that line yonder, far, far away. . . .'" (paragraph 3)

10. Part A

How does the author develop Davy's point of view in the passage from *The Life of a Ship from the Launch to the Wreck*?

- (A) by describing his relationship with his mother
- (B) by describing how he develops from a child to a man
- (C) by describing how he and his father spend their days
- (D) by describing his family background and childhood dreams

Part B

Which detail in paragraph 1 **best** supports the answer to Part A?

- (A) ". . . his grandfather had been a fisherman. . . ."
- (B) ". . . ran home to his mother . . ."
- (C) ". . . as he grew older . . ."
- (D) ". . . harbour near his father's cottage."

**TURN THE PAGE AND
CONTINUE WORKING**

Refer to the passages from *The Story of a Bad Boy* and *The Life of a Ship from the Launch to the Wreck*. Then answer question 11.

11. Part A

How do the boys' attitudes about the sea emphasize a common central idea of both stories?

- Ⓐ Both view the sea as an adventurous place.
- Ⓑ Both think of the sea as a highly dangerous place.
- Ⓒ Both consider the seashore a good place to raise a family.
- Ⓓ Both look at the sea as a place to earn a living as a fisherman.

Part B

Select **one** detail from **each** passage that best supports the answer to Part A. Write the letter and the number of the details you select in the correct boxes.

from *The Story of a Bad Boy*

A. " . . . he burns for the time when he shall stand on the quarter-deck. . . ." (paragraph 1)

B. " . . . the town itself is full of hints and flavors of the sea." (paragraph 2)

C. " . . . tossed on shore by the scornful waves. . . ." (paragraph 2)

from *The Life of a Ship from the Launch to the Wreck*

1. "His father was a fisherman. . . ." (paragraph 1)

2. " . . . he fell into the water neck and heels. . . ." (paragraph 1)

3. " . . . constantly sailing away from the harbour. . . ." (paragraph 1)

from *The Story of a Bad Boy*

from *The Life of a Ship from the Launch to the Wreck*

This is the end of Item Set 2.

