



Colorado Measures of Academic Success



Grade 6

English Language Arts/Literacy



Paper Practice Resource for Students

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The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment program designed to measure the Colorado Academic Standards (CAS) in the content areas of science, social studies, English language arts, and mathematics. The sample items included in this resource provide students with an opportunity to become familiar with the format of test items that appear in the paper-based test books.

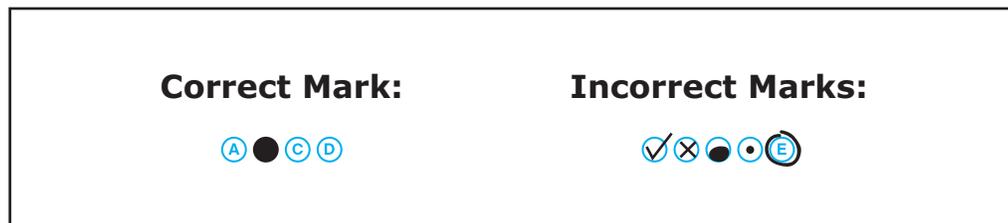
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

The sample item sets in the CMAS Practice Resources are not intended to be representative of a complete unit or test, nor are they intended to cover all assessed content or item types. To view assessment frameworks, high level blueprints, scoring rubrics, evidence statements and standards for the CMAS assessments, visit: https://www.cde.state.co.us/assessment/cmas_testdesign.

Item Types:

Selected Response Items

Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.



Constructed Response Items

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

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 ancient cultures. You will read passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. As you read, you will gather information so you can write a response.

Read the passage from *Ancient Egypt*. Then answer questions 1 and 2.

from *Ancient Egypt*

by Andrew Langley

The Story of Ancient Egypt

- 1 The first settlers came to Egypt about 15,000 years ago. They were probably cattle herders, who wandered across northern Africa in search of water and grazing for their animals. A large area of the country was green and hospitable, with good supplies of grass and low trees, and regular rainfall. The settlers learned to grow crops and found plenty of game to hunt. Then, about 12,000 years ago, the climate is believed to have changed. The rainfall dwindled, the streams dried up, and much of the region became desert.

The Gift of the River

- 2 People were forced to move to the valley of the Nile River. This narrow strip of land hugging both sides of the river was still lush and fertile, thanks to the annual floods. Every July, the Nile was swollen by the rains that fell on hills and mountains far to the south. The river burst its banks and flooded the surrounding land, spreading a rich mud over the fields. By September the water was low enough for people to sow seeds, and the crops ripened so fast in the sunlight that they were ready to harvest in short and calculated periods of time.
- 3 Herodotus, the ancient Greek historian, described this natural miracle as the "Gift of the Nile." The early farmers were able to arrange their lives to fit in with the pattern of the flood. They could grow up to four different crops in a single year, one after the other. Besides this, the river gave them mud to make pots and bricks, as well as a supply of fish. Animals, such as gazelles and geese, were killed for meat.

Egypt United

- 4 By about 5000 BCE, small villages had grown up along the Nile. Archaeologists have found pottery from this period, along with fine carvings in ivory and stone. This shows that farming was so easy that not everyone was needed to work in the fields. Some people developed craft skills, while others began trading goods with other communities.
- 5 Districts grew up with their own identity, their own leaders, and their own gods. These districts became bigger as they merged with, or conquered, one another until there were two main districts—Upper Egypt in the south, and Lower Egypt in the north. In around 3100 BCE, these two were gradually merged by King Menes of Upper Egypt.

The Old Kingdom

- 6 Menes (or Narmer) was the first king of the First Dynasty of ancient Egypt. His people believed that he was descended from the gods, and so all the rulers who succeeded him must be gods as well. This belief gave the kings of Egypt total power over their subjects. Over the next 3,000 years there were to be more than 150 kings and queens, grouped into over 30 dynasties or families. Historians have divided these dynasties into three major periods. The first, called the Old Kingdom, lasted from 2686 BCE to about 2180 BCE. This was the age of the pyramids.

Governing Egypt

- 7 The most famous legacy of the Old Kingdom is the pyramids. King Djoser, during the Third Dynasty, had the Step Pyramid built at Saqqara, and later kings built the three massive pyramids at Giza. The mere fact that these huge structures exist tells us a lot about early Egyptian society. It was obviously well organized, with a powerful ruler who could assemble a vast force to do the construction work.
- 8 The king's authority came from his status, but the daily government of the country was done by ministers and officials. The most important of these was the vizier, or prime minister, who was responsible for everything from the law courts and tax collection to building projects and grain storage. Egypt was divided into nomes, or districts, each governed by a local official called a nomarch.

Prosperity and Decline

- 9 Most of the pyramid work force was made up of Egyptian agricultural workers and foreign prisoners. During the Fourth Dynasty, armies captured these prisoners during Egyptian invasions of Nubia and Libya. This period saw Egypt grow in power and wealth. The military expeditions brought control of important sources of minerals and luxury goods. Trade flourished, with Egyptian merchants buying gold, ebony, and skins in exchange for linen, honey, and oil.
- 10 Trouble was coming, however. By about 2180 BCE, many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and the unrest was made worse by famine. For a long and disastrous spell, the Nile did not rise to its normal flood levels, and crops failed.

The Middle Kingdom

- 11 The Old Kingdom ended in civil war and chaos. Egypt went through a long period of instability until it was split up again into many small states with rulers who fought against each other. It was not until about 2061 BCE that Mentuhotep II defeated all rivals and united the country again. A new era of peace began, known as the Middle Kingdom.

New Rulers

- 12 Mentuhotep came from the city of Thebes in Upper Egypt. This became the new center of power. He reestablished control over the regions and appointed Theban officials to govern them. He and later kings took a firm hand with the nomarchs, demanding taxes and troops from them.

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1. Part A

What does the word **hospitable** mean as it is used in paragraph 1 of the passage from *Ancient Egypt*?

- A favorable
- B occupied
- C unstable
- D untamed

Part B

Which detail from paragraph 1 helps the reader understand the meaning of **hospitable**?

- A “. . . in search of water . . .”
- B “. . . large area of the country . . .”
- C “. . . good supplies of grass and low trees . . .”
- D “. . . settlers learned to grow crops . . .”

2. Part A

What is the central idea of the passage from *Ancient Egypt*?

- Ⓐ The government of ancient Egypt became rich through trade with merchants.
- Ⓑ Easy access to quality land was necessary for the success of ancient Egypt.
- Ⓒ The kings of ancient Egypt needed many soldiers to rule the people.
- Ⓓ Ancient Egypt faced challenges but still grew into a strong country.

Part B

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

- Ⓐ “. . . water was low enough for people to sow seeds. . . .” (paragraph 2)
- Ⓑ “. . . the river gave them mud to make pots and bricks. . . .” (paragraph 3)
- Ⓒ “. . . small villages had grown up along the Nile.” (paragraph 4)
- Ⓓ “Historians have divided these dynasties into three major periods.” (paragraph 6)
- Ⓔ “This period saw Egypt grow in power and wealth.” (paragraph 9)
- Ⓕ “. . . war broke out, and the unrest was made worse by famine.” (paragraph 10)
- Ⓖ “A new era of peace began, known as the Middle Kingdom.” (paragraph 11)

Read the passage from Ancient Greece. Then answer questions 3 through 5.

from *Ancient Greece*

by Christine Hatt

Archaeology and the Ancient Greeks

- 1 Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe that sticks out into the Mediterranean Sea. Humans have lived in this hot, dry land for more than 200,000 years, but the people now known as the ancient Greeks arrived much later. The first Greeks probably moved in from the north about 4,000 years ago. As more arrived, they spread south and, in a few hundred years, they had become the most powerful people in the region.
- 2 The Greeks were different from the peoples already in the area in two main ways. They spoke a new language—Greek—and they believed in a group of gods who had not been heard of in the region before. The Greeks also introduced new styles of house-building and pottery-making.

Greeks through the Ages

- 3 Experts divide ancient Greek history into different periods. The earliest period began in about 1600 BCE. By then, the Greeks had founded several rich kingdoms. One of the wealthiest was at Mycenae, so the period is called the Mycenaean Period.
- 4 About 500 years later, after all its main sites were destroyed, the Mycenaean Period ended. Experts are not sure how or why this happened. Poverty and a decline in population followed, and so the next period, starting in 1100 BCE, is often known as the Dark Ages. However, recent research has shown that there were some strong communities in Greece during this period. Therefore many experts prefer to call it the Geometric Period, after the patterned pottery of the time.
- 5 From 750 BCE, the start of the Archaic Period, Greek cities and nearby villages began to form independent states. The largest was Athens. These city-states governed themselves, built temples, and encouraged the arts. From this time, the Greeks also set up colonies abroad.

The Classical Period

- 6 In 490 BCE, the Persian Empire tried to invade Greece and war followed as Athens, Sparta, and other city-states fought off the attackers. Eventually, after defeating the Persians in 479 BCE, the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of ancient Greek civilization.
- 7 Classical Greek ways of life and thought have influenced much of the world. During the Classical Period, Athens was at the center of remarkable developments in architecture, sculpture, pottery, drama, and philosophy. The way that city-states were governed also changed during this period. Before, only the rich and powerful had an opportunity to rule. But from the late 6th century BCE, Athens and other city-states had begun to introduce democracy. This was a type of government in which many more adults were able to play an active part.

The Hellenistic Period

- 8 In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War. But Sparta was soon defeated by another city-state, Thebes. In 338 BCE, Macedonia, ruled by King Philip II, grew strong and defeated Athens. Philip united Greece, and his son, Alexander the Great, went on to build a huge empire. During the Hellenistic Period, which began with Alexander's death in 323 BCE, Greek ways of life continued in much of the empire. Greece was taken over by the Romans in the 2nd century BCE.

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3. Part A

What is the **best** meaning of **Classical Period** as it is used in paragraph 6 of the passage from *Ancient Greece*?

- Ⓐ a time of progress and growth
- Ⓑ a time of repairing damages
- Ⓒ a time of violence and war
- Ⓓ a time of strong emperors

Part B

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

- Ⓐ “. . . city-states fought off the attackers.” (paragraph 6)
- Ⓑ “. . . after defeating the Persians . . .” (paragraph 6)
- Ⓒ “. . . Greeks proudly started to rebuild.” (paragraph 6)
- Ⓓ “. . . center of remarkable developments . . .” (paragraph 7)
- Ⓔ “. . . only the rich and powerful had an opportunity to rule.” (paragraph 7)
- Ⓕ “. . . city-states had begun to introduce democracy.” (paragraph 7)

4. Part A

In the passage from *Ancient Greece*, what is the author's purpose?

- Ⓐ to provide details about how Greece's society developed over time
- Ⓑ to compare Greece's culture to other cultures of the region
- Ⓒ to explain why the Greeks fought in so many wars
- Ⓓ to describe the location where the Greeks lived

Part B

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

- Ⓐ "Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe . . ." (paragraph 1)
- Ⓑ ". . . were different from the peoples already in the area . . ." (paragraph 2)
- Ⓒ "The way that city-states were governed also changed during this period." (paragraph 7)
- Ⓓ ". . . Athens was defeated by Sparta in the Peloponnesian War." (paragraph 8)

5. Write the letters of **three** sentences in the box that should be included in an objective summary of the passage from *Ancient Greece*. The sentences may be placed in any order.

- A. The first Greeks moved to the Balkan Peninsula and eventually spread into other areas.
- B. The Greeks influenced others with their knowledge in the arts and government.
- C. The Greeks founded Mycenae, one of the wealthiest kingdoms of the time.
- D. The first Greeks were unique because they spoke a different language.
- E. The Greeks experienced many difficulties, such as war and poverty.

Summary

Read the passage from *Ancient Roman Civilization*. Then answer questions 6 and 7.

from *Ancient Roman Civilization*

by Ike Scurman and John Malam

1 The civilization of the Romans spanned more than 1,000 years. From modest beginnings in a region of northern Italy, the Empire of the Romans spread out to cover many parts of Europe, North Africa and the Middle East. Within this vast area lived millions of people who came under Roman rule. Some had been conquered in battle by the Roman army; others had accepted the Romans without a struggle. The Romans spread their culture far and wide. Roman coins made in Britain or France could be spent in Spain and Greece, Israel and Egypt. The Roman language, Latin, became the first international tongue—just as English is today. It was in Latin that the myths of the Romans were first spoken and written, telling tales about the history of the Roman people and of Rome—the city that was the heart and soul of the Roman world.

Origins

2 Italy is a country in the south of Europe. It is a peninsula, which means it is almost completely surrounded by sea. About 2,500 years ago, groups of people settled here. One group built their villages on a fertile plain along the west coast of central Italy. They were the Latins, whose cluster of hilltop villages grew into the city of Rome. In later years the Romans told a story about the founding of Rome in which they said the city began in 753 BCE. Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa.

The Etruscans

3 The Etruscans settled in the region of Etruria (modern Tuscany and Umbria) in about 800 BCE. They were cultured, civilized people and the Romans learned much from them. The alphabet came to the Romans from the Etruscans, as did gladiator fights, chariot races and some gods. For a time they were the most powerful people in central Italy, but from about 500 BCE their power gradually slipped away.

From Monarchy to Republic

- 4 Rome was at the center of a region called Latium. To the north were the Etruscans, who took control of Rome and ruled there for 100 years. Under the Etruscans, Rome was ruled by kings. The town grew in prosperity, but the Latins were unhappy at being ruled by cruel “foreign” kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. From then on, Rome was a republic, ruled by a group of its leading citizens.

From ANCIENT ROMAN CIVILIZATION by Ike Scurman and John Malam, published by The Rosen Publishing Group.
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6. Part A

What is the meaning of **monarchy** as it is used in the heading **From Monarchy to Republic** in the passage from *Ancient Roman Civilization*?

- Ⓐ a government controlled by one leader at a time
- Ⓑ an important city for visitors from the north
- Ⓒ a revolution caused by mistreating others
- Ⓓ an attack by a neighboring village

Part B

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

- Ⓐ “. . . was at the center of a region . . .”
- Ⓑ “. . . Rome was ruled by kings.”
- Ⓒ “. . . the Latins were unhappy . . .”
- Ⓓ “. . . threw the Etruscans out.”

7. Write the letters of **four** statements in the boxes in the correct order to create an objective summary of the passage from *Ancient Roman Civilization*.

- A.

The Etruscans seized control from the Romans and ruled for almost 100 years.
--
- B.

The Romans developed a republic because they refused to be ruled by Etruscan kings.

- C.

The Romans enjoyed being able to use their money in other countries.
--
- D.

The Latin language was used to tell interesting stories about the Romans.

- E.

The original Romans settled along the coast of Italy.

- F.

The Etruscans taught new skills to the Romans.
--

	Events
First	
Second	
Third	
Last	

Refer to the passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. Then answer question 8.

8. All three passages present the central idea that each civilization made great cultural and political contributions to future generations. Choose **one** detail from each passage that supports this central idea. Write the letter in the appropriate box in the chart.

Details from Passages	
A.	Historians have divided the past of Ancient Egypt into three different periods.
B.	The great pyramids were one of the best-known accomplishments of Ancient Egypt.
C.	The Greeks introduced new ways of building houses and making pottery.
D.	King Philip II of Macedonia united Greece and built a huge empire.
E.	The Romans were ruled by the Etruscans for a long period of time.
F.	The Romans created a republic governed by a group of its leading citizens.

Passage	Supporting Detail
from <i>Ancient Egypt</i>	
from <i>Ancient Greece</i>	
from <i>Ancient Roman Civilization</i>	

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CONTINUE WORKING**

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Read the passage "Seashells on the Summit." Then answer questions 10 through 13.

Seashells on the Summit

by Gretchen Noyes-Hull

- 1 People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea. Off in the distance looms Mount Everest, the highest mountain in the world. Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock. The Indian Ocean lies many miles to the southeast, 26,000 feet lower.
- 2 Some of the people must wonder how the shells got there. Maybe you do, too. Were ancient sea levels much higher? Did floodwater carry the shells there? Were the mountains very much lower? How can we find out?
- 3 What stories can the seashells tell us?

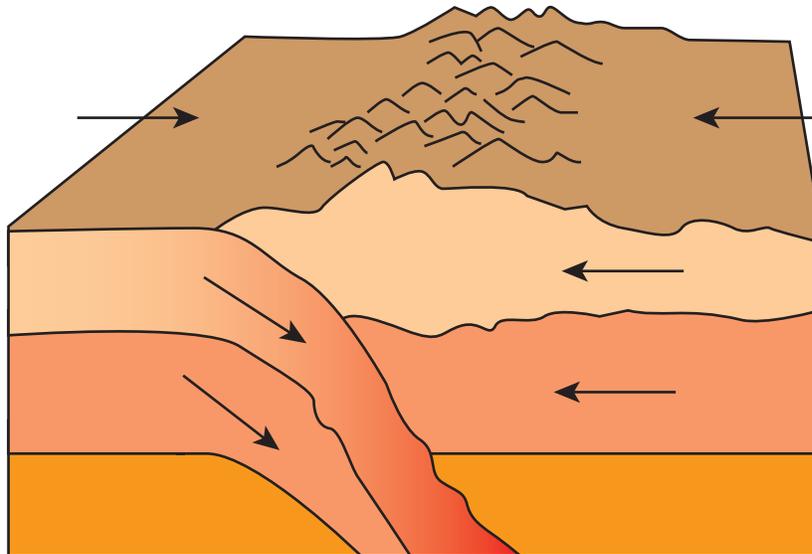
The Shells' Story

- 4 Shells, like all fossils, tell many tales. Their chemical makeup tells scientists how long ago the animals were alive. Their positions tell whether they were buried alive, or whether the empty shells were carried in a stream. And the variety of shells gives us details about ancient habitats, including the temperature of the water.
- 5 The story that the shells and fossils of the Himalayan Mountains tell is a very old one. . . . It tells of a vast warm ocean separating Europe and Asia from an independent continent of India. Called the Tethys Sea, the ocean was home for a wide variety of creatures. For . . . years, layers of shells were preserved in the sands that settled to the bottom of its shallow, quiet waters.

Crashing Continents

- 6 Then, just like now, the stiff outer crust of Earth was broken into many jigsaw pieces called tectonic plates. Tectonic plates are giant sheets of solid rock near Earth's surface. They slide along the top of a hotter, more liquid layer below them. The plates act like giant conveyor belts, constantly shifting the positions of the continents on the Earth's surface. When the animals in the seashells were alive, the land that is now called India was pushing northward on its own plate at the great speed of about 36 feet a century.

7 As India approached, most of the oceanic bottom between the continents was forced downward into Earth's mantle, but some small fragments were swept up against Asia. These fragments contained the fossil shells. Finally, . . . India rammed into Europe and Asia! The two continents fused together, forming a very thick continental crust. But *still* the plate was forcing India northward. The land crumpled under the immense pressure and was folded and lifted. Today the Himalayan Mountains and the Tibetan plateau are still rising, as India continues to squeeze against its northern neighbor. The movement isn't as rapid now, but the Himalayan Mountains, the highest in the world, become $\frac{1}{5}$ inch higher each year. And so do the seashells!



As tectonic plates collide, their positions shift.

Stories of Other Mountains

8 The Himalayas are not the only mountains with an oceanic history. Colliding continents also created the Alps. The crashing of Africa into Europe folded the crust and lifted up pieces of another ancient sea floor with the new mountains. High in the Alps, you can find fossil tracks left by beachcombing dinosaurs. Not far away are the fossilized remains of seashells and of coral reefs that grew in the ocean at about the same time.

9 The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making. A careful observer will find traces of marine life older than the mountains themselves, far above the level of the sea. The process isn't over—today's seashells tell stories of mountains still to come, as tectonic movement continues to change the shape of the land.

"Seashells on the Summit" by Gretchen Noyes-Hull from APPLESEEDS, October 1999. Copyright © 1999 Cricket Media. All rights reserved.

10. Part A

What does the word **habitats** mean as it is used in paragraph 4?

- Ⓐ places where plants and animals live
- Ⓑ shapes and sizes of land
- Ⓒ types of animals
- Ⓓ signs of life

Part B

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

- Ⓐ “. . . like all fossils . . .” (paragraph 4)
- Ⓑ “. . . empty shells . . .” (paragraph 4)
- Ⓒ “. . . independent continent . . .” (paragraph 5)
- Ⓓ “. . . the ocean was home. . .” (paragraph 5)

11. Part A

How do paragraphs 1–3 **mainly** contribute to the development of the passage?

- Ⓐ by introducing the idea that seashells can be found atop mountains
- Ⓑ by describing the distance between the mountains and the sea
- Ⓒ by showing why people are interested in gathering seashells
- Ⓓ by explaining how soil left by the sea can change over time

Part B

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

- Ⓐ “People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea.” (paragraph 1)
- Ⓑ “Off in the distance looms Mount Everest, the highest mountain in the world.” (paragraph 1)
- Ⓒ “Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock.” (paragraph 1)
- Ⓓ “What stories can the seashells tell us?” (paragraph 3)

12. Part A

Why does the author include information about dinosaurs in paragraph 8?

- Ⓐ to show how plants and animals living in an area might have increased in number over time
- Ⓑ to build on the idea that landmasses around the world have the exact same features
- Ⓒ to support the claim that fossils found in the mountains can reveal Earth's history
- Ⓓ to offer more evidence that Earth's tectonic plates continue to shift today

Part B

Which other detail from the passage is used in the same way as the dinosaurs are used in Part A?

- Ⓐ The Tethys Sea separated the continents of Asia and Europe.
- Ⓑ The Himalayan Mountains continue to grow taller each year.
- Ⓒ India still pushes against the tectonic plate to its north.
- Ⓓ In the Alps, traces of coral reefs were found.

13. Read the quotations in the table. Write the letter for the central idea that is developed by the quotations in the correct location in the table. Not all ideas will be used. Ideas can be used only once.

- A. Much can be learned about the past from fossils.
- B. Mountains can contain ancient seashells.
- C. Shells buried in the sand are preserved.
- D. Tectonic plates have changed landscapes all over the world.

Quotations	Central Idea
<p>“Their chemical makeup tells scientists how long ago the animals were alive.” (paragraph 4)</p>	<p>_____</p>
<p>“The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making.” (paragraph 9)</p>	<p>_____</p>

This is the end of Item Set 1.

ITEM SET 2

Today you will research elephants. You will read passages from three sources, “Wild Elephants Sleep for Only Two Hours at Night,” “Elephants Appear to Be Super Sniffers,” and “Elephant All-Wheel Drive.” As you review these sources, you will gather information about elephants so you can write a response.

Read the passage from “Wild Elephants Sleep for Only Two Hours at Night.” Then answer questions 1 through 3.

from “Wild Elephants Sleep for Only Two Hours at Night”

by Susan Milius

- 1 Wild African elephants may break sleep records for mammals. New data show that they seem to get by just fine on about two hours of shut-eye a night. Much of that snoozing took place while they were standing up. The animals lie down to sleep only once every three to four nights.
- 2 Trying to figure out how much wild elephants sleep just by watching them 24 hours a day is tricky, especially in the dark. Much of what scientists had known about sleeping elephants came from animals living in captivity, notes Paul Manger. He is a neuroscientist, or brain researcher, at the University of the Witwatersrand in Johannesburg, South Africa. In zoos and enclosures, elephants have been recorded snoozing from about three hours to nearly seven during a 24-hour period.
- 3 Using electronic monitors on African elephants in the wild, however, has turned up more extreme behavior. That two-hour average snooze is the least sleep recorded for any mammal species.
- 4 Game rangers familiar with wild African elephants had claimed these animals almost never slept. The new data seem to now confirm they were right.

What they learned

- 5 Manger and his colleagues implanted activity monitors (similar to Fitbit trackers) in the trunks of two elephants. Both were matriarchs (female leaders) of their herds in the Chobe National Park. It lies in northern Botswana, a nation in southern Africa.
- 6 The trunk on these animals is “250 pounds of muscle,” Manger says. That’s why, he says, these moms would hardly have noticed the small tracker implants.

- 7 Trunks, like human hands, are important for exploring the world. Elephants rarely keep them still—unless sleeping. The researchers assumed that a trunk monitor that didn't move for at least five minutes likely meant its host was asleep. Neck collars helped researchers figure out whether animals were standing up or lying down.
- 8 The electronic devices tracked the animals over about a month. During that time, the elephants averaged just two hours of sleep a day. What's more, the elephants were able to skip a night's sleep without needing extra naps the next day.
- 9 Those trunk implants showed there were times the elephants went up to 46 hours without any sleep. A predator, poacher or a male elephant loose in the neighborhood might explain their restlessness, Manger says. Animals in captivity don't face the same dangers.

What to make of the findings

- 10 There has been some thought that sleep restores or resets aspects of the brain for peak performance. But that can't explain animals, like the elephants, that skip sleep for a night without needing catch-up rest later, says Niels Rattenborg, who was not involved in the new research. He studies bird sleep.
- 11 The new data don't fit well with the notion that animals need sleep to store memories properly. "Elephants are usually not considered to be forgetful animals," Rattenborg observes. In fact, he notes, studies have found plenty of evidence that they can have long memories.
- 12 Until now, horses were the record-holders for needing the least sleep. They can get by with just 2 hours, 53 minutes of sleep, Manger says. At 3 hours, 20 minutes, donkeys weren't far behind.
- 13 These results join a growing body of data showing that wild animals don't need as much sleep as had been suggested by studies of animals in captivity, Rattenborg says. His monitoring of wild sloths, for instance, revealed they aren't nearly as slothful as captive members of their species.
- 14 It's unclear how these findings for two females will translate to entire elephant populations. But the data do fit a trend that links larger species with shorter sleep and smaller species with longer sleep, Manger says.

From "Wild Elephants Sleep for Only Two Hours at Night" by Susan Milius from SCIENCE NEWS FOR STUDENTS, April 3, 2017. Copyright © 2017 by Society for Science and the Public.

1. Part A

What is the meaning of the phrase **in captivity** as it is used in paragraph 2 of the passage from “Wild Elephants Sleep for Only Two Hours at Night”?

- Ⓐ away from humans
- Ⓑ under observation
- Ⓒ being confined
- Ⓓ feeling alert

Part B

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

- Ⓐ “. . . a neuroscientist, or brain researcher . . .” (paragraph 2)
- Ⓑ “In zoos and enclosures . . .” (paragraph 2)
- Ⓒ “Using electronic monitors . . .” (paragraph 3)
- Ⓓ “. . . more extreme behavior.” (paragraph 3)

2. Write the letters in the box of **three** details necessary for a summary of the passage from "Wild Elephants Sleep for Only Two Hours at Night." Details can be used only once.

Details

- A. Data collected from a one-month period showed that elephants required little sleep.
- B. Elephant trunks perform many of the same functions as human hands.
- C. Researchers used data from trunk implants as an important part of their study.
- D. Results of tracking two female elephants support the idea that large animals need less sleep.
- E. Evidence shows that animals must rest in order to restore memory.
- F. Observing elephants for extended periods of time is extremely difficult.

Details Necessary for a Summary

3. Part A

In the passage from “Wild Elephants Sleep for Only Two Hours at Night,” how does paragraph 2 contribute to the meaning of the passage?

- Ⓐ It explains why the belief that animals need sleep to restore their brains must be incorrect.
- Ⓑ It suggests that it is easier to study animals in a zoo than animals in their natural habitat.
- Ⓒ It supports the claim that some animals can sleep standing upright during the night.
- Ⓓ It implies that some animals can survive on much less sleep than other animals.

Part B

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

- Ⓐ “. . . African elephants may break sleep records for mammals.” (paragraph 1)
- Ⓑ “The animals lie down to sleep only once every three to four nights.” (paragraph 1)
- Ⓒ “Trying to figure out how much wild elephants sleep just by watching them 24 hours a day is tricky, especially in the dark.” (paragraph 2)
- Ⓓ “. . . elephants have been recorded snoozing from about three hours to nearly seven during a 24-hour period.” (paragraph 2)

Read the passage from “Elephants Appear to Be Super Sniffers.” Then answer questions 4 through 6.

from “Elephants Appear to Be Super Sniffers”

by Nsikan Akpan

- 1 Everyone knows that African elephants boast versatile snouts. They can toss logs, grab food and spray water. But the towering mammals also may be the world’s best smellers.
- 2 The team looked at bush elephants (*Loxodonta africana*). These are the larger of Africa’s two species. They tend to live in fairly open, grassy areas (hence the term “bush” in their common name). This species hosts some 2,000 different genes for sensing odors. Scientists refer to these sensors as *olfactory receptors*; olfaction (Oll-FAK-shun) refers to the sense of smell. These sensors are found on the outside of scent-sensing cells. They’re in a nasal cavity, near the top of the animal’s trunk.
- 3 Renowned sniffers like rats have around 1,200 genes for scent-sensing. Bloodhounds and other dogs get by with about 800 of these different genes. Humans and other primates possess relatively poor sniffers. They also have only about 40 olfactory genes.
- 4 The researchers think that long ago, when mammals split into a broad range of new species, the original smell-sensing gene began copying itself-and morphing somewhat—over and over again. This appears to have happened the most in ancestors of today’s elephants.
- 5 The elephant’s ability to detect a broad range of odors perhaps explains why scents play a big role in its behavior. African elephants, for instance, can communicate aggression via scents. And the animals also can distinguish people from two ethnic groups living near them in East Africa—the Maasai and Kamba. That’s helpful because the Maasai herders, in Kenya, hunt elephants. Mostly farmers, the Kamba pose no threat to the pachyderms.

“Elephants appear to be super sniffers” by Nsikan Akpan from SCIENCE NEWS FOR STUDENTS, July 30, 2014. Copyright © 2014 by Society for Science and the Public.

4. Part A

What does the word **nasal** mean as it is used in paragraph 2 of the passage from “Elephants Appear to Be Super Sniffers”?

- Ⓐ coming from careful research
- Ⓑ coming from a distant place
- Ⓒ relating to the teeth
- Ⓓ relating to the nose

Part B

Which detail from paragraph 2 **best** supports the answer to Part A?

- Ⓐ “The team looked at bush elephants. . . .”
- Ⓑ “Scientists refer to these sensors as . . .”
- Ⓒ “. . . refers to the sense of smell.”
- Ⓓ “. . . cavity, near the top . . .”

5. Part A

Which sentence **best** states the central idea of the passage from “Elephants Appear to Be Super Sniffers”?

- Ⓐ Bush elephants mainly use their trunks to communicate aggression.
- Ⓑ Bush elephants have many unusually sensitive olfactory receptors.
- Ⓒ Bush elephants are one of two types of elephants native to Africa.
- Ⓓ Bush elephants use their trunks for many different purposes.

Part B

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

- Ⓐ “They can toss logs, grab food and spray water.” (paragraph 1)
- Ⓑ “These are the larger of Africa’s two species.” (paragraph 2)
- Ⓒ “This species hosts some 2,000 different genes for sensing odors.” (paragraph 2)
- Ⓓ “This appears to have happened the most in ancestors of today’s elephants.” (paragraph 4)

6. Circle the correct answer in **each** box to complete the sentence.

The author of the passage from "Elephants Appear to Be Super Sniffers" uses _____ to organize the information in

comparison and contrast
order of importance
chronological order
cause and effect

paragraphs 2 and 3 in order to emphasize the _____.

reasons for differences in species
steps involved in elephant research
importance of olfactory receptors
unique ability of elephants

Read the passage from “Elephant All-Wheel Drive.” Then answer questions 7 and 8.

from “Elephant All-Wheel Drive”

by Stephen Ornes

- 1 Elephants are hard to miss. Whether you’re strolling through the zoo, cruising through the African savanna or touring the jungles of Southeast Asia, they’re the largest of the living land animals. And like many other land animals, they’ve got four legs to move them around.
- 2 In a recent study, a team of scientists found a clever way to study the elephants’ walk. And it showed that the giant animals used their legs in a surprising way, a way unlike that used by most other four-legged animals, or quadrupeds.
- 3 Most quadrupeds push with their back legs and use their front legs as brakes. (One of the easiest animals to imagine moving in this way is a bunny.) Elephants, however, use all four legs to both move forward and slow down. John Hutchinson works at the Royal Veterinary College in London. And he sees a similarity to all-terrain vehicles, in which every wheel contributes equally.
- 4 Elephants “really do seem to act like four-wheel-drive vehicles, cruising along.” Hutchinson, along with other scientists, worked with elephant experts at the Thai Elephant Conservation Center in Lampang, Thailand.
- 5 Watching an elephant walk may seem like an easy afternoon. But finding a way to understand the science is anything but simple. It’s such a difficult study that until now, no one had ever looked closely. After all, if you watch an elephant, it’s tough to tell how much its legs are bending.
- 6 The scientists installed heavy-duty scales in the ground to keep track of how much of each elephant’s weight hit the ground as it ran. Then, they attached light-reflecting disks (similar to the ones on bicycles) to parts of the elephants’ legs and bodies. Finally, they sent the elephants walking over the scales—and used seven special cameras to record how those reflective disks moved.

- 7 The measurements showed that elephants use their front legs to move forward, which is different from most quadrupeds. Much different—the scientists actually found that elephants use their front legs in a way that’s similar to the way human beings walk. That was a surprising discovery, since scientists used to think that elephants’ legs were not very bendable.
- 8 “We think we can consider elephant limbs as a kind of big human limb,” says Lei Ren, a scientist at the University of Manchester in England who also worked on the study.

From “Elephant all-wheel drive” by Stephen Ornes from SCIENCE NEWS FOR STUDENTS, April 14, 2010. Copyright © 2010 by Society for Science and the Public.

7. Part A

Which statement **best** describes why a scientist compares elephants to a certain type of vehicle in the passage from “Elephant All-Wheel Drive”?

- Ⓐ Elephants rarely use their front and back legs at the same time.
- Ⓑ Elephants are able to travel through different landscapes.
- Ⓒ Elephants use all four legs for moving and stopping.
- Ⓓ Elephants rarely use their front legs as brakes.

Part B

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

- Ⓐ “. . . cruising through the African savanna or touring the jungles of Southeast Asia . . .” (paragraph 1)
- Ⓑ “. . . a team of scientists found a clever way to study the elephants’ walk.” (paragraph 2)
- Ⓒ “. . . he sees a similarity to all-terrain vehicles, in which every wheel contributes equally.” (paragraph 3)
- Ⓓ “. . . the scientists actually found that elephants use their front legs in a way that’s similar to the way human beings walk.” (paragraph 7)

8. Part A

Which phrase **best** describes the author’s purpose in the passage from “Elephant All-Wheel Drive”?

- Ⓐ to describe the difference between elephants and other quadrupeds
- Ⓑ to demonstrate how elephants and all-terrain vehicles are similar
- Ⓒ to provide details about a new study on how elephants walk
- Ⓓ to show how elephants and humans use their legs similarly

Part B

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

- Ⓐ “And it showed that the giant animals used their legs in a surprising way, a way unlike that used by most other four-legged animals, or quadrupeds.” (paragraph 2)
- Ⓑ “Elephants, however, use all four legs to both move forward and slow down.” (paragraph 3)
- Ⓒ “Elephants ‘really do seem to act like four-wheel-drive vehicles, cruising along.’” (paragraph 4)
- Ⓓ “Finally, they sent the elephants walking over the scales—and used seven special cameras to record how those reflective disks moved.” (paragraph 6)

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Read the article, "Time to Standardize." Then answer questions 10 through 13.

Time to Standardize

by Will Bremen

- 1 Imagine that you live in the mid-1800s in an eastern city, and you are traveling by train to the Midwest. You check your pocket watch against the town clock, which is easily visible in a large tower overlooking the downtown. The time shown on the town clock reflects the town's local time. The town clock keeps all the residents synchronized¹.
- 2 The train arrives, and you board it. As you travel westward across the country, you adjust your watch to match the time of the major cities through which you pass. You are living in an era before standardized time zones, when each community had its own local time determined by the position of the sun in the sky. Your train ride might travel through 30 different local times—within a single state!

Railroads That Bind

- 3 Before railroads, most Americans did not travel far from the places in which they settled. The methods of transportation—horseback or carriage—were expensive and time consuming. Most Americans also owned farms in the early 1800s, which required their daily attention. Farmers didn't have clocks to tell them when to go to work—they got up with the sun and stopped working when it was too dark to see.
- 4 The growth of railways in the United States dramatically changed how Americans both traveled and measured time. By the 1850s, 9,000 miles of railroad lines had been built in the country. Railroads connected most of the major cities in the North and the Midwest. Americans began to travel farther and faster, but all those different local times complicated the journey for passengers—and for railroad companies.

¹synchronized—on the same time

5 Railroad companies posted their trains' arrivals and departures at stations, but the schedules reflected each company's local time. A company's local time might be based on where it was headquartered or where its train had begun its journey. Stations that offered service for five railroad companies would have five different clocks to show each company's local time. Sound confusing? It was. Forget about trying to figure out which train was the right connection!

Timing Is Everything

6 In the 1860s, to address the problem of too many local times for railroad travelers, Charles F. Dowd of Saratoga Springs, New York, proposed using national "time belts." The vertical time belts would divide the country into designated one-hour sections.

7 Railroad officials asked William Frederick Allen, a railroad engineer, to study the problem in 1872. By that time, the transcontinental railroad was complete, and 53,000 miles of track crisscrossed the country. Allen understood how important standardized time was for the business of railroads. He also worked to get local governments served by the railroads to agree.

8 Allen took Dowd's idea, added details and improvements, and got the railroads to support the concept in 1883. The final plan recommended four railroad time zones across the United States. Each zone would be determined by the central meridian² within it, and each meridian would be set one hour apart. Almost every railroad company agreed to Allen's proposal.

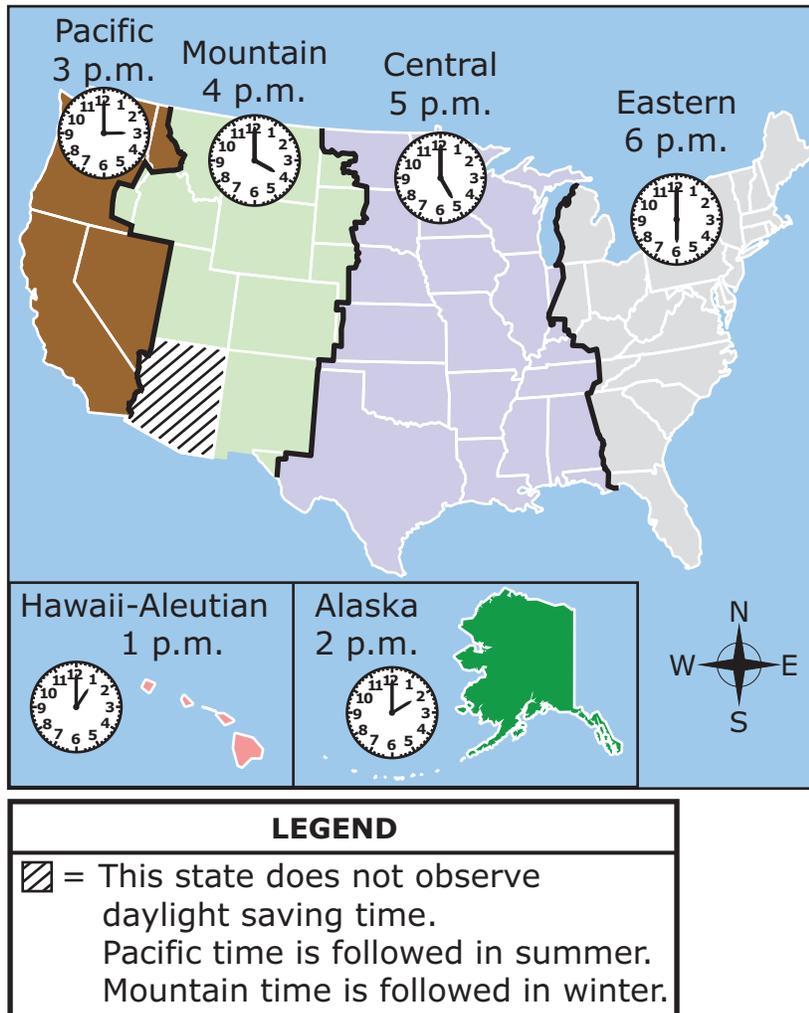
9 On November 18, 1883, at noon in New York City, standard railroad time went into effect. Railroad companies across the nation switched their clocks to the new times. Although the federal government did not recognize the railroad industry's decision, many people saw its benefits to travel and communication, and they began to accept railroad time as local time.

10 A few people resented the change. Residents of Detroit, Michigan, refused to comply at all. They insisted on using their own local time until 1905. The U.S. government took a while longer: Standard time did not become an official law until the passage of the Standard Time Act on March 19, 1918.

²meridian—imaginary north-south lines of longitude, measured in degrees, that divide the globe

11 In October 1884, more than 25 nations participated in the International Meridian Conference in Washington, D.C. They agreed to a universal prime meridian—a single reference point for international navigation and measurement—to be located at Great Britain’s Greenwich Royal Observatory. The Greenwich prime meridian was recognized as 0° longitude. Eventually, international time zones were measured in 15-degree increments east and west from Greenwich.

Standard Time Zones of the United States



“Time To Standardize” by Will Bremen from COBBLESTONE, February 2017. Copyright © 2017 Cricket Media. All rights reserved.

10. Part A

What is the meaning of **comply** as it is used in paragraph 10?

- Ⓐ to consider the needs of others
- Ⓑ to note a change in process
- Ⓒ to learn something new
- Ⓓ to follow a command

Part B

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

- Ⓐ "On November 18, 1883, at noon in New York City, standard railroad time went into effect." (paragraph 9)
- Ⓑ "Although the federal government did not recognize the railroad industry's decision . . ." (paragraph 9)
- Ⓒ "They insisted on using their own local time until 1905." (paragraph 10)
- Ⓓ "Standard time did not become an official law until the passage of the Standard Time Act. . . ." (paragraph 10)

11. Part A

How does the author support the claim that train passengers experienced confusion?

- Ⓐ by showing how different life had been before the expansion of the railroads
- Ⓑ by discussing how many railroad lines had been built by midcentury
- Ⓒ by describing stations that posted many different local times at once
- Ⓓ by illustrating the difficulties that the railroad companies also faced

Part B

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

- Ⓐ "Most Americans also owned farms in the early 1800s, which required their daily attention." (paragraph 3)
- Ⓑ "The growth of railways in the United States dramatically changed how Americans both traveled and measured time." (paragraph 4)
- Ⓒ "Forget about trying to figure out which train was the right connection!" (paragraph 5)
- Ⓓ "Allen understood how important standardized time was for the business of railroads." (paragraph 7)

12. How does the author convey his point of view throughout the passage?
Circle the correct answer in each box to complete an analysis.

The author clearly believes that standardizing time was _____

- disruptive
- necessary
- timely

given the changes that society experienced when the railroads arrived.

In paragraph 4, the author mostly conveys this point of view by
presenting _____ about the situation.

- arguments
- stories
- facts

In the final paragraph, the author supports his point of view with
_____ about the impact of standard time zones.

- a direct statement
- more information
- a summary

13. Part A

How does the map support the central idea from the passage?

- Ⓐ It demonstrates what time it is in all the other zones when it is 6 p.m. eastern time.
- Ⓑ It reveals a state that refused to comply with standardized time.
- Ⓒ It illustrates the need for a universal prime meridian.
- Ⓓ It displays the exact boundaries of the time zones.

Part B

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

- Ⓐ "The final plan recommended four railroad time zones across the United States." (paragraph 8)
- Ⓑ "Railroad companies across the nation switched their clocks to the new times." (paragraph 9)
- Ⓒ "In October 1884, more than 25 nations participated in the International Meridian Conference in Washington, D.C." (paragraph 11)
- Ⓓ "The Greenwich prime meridian was recognized as 0° longitude." (paragraph 11)

This is the end of Item Set 2.

ITEM SET 3

Today you will read a passage from *The Wednesday Wars*. As you read, pay attention to the characters and events so that you can answer questions and write a narrative response.

Read the passage from *The Wednesday Wars*. Then answer questions 1 through 5.

from *The Wednesday Wars*

by Gary D. Schmidt

- 1 It was the kind of place where you could sit for a while within the vines and watch the green world be green.
- 2 Then Mrs. Sidman hollered, "Holling Hoodhood!"
- 3 You already know what had happened, don't you?
- 4 Let me tell you, it wasn't my fault that Mrs. Baker had given me an old [back]pack. And it wasn't my fault that its seams were starting to split. And when you're hiking up a path that's pretty steep and hefting an old pack onto your shoulders, you don't feel stuff falling out.
- 5 "You didn't notice it was getting lighter?" said Mrs. Sidman.
- 6 "Well," I said, "I did notice it wasn't getting any heavier."
- 7 She held up a spoon. "This is our entire set of utensils," she said.
- 8 "We can stir the chili," I said.
- 9 "The can opener was in your pack, too," said Mrs. Sidman.
- 10 Mrs. Baker picked up four cans and handed two to me. "Come with me, Holling." We went down to the streambed. "Look for some large stones that are sharp at one end," she said.
- 11 And that's how we got the cans of chili opened. We smashed into them with rocks, which is what I think people did during the Westward Expansion. At first, the cans just bent over and started to collapse into themselves, but after a few blows they split open, and chili spattered out. By the time Mrs. Baker and I were done, we looked like someone had thrown a whole can over us both.

- 12 But from the way Mrs. Baker was laughing, you couldn't tell that anything was wrong.
- 13 Or that she hated camping.
- 14 Mrs. Sidman was grumbling more than a little by the time we got back, and it didn't help much that she cut up the ends of three of her fingers trying to get all the chili out of the battered cans, which were pretty jagged. Every time she cut one, she would glare at me, and I don't think she was thinking thoughts about nurturing one of her students in wisdom and learning.
- 15 Any lunch after a long hike tastes good. Especially if it's on a day off from school. And if you take two hot dogs and hold them together, one in each hand, you can scoop up the chili between them, and shovel it all up to your mouth. If you lean way over while you do this, most of it won't even drip onto you—which is something that Mrs. Sidman didn't seem to understand.
- 16 And again, it wasn't my fault that she was wearing her favorite sweater, and that streaks of chili don't exactly go with mango, which is a color that you shouldn't wear on a camping trip anyway.
- 17 I think this is why I was the one who ended up carrying all the pots and pans down to the stream to wash them.
- 18 Meryl Lee helped. She didn't have to, but she did. So it wasn't bad at all, scrubbing at the pots together and her splashing me a little and me splashing her a little until we finally gave up and splashed each other all over so that it looked like we had jumped in—which washed all of the chili off me. Which is more than I can say for Mrs. Sidman's mango sweater.

From THE WEDNESDAY WARS by Gary D. Schmidt, published by Clarion Books, a Houghton Mifflin Company imprint.
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1. Part A

How does paragraph 14 contribute to the development of the plot in the passage from *The Wednesday Wars*?

- Ⓐ It highlights the conflict between two characters.
- Ⓑ It suggests the resolution of the passage.
- Ⓒ It establishes the setting.
- Ⓓ It implies the theme.

Part B

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

- Ⓐ The narrator has fun scrubbing pots and splashing with Meryl Lee.
- Ⓑ The narrator notes that it was a green, peaceful space.
- Ⓒ Mrs. Sidman doesn't learn to enjoy the moment.
- Ⓓ Mrs. Sidman glares at the narrator.

2. Part A

How does Mrs. Sidman respond to the events of the passage from *The Wednesday Wars*?

- Ⓐ She fails to see the humor in the situation as events get more comical.
- Ⓑ She remains unhappy and bitter throughout the camping trip.
- Ⓒ She does not get any angrier about her stained sweater.
- Ⓓ She becomes less critical of Holling Hoodhood.

Part B

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

- Ⓐ “. . . our entire set of utensils . . .” (paragraph 7)
- Ⓑ “. . . we looked like someone had thrown a whole can over us both.” (paragraph 11)
- Ⓒ “. . . grumbling more than a little by the time we got back . . .” (paragraph 14)
- Ⓓ “. . . and that streaks of chili don’t exactly go with mango . . .” (paragraph 16)

3. Part A

Which statement **best** describes a theme of the passage from *The Wednesday Wars*?

- Ⓐ It is important to try to catch mistakes before they happen.
- Ⓑ Unfamiliar circumstances can leave people defenseless.
- Ⓒ Creativity can emerge when you have few resources.
- Ⓓ It is important to respect the adults in your life.

Part B

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

- Ⓐ Mrs. Sidman cuts her fingers on the jagged lid of the can.
- Ⓑ The narrator loses the supplies in his backpack.
- Ⓒ Mrs. Sidman remains angry at the narrator.
- Ⓓ The hikers use rocks to open the cans.

4. Part A

Which statement provides the **best** summary of the passage?

- Ⓐ Holling Hoodhood angers Mrs. Sidman because he lost the camping supplies, but he learns to focus on the present moment and is able to enjoy his hiking experience.
- Ⓑ Holling Hoodhood is defiant and disrespectful after losing the camping gear, but he ends the trip happily because he finds a friend and decides to be polite.
- Ⓒ Holling Hoodhood takes a break from school to go on a hiking adventure and learns how cooperation helps him to better appreciate his teachers.
- Ⓓ Holling Hoodhood discovers how two teachers react differently to the same situation and learns that Mrs. Sidman is not a kind person.

Part B

Select **two** details that **best** support the answer to Part A.

- Ⓐ when the two students splash each other in the river and have fun
- Ⓑ when Holling and Mrs. Baker open the cans with rocks
- Ⓒ when Holling gets defensive about losing the utensils
- Ⓓ when Mrs. Baker gives Holling a faulty backpack
- Ⓔ when Mrs. Sidman glares at her student
- Ⓕ when Meryl Lee offers to help

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Today you will read a passage from *Hatchet* and the poem “A Letter in October” that show how people respond to nature. Then you will answer questions.

Read the passage from *Hatchet*. Then answer questions 6 and 7.

from *Hatchet*

by Gary Paulsen

- 1 But perhaps more than his body was the change in his mind, or in the way he was—was becoming.
- 2 I am not the same, he thought. I see, I hear differently. He did not know when the change started, but it was there; when a sound came to him now he didn't just hear it but would know the sound. He would swing and look at it—a breaking twig, a movement of air—and know the sound as if he somehow could move his mind back down the wave of sound to the source.
- 3 He could know what the sound was before he quite realized he had heard it. And when he saw something—a bird moving a wing inside a bush or a ripple on the water—he would truly see that thing, not just notice it as he used to notice things in the city. He would see all parts of it; see the whole wing, the feathers, see the color of the feathers, see the bush, and the size and shape and color of its leaves. He would see the way the light moved with the ripples on the water and see that the wind made the ripples and which way that wind had to blow to make the ripples move in that certain way.
- 4 None of that used to be in Brian and now it was a part of him, a changed part of him, a grown part of him, and the two things, his mind and his body, had come together as well, had made a connection with each other that he didn't quite understand. When his ears heard a sound or his eyes saw a sight his mind took control of his body. Without his thinking, he moved to face the sound or sight, moved to make ready for it, to deal with it.
- 5 There were these things to do.
- 6 When the wood was done he decided to get a signal fire ready. He moved to the top of the rock ridge that comprised the bluff over his shelter and was pleased to find a large, flat stone area.

- 7 More wood, he thought, moaning inwardly. He went back to the fallen trees and found more dead limbs, carrying them up on the rock until he had enough for a bonfire. Initially he had thought of making a signal fire every day but he couldn't—he would never be able to keep the wood supply going. So while he was working he decided to have the fire ready and if he heard an engine, or even thought he heard a plane engine, he would run up with a burning limb and set off the signal fire.
- 8 Things to do.
- 9 At the last trip to the top of the stone bluff with wood he stopped, sat on the point overlooking the lake, and rested. The lake lay before him, twenty or so feet below, and he had not seen it this way since he had come in with the plane. Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery.
- 10 It was so incredibly beautiful that it was almost unreal. From his height he could see not just the lake but across part of the forest, a green carpet, and it was full of life.

From HATCHET by Gary Paulsen. Reprinted with the permission of Atheneum Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division. All rights reserved.

6. Part A

What does the word **unreal** convey as it is used in paragraph 10 of the passage from *Hatchet*?

- Ⓐ lacking substance
- Ⓑ not genuine
- Ⓒ imaginary
- Ⓓ artificial

Part B

Which detail from paragraph 10 **best** supports the answer to Part A?

- Ⓐ “incredibly beautiful”
- Ⓑ “almost”
- Ⓒ “a green carpet”
- Ⓓ “full of life”

7. Part A

Which statement **best** expresses a theme of the passage from *Hatchet*?

- Ⓐ Being alone leads to a greater appreciation of nature.
- Ⓑ Nature is better faced with others rather than alone.
- Ⓒ A person makes better choices when alone.
- Ⓓ Time by oneself leads to self-reflection.

Part B

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

- Ⓐ "I am not the same, he thought." (paragraph 2)
- Ⓑ "When his ears heard a sound or his eyes saw a sight his mind took control of his body." (paragraph 4)
- Ⓒ "When the wood was done he decided to get a signal fire ready." (paragraph 6)
- Ⓓ "Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery." (paragraph 9)

Read the poem "A Letter in October." Then answer questions 8 and 9.

A Letter in October

by Ted Kooser

Dawn comes later and later now,
and I, who only a month ago
could sit with coffee every morning
watching the light walk down the hill
5 to the edge of the pond and place
a doe there, shyly drinking,

then see the light step out upon
the water, sowing reflections
to either side—a garden
10 of trees that grew as if by magic—
now see no more than my face,
mirrored by darkness, pale and odd,

startled by time. While I slept,
night in its thick winter jacket
15 bridled the doe with a twist
of wet leaves and led her away,
then brought its black horse with harness
that creaked like a cricket, and turned

the water garden under. I woke,
20 and at the waiting window found
the curtains open to my open face;
beyond me, darkness. And I,
who only wished to keep looking out,
must now keep looking in.

"A Letter in October" from WEATHER CENTRAL by Ted Kooser, © 1994. All rights are controlled by the University of Pittsburgh Press, Pittsburgh, PA 15260. Reprinted by permission of the University of Pittsburgh Press.

8. Write the letters for the correct words that complete the paragraph to show how a change in the speaker is developed throughout the poem "A Letter in October."

- A.
- B.
- C.
- D.
- E.
- F.

In stanza 1, the speaker looking out the window, observing the beauty of nature, and maybe watching a deer drink at the pond. However, time . By the end of stanza 2, the mornings are dark and the speaker cannot see out the window, which now a mirror. By the final stanza, this circumstance the speaker to think about personal issues rather than about the outside world.

9. Circle the correct response in each box to complete an analysis of how stanza 2 fits into the overall structure of the poem "A Letter in October."

Stanza 2 reveals the _____ the mornings before and

similarities between
contrast between
importance of

after the approach of winter. Before winter approaches, the light creates reflections on the pond; after winter arrives, the world is _____ and the speaker can only see his reflection. Stanza 2,

much colder
in darkness
forbidding

therefore, provides an important _____: the rest of the

turning point
explanation
conclusion

poem focuses on darkness and the speaker's sense of _____.

fear
indifference
reflection

Refer to the passage from *Hatchet* and the poem "A Letter in October."
Then answer question 10.

10. Part A

There is an important difference between Brian's relationship with nature in the passage from *Hatchet* and the speaker's relationship with nature in the poem "A Letter in October." Which statement **best** describes that difference?

- (A) Brian's feelings for nature remain the same, while the speaker's feelings for nature change.
- (B) Brian's interaction with nature is temporary, while the speaker's interaction is permanent.
- (C) Brian experiences nature firsthand, while the speaker observes nature from a distance.
- (D) Brian sees nature as cruel, while the speaker sees nature as neutral.

Part B

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

- (A) Brian is living in nature, while the speaker watches nature through glass.
- (B) Brian is using his ears and eyes, while the speaker is using his eyes only.
- (C) Brian has to work hard, while the speaker observes at his leisure.
- (D) Brian needs to be rescued, while the speaker is physically safe.

Refer to the passage from *Hatchet* and the poem "A Letter in October." Then answer question 11.

- 11.** Read each theme in the table and write an **X** in each row to select whether it is emphasized in the passage from *Hatchet*, in the poem "A Letter in October," or in both. Write only one **X** in each row.

Theme	From <i>Hatchet</i>	"A Letter in October"	Both
Nature changes a person.			
Nature can become a part of an individual.			
Nature moves a person to self-examination.			
Nature's seasonal changes affect a person powerfully.			

This is the end of Item Set 3.

