

A stylized map of Louisiana in shades of purple and white, serving as a background for the title.

Louisiana Believes

iLEAP Test Items

Grade English Language Arts

Spring 2014

Released June 2014

Read the passage about what happens at Sam’s Gemstone Gardens. As you read the passage, think about what might happen next. Then use the passage to help you write a well-organized multiparagraph story.

Sam’s Gemstone Gardens

The school bus rattled as it entered the highway. The sixth-grade science class at Lamar Middle School was taking a trip to a ranch owned by geologist Samuel Burton. Inside the school bus, Alexis and Dylan were discussing the day’s events.

“Just think,” Dylan said. “After we tour the caves, they take us to a spot where we get to search for gemstones. If we find one, we get to keep it!”

Alexis stared out the window. She nodded.

“You don’t look very excited,” Dylan said.

“I am,” Alexis said. “I was just thinking about my grandmother’s birthday party this weekend. She’s turning 75, and I need to find a special present for her.”

As the bus turned onto a dirt road, Alexis and Dylan looked out the window. Up ahead, a large sign sparkled in the sunlight. “Look, Sam’s Gemstone Gardens! There are even gemstones on the sign!” Dylan said.

The school bus stopped, and the students began exiting. Alexis stepped off the bus into a cloud of dust. She watched as Dylan immediately scanned the ground. He picked up a stone.

“I think that’s just a rock,” Alexis said and laughed.

Dylan made a funny face and dropped the stone. “You just wait. I’m feeling lucky today.”

Samuel Burton came out to greet the class. After he led them through the caves, he took the students to a large field and gave each of them a bucket and a small shovel. “Now you get to hunt for your own gemstones. Use your shovel to dig through the soil. If you find a gemstone, you can keep it. We can clean and polish the gemstone so it looks like a shiny jewel. Most will be tiny, but there are one or two big ones out here, so pay attention!”

The sixth graders spread out. Alexis and Dylan found a spot and started looking. After ten minutes, Dylan frowned. All he was finding was dirt and more dirt. Alexis was having the same bad luck but remained focused. If she could find a gemstone, she could give it to her grandmother.

“I think I found something!” one of the students in the far corner of the field yelled. Dylan stopped digging and said to Alexis, “I’m going over there to have a look.”

Alexis watched Dylan run over to where their classmate was celebrating. Alexis shook her head and was about to continue digging, but a glimmer from Dylan’s bucket caught her eye. Inside the bucket lay a purple gemstone the size of a grape! She glanced at Dylan, who was still on the other side of the field. Then she looked at her empty bucket. She hadn’t found a single thing and was worried she would go home empty-handed.

Then . . .

This item measures aspects of W.6.3, L6.1, and L6.2.

1. Think about what might happen next.

Write a multiparagraph story for your teacher that finishes the gemstone passage. Use what you know about the passage's setting, characters, and conflict as you finish the plot. Use details from the passage to help you tell your story.

As you write, follow the suggestions below.

- Be sure your story has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand what happened in your story.
- Be sure to write clearly and to check your story for correct spelling, punctuation, and grammar.

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- Read the directions, the passage(s), and the writing topic carefully and write on **all** parts as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a clear beginning, middle, and ending.

Style:

- Use words that express your meaning well.
- Use a variety of sentence types and lengths to make your writing easy to follow.

Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.



Remember to print or write neatly.

DIRECTIONS FOR WRITING

Follow the steps below to help you write a successful composition.

Step 1: Planning and Drafting

- Read the directions, the passage(s), and the writing topic carefully.
- Think about what you will write before you begin.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Use the space provided for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- Review your composition to make sure you have covered all the points on the Writer's Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the final draft page(s).
- Write your final draft in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.



Points to Remember:

- Only the writing on the **Final Draft** pages will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

Use for notes, brainstorming, **and/or** an outline.

Research to Build Knowledge

Directions: In this session, carefully read the resources provided and then use them to answer questions 2 through 11.

Research Topic: The Olympic Games

Suppose you want to find out more about the Olympic Games for a report you are writing. Four different sources of information about the Olympic Games are included in this session. The titles of the resources and the page numbers where you can find them are listed below.

1. Excerpts from the Book *The Olympic Games*
 - a. Olympic Game Statistics Chart (page 45)
 - b. “Milo of Kroton—Ancient Olympian” (page 46)

2. Page from the Web Site OlympicsInfo.org
Featured Female Olympians of the Month (page 47)

3. Articles from the Magazine *Sports World*
 - a. “A Brief History of the Paralympic Games” (page 48)
 - b. Highlights of the Olympics Chart (page 49)

4. Article from the Magazine *Stamp Collector’s Monthly*
“2004 Olympic Games Stamp Released” (page 50)

Note: Model bibliographic entries for different types of documents are on page 51.

1. Excerpt from the Book *The Olympic Games*
a. Olympic Game Statistics Chart

OLYMPIC GAME STATISTICS

(GAMES HELD IN NORTH AMERICA)

| Year | City (State) | Country | Season | Most Gold Medals |
|-------------|------------------------------|----------------|---------------|-------------------------|
| 1904 | St. Louis (Missouri) | United States | Summer | United States 78 |
| 1932 | Lake Placid (New York) | United States | Winter | United States 6 |
| 1932 | Los Angeles (California) | United States | Summer | United States 41 |
| 1960 | Squaw Valley (California) | United States | Winter | Soviet Union 7 |
| 1976 | Montreal (Quebec) | Canada | Summer | Soviet Union 49 |
| 1980 | Lake Placid (New York) | United States | Winter | Soviet Union 10 |
| 1984 | Los Angeles (California) | United States | Summer | United States 83 |
| 1988 | Calgary (Alberta) | Canada | Winter | Soviet Union 11 |
| 1996 | Atlanta (Georgia) | United States | Summer | United States 44 |
| 2002 | Salt Lake City (Utah) | United States | Winter | Norway 13 |

1. Excerpt from the Book *The Olympic Games*
b. “Milo of Kroton—Ancient Olympian”

MILO OF KROTON—ANCIENT OLYMPIAN

Who was Milo of Kroton?

Milo of Kroton was one of the strongest and most famous athletes in the world around 540 to 510 BC. As a wrestler, he won six times. He began his Olympian career by winning the boys' wrestling contest at the 60th Olympiad. Milo was born in Kroton, a Greek colony in southern Italy.

Why was Milo famous?

Milo of Kroton is a legend because later in his life he competed and won titles in five more Olympic wrestling contests, a rare accomplishment in both ancient and modern times. After training for eight years, Milo returned at the 62nd Olympiad to win the first of these five titles. Most Olympians' careers are usually over after two or three Olympiads, but Milo was determined not to retire. He continued to compete past the age of forty and participated in the 67th Olympiad. It is said that he carried a calf on his back for four years to train for this event. Although not as strong as Milo, the challenger won by wearing down Milo through his speed and avoiding being pinned by his legendary opponent.

How did Milo show his strength?

Stories have it that Milo loved to show off. One of his tricks was standing on an iron disk covered in grease and daring others to push him off. Another one of Milo's exploits was to hold a pomegranate in his hand while others tried to take it from him. No one could. Despite his great strength, he managed to hold the pomegranate gently enough to avoid crushing it. Milo also enjoyed entertaining others by tying a cord around his forehead and, by holding his breath, breaking the cord with his bulging veins.

In which other areas did Milo excel?

Milo's strength also contributed to his excellence in warfare. During an attack on his hometown, Kroton, he led the battle to defend the town and defeated the enemy. Wearing his Olympic laurels and a lion's skin, with a club in hand, Milo claimed victory for his fellow citizens. Another famous story about Milo has him saving a group of friends from a collapsing roof. He held up the roof while others escaped to safety and then managed to save himself from the ruined building.

What happened to Milo?

Milo is such a legendary figure that even tales of his death seem unreal. One story is that Milo was brought down by a tree. Walking through the forest one day, Milo saw a tree that someone had tried to split; a wedge was still in it. To test his strength once again, Milo tried to finish splitting the tree with his hands. As he began to pull the tree farther apart, the wedge fell out. Then the tree trunk clamped back together trapping Milo's hands. When night fell, Milo was killed by a wild animal. Some say his strength and pride were his downfall, while others will always remember how much influence he had on the Olympics.

2. Page from the Web Site OlympicsInfo.org
Featured Female Olympians of the Month

ADDRESS@

<http://www.OlympicsInfo.org/femaleOlympians.htm>

>>GO



Featured Female Olympians of the Month

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Sonja Henie: Norwegian figure skater. She took the gold medal in figure skating in the 1928, 1932, and **1936 Winter Olympics**. She had earlier placed eighth in a field of eight at the **1924 Winter Olympics**, at the age of eleven. She won her first of ten consecutive World Figure Skating Championships in 1927 at the age of fifteen and her first Olympic gold medal the following year. She also won six consecutive European championships.

Larissa Latynina: Ukrainian gymnast. As of 2002, she is still the athlete who has won the most Olympic medals, eighteen. At the **1956 Summer Olympics**, she won gold medals on the floor, the horse vault, and the team event; a silver medal in the uneven bars; and a bronze medal in the team apparatus event. Latynina was again the top favorite for the **1960 Summer Olympics**. In the all-around event, she led the Soviet Union to take the first four places. Latynina also successfully defended her floor title and received a gold medal in the team event while winning silver medals in the balance beam and uneven bars events. Finally she won the bronze in the horse vault competition. Still the defending world champion at the **1964 Summer Olympics**, she added two more gold medals to her tally, winning the team event and the floor event both for the third time in a row. Two silver medals and two bronzes in other events brought her total of Olympic medals to eighteen—nine gold medals, five silver, and four bronze.

Mia Hamm: American soccer player. Hamm has been able to gain the respect of soccer experts and build a large fan base in the United States, where she plays on the United States women's national soccer team. Hamm and the rest of the U.S. women's national team played for the gold medal in the **1996 Olympic Games** in front of 80,000 spectators in Athens, Georgia, then an all-time record for any women's sporting event. That day Hamm and her teammates were able to conquer China to win the gold medal.

Steffi Graf: German pro tennis player. Graf is considered one of the greatest female players in history. She won twenty-two Grand Slam titles in her great career. In 1988 she became the third woman to win the Grand Slam, beating Chris Evert in the Australian Open, Natalia Zvereva in the French Open, Martina Navratilova at Wimbledon, and Gabriela Sabatini at the U.S. Open. Graf also won the gold medal at the **1988 Olympic Games** in Seoul, South Korea, for a "golden slam." Of the five players who have won the Grand Slam, she is the only one to win it on four different surfaces (carpet, clay, grass, and hardcourt).

3. Article from the Magazine *Sports World*
a. “A Brief History of the Paralympic Games”

Sports World

October 2004

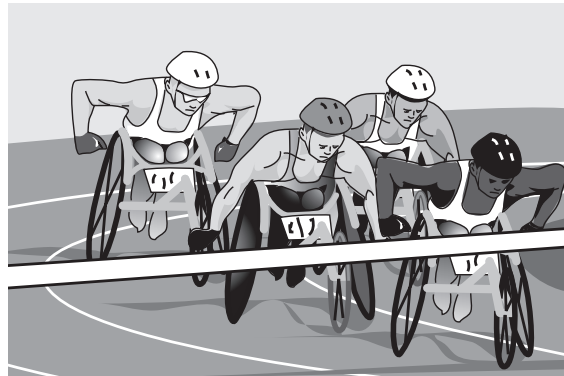
A Brief History of the Paralympic Games

By Benjamin Graystone

In 1948 in England, Sir Ludwig Guttman organized a sports competition for former WWII soldiers recovering from spinal cord injuries. In 1952 competitors from the Netherlands took part in the competition, raising international awareness about what is now known as the Paralympic Games. The first Olympic-style games for athletes with disabilities were held in Rome in 1960 and have continued at least every four years since then.

Today the Paralympic Games welcome participants in six different disability groups. The focus of the games is on the athletes' abilities, however, not their disabilities. Sports include track and field, archery, swimming, powerlifting, alpine skiing, and wheelchair basketball, rugby, and tennis. The 2000 Summer Paralympic Games in Sydney, Australia, welcomed more than 3,800 athletes from 122 countries, making it the largest Paralympic Games in history.

Since the Summer Olympics in Seoul, South Korea, the Olympic and Paralympic games have shared the same facilities. An agreement between the IOC (International Olympic Committee) and the IPC (International Paralympic Committee) signed in 2001 assures that the two games will be held in the same city from 2008 onward. The 12th Summer Paralympic Games were held in Athens, Greece, the birthplace of the Olympic Games.



3. Article from the Magazine *Sports World*
b. Highlights of the Olympics Chart

Sports World

October 2004

Highlights of the Olympics

| Atlanta Games Summer 1996 (Georgia) | Nagano Games Winter 1998 (Japan) | Sydney Games Summer 2000 (Australia) | Salt Lake City Games Winter 2002 (Utah) |
|---|--|--|---|
| <ul style="list-style-type: none"> • 197 nations participate; 79 win medals. • Carl Lewis gets his ninth gold medal by winning the long jump. • Russian gymnast Alexei Nemov wins six gold medals. • Amy Van Dyken of the U.S. wins four gold medals in swimming; Ireland's Michelle Smith wins three gold medals and a bronze medal. • The American women's teams win the first-ever softball and women's soccer events and gymnastics with the help of Kerri Strug, who nails her second vault despite a sprained ankle. • The United States returns to the top of the standings, followed by Russia and Germany. | <ul style="list-style-type: none"> • A record 2,176 athletes from 72 countries participate. • Snowboarding, curling, and women's ice hockey are introduced. • Bjorn Dählie wins three more gold medals in Nordic skiing, boosting his total to twelve medals (eight gold) overall. • Fifteen-year-old American figure skater Tara Lipinski becomes the youngest athlete to win a gold medal at the Winter Games. • Ice hockey is open to professionals for the first time, and the Czech Republic wins. • Germany, Norway, and Russia lead the overall rankings. | <ul style="list-style-type: none"> • 10,651 athletes (4,069 of them women) from 199 nations participate. • Australian Aboriginal Cathy Freeman lights the cauldron at the opening ceremony and goes on to win the 400-meter race. • British rower Steven Redgrave becomes the first athlete to win gold medals in five consecutive Olympics. • Russian gymnast Alexei Nemov takes home six gold medals, as he did in Atlanta in 1996. • The United States, the Russian Federation, and the People's Republic of China lead the medal winners. | <ul style="list-style-type: none"> • 77 nations are represented by 2,399 athletes. • Russian figure skating pair Elena Berezhnaya and Anton Sikharulidze share the gold with Canadian pair Jamie Sale and David Pelletier. • American Sarah Hughes gives the free-skating performance of a lifetime, completing two triple-triple combinations and vaulting from fourth-place dark horse to gold medalist. • The Canadian men's ice hockey team wins the gold medal, 50 years to the day after the last time it had done so. The Canadian women's ice hockey team also emerges victorious. • Germany, the United States, and Norway end up with the most medals, with Norway taking home the most gold medals. |

4. Article from the Magazine *Stamp Collector's Monthly*
"2004 Olympic Games Stamp Released"

Stamp Collector's Monthly

Issue 23: Vol. 7, July 2004

2004 OLYMPIC GAMES STAMP RELEASED

By Walter Penton



At a special stamp dedication ceremony at the University of Pennsylvania Museum of Archaeology and Anthropology, the U.S. Postal Service issued a postage stamp honoring the 2004 Olympic Games.

"Today this stamp—much like the Greek runner it depicts—will travel on letters and packages to households throughout America and around the world," said S. David Fineman, chairman of the presidentially appointed U.S. Postal

Service's Board of Governors and stamp dedicating official. "At the Postal Service, we understand the power our stamps have in celebrating special events—like the Summer Olympics—that help define our world."

Designed by Richard Sheaff of Scottsdale, Arizona, and created by artist Lonnie Busch of Franklin, North Carolina, the stamp features a picture of Greek runners that is meant to resemble ancient Greek black-figure vases. Three runners appear to be in a race, with the main runner in black; the other runners are in red in front and behind the main figure. The border of the stamp is a classical Greek design known as a meander or key pattern. The Olympic rings also are on the stamp just below the stamp's value. The bottom of the stamp reads, "2004 Olympic Games: Athens, Greece."

The Olympic Games began in 776 BC in Greece and were held every four years for nearly twelve centuries. The first games involved a single footrace called the "stadion." With each successive round of games, other events were added, including boxing, javelin, and discus.

At the end of the fourth century AD, the games were banned by the Roman emperor Theodosius I. More than 1,500 years later, they were revived in Athens in 1896. A French sportsman, Baron Pierre de Coubertin, organized this first revival of the Olympic Games. The Summer Olympic Games have been held every four years since then except during World War I (1916) and World War II (1940 and 1944).

The 2004 Olympic Games: Athens, Greece, stamps are available now at post offices and philatelic centers nationwide.

Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

"Dwarfed Trees." Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. "Floating Down the River." Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

2. In “Milo of Kroton—Ancient Olympian,” which sentence from the passage supports the main idea?
- A. “Milo of Kroton was one of the strongest and most famous athletes in the world around 540 to 510 BC.”
 - B. “Milo was born in Kroton, a Greek colony.”
 - C. “He continued to compete past the age of forty and participated in the 67th Olympiad.”
 - D. “One story is that Milo was brought down by a tree.”

This item measures aspects of RI.6.2.
Key: A

3. How are Milo's strengths presented in paragraph 4 of "Milo of Kroton—Ancient Olympian"?

- A. through stories about Milo's heroic deeds
- B. through comparisons of Milo to other athletes
- C. through examples of Milo's enthusiasm for sports
- D. through a list of positive characteristics about Milo

This item measures aspects of RI.6.3.
Key: A

4. In "Featured Female Olympians of the Month," what is the author's purpose and how is it achieved?
- A. to show the accomplishments of athletes by giving examples from various Olympic Games
 - B. to compare the personalities of athletes by telling about specific performances
 - C. to present the excellence of athletes by telling about the challenges they have overcome
 - D. to compare the ranking of athletes by giving the number of Olympic medals they have earned

This item measures aspects of RI.6.6.
Key: A

5. Which is an acceptable bibliographic entry for the magazine article "A Brief History of the Paralympic Games"? Use the model bibliographic entries as a guide.
- A. Benjamin Graystone. "A Brief History of the Paralympic Games." Sports World October 2004: 25.
 - B. "A Brief History of the Paralympic Games," by Benjamin Graystone. Sports World October 2004: 25.
 - C. "A Brief History of the Paralympic Games." Sports World October 2004: 25.
 - D. Graystone, Benjamin. "A Brief History of the Paralympic Games." Sports World October 2004: 25.

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| This item measures aspects of W.6.8. Key: D |
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6. According to the Highlights of the Olympics chart from the magazine *Sports World*, during which two Olympic games did Alexei Nemov win six gold medals?
- A. Atlanta and Sydney
 - B. Sydney and Nagano
 - C. Atlanta and Nagano
 - D. Sydney and Salt Lake City

This item measures aspects of RI.6.1.
Key: A

7. Which resource provides the **best** information showing where the Olympic games have been held in North America?
- A. Olympic Game Statistics Chart
 - B. "Featured Female Olympians of the Month"
 - C. "A Brief History of the Paralympic Games"
 - D. Highlights of the Olympics Chart

This item measures aspects of W.6.7.
Key: A

8. What is the **best** synonym of the word “depicts” in paragraph 2 of the article “2004 Olympic Games Stamp Released”?

- A. arranges
- B. purchases
- C. concludes
- D. portrays

This item measures aspects of L.6.4.
Key: D

9. Which resource provides the **most** information about an Olympic tennis player?
- A. the Olympic Game Statistics chart from the book *The Olympic Games*
 - B. the Highlights of the Olympics chart from the magazine *Sports World*
 - C. “2004 Olympic Games Stamp Released” from the magazine *Stamp Collector’s Monthly*
 - D. the page from the Web site OlympicsInfo.org

This item measures aspects of W.6.8.
Key: D

10. To include information about the Roman emperor who banned the Olympic games, which resource would be **best** to use?
- A. the Olympic Game Statistics chart from the book *The Olympic Games*
 - B. the Highlights of the Olympics chart from the magazine *Sports World*
 - C. "A Brief History of the Paralympic Games" from the magazine *Sports World*
 - D. "2004 Olympic Games Stamp Released" from the magazine *Stamp Collector's Monthly*

This item measures aspects of W.6.7.
Key: D

11. Which two resources would provide the **most** relevant information for a report on how the Olympics have expanded over the years to include new events and a more diverse group of athletes?
- A. “Featured Female Olympians of the Month” and the Olympic Game Statistics chart
 - B. Highlights of the Olympics chart from *Sports World* magazine and “A Brief History of the Paralympic Games”
 - C. “2004 Olympic Games Stamp Released” and “Milo of Kroton—Ancient Olympian”
 - D. the Olympic Game Statistics chart and “A Brief History of the Paralympic Games”

This item measures aspects of RI.6.7.
Key: B

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A majority of the passages included in the spring 2014 assessments were permissioned passages. These passages will be added to this document as publishers and authors grant permission for their use.

Read the passage and then answer questions 31 through 36.

31. What is a central idea of the passage?

- A. Ella Fitzgerald's nervousness caused her to make mistakes when performing at the Apollo Theater.
- B. Ella Fitzgerald's talent as a dancer made her popular with many audiences as a performer.
- C. Ella Fitzgerald's young age made her very confident when performing at the Apollo Theater.
- D. Ella Fitzgerald's ability to adapt to different situations contributed to her success as a performer.

| |
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| This item measures aspects of RI.6.2. Key: D |
|---|

32. How does the first paragraph help develop the ideas in the passage?
- A. It introduces the routine Ella had before going on stage.
 - B. It sets up the idea that musicians from Harlem often achieved greatness.
 - C. It establishes that the theater audience had high standards for performers.
 - D. It introduces the welcoming nature of the audience.

This item measures aspects of RI.6.5.
Key: C

35. What is the author's point of view, and how is it presented throughout the passage?
- A. The author is impressed by Ella Fitzgerald, and this is conveyed by sharing a positive story.
 - B. The author is disappointed by Ella Fitzgerald, and this is conveyed by explaining Ella's fear of the stage.
 - C. The author is entertained by Ella Fitzgerald, and this is conveyed by telling a funny story.
 - D. The author is confused by Ella Fitzgerald, and this is conveyed by describing the reactions of the audience to Ella's singing.

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| This item measures aspects of RI.6.6. Key: A |
|---|

36. How are the key events in the passage elaborated for the reader?
- A. through information provided by an audience member
 - B. through quotes Ella made about her first onstage experience
 - C. with facts presented by a musician who worked with Ella
 - D. with examples of the types of music of the period

This item measures aspects of RI.6.3.
Key: B

Read the passage and then answer questions 41 through 46.

41. Which is the **best** summary of the passage?

- A. Flies are disgusting creatures. They salivate on their food, use receptors on their toes to taste food, and annoy anyone who tries to catch them.
- B. Flies have abilities that help them live. They are able to maneuver like an acrobat, have claws and pads that enable them to land anywhere, and have a mouth that allows them to eat food that they soften up beforehand.
- C. Flies are very difficult insects to catch. They can land on almost anything with their claws and pads and keep themselves just out of reach of people.
- D. Flies have unusual bodies. They have two pads on their feet that are used for gripping called pulvilli and a retractable mouth called a proboscis that is used for drinking liquids.

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|---|
| This item measures aspects of RI.6.2. Key: B |
|---|

42. Read the sentence from the first paragraph.

Sentence will be added as publisher/author grants permission for use of the passage.

What does the word “elegant” suggest about the fly’s movement?

- A. It is impossible to repeat.
- B. It occurs quickly.
- C. It appears graceful.
- D. It is difficult to study.

This item measures aspects of L.6.5.
Key: C

43. How does the first sentence of paragraph 2 contribute to the overall development of the passage?
- A. It contrasts how flies move with how they eat.
 - B. It introduces the topic of how flies are able to taste.
 - C. It gives another example of how flies are well suited to live inside homes.
 - D. It emphasizes the similarities and differences between various types of flies.

This item measures aspects of RI.6.5.
Key: C

45. What is the purpose of the last paragraph of the passage?

- A. It describes a process that flies follow to eat.
- B. It compares how flies eat with how mosquitoes eat.
- C. It provides a basis for understanding how flies move.
- D. It explains the process flies follow to land.

This item measures aspects of RI.6.5.
Key: A

Read both stories and then answer questions 47 through 52.

Summer Camp

Meg Olsen's mother often told stories about her childhood. One of Meg's favorites was about how her mother went to sleepaway camp, a free summer activity sponsored by a local community group. Every summer, Meg's mother packed a suitcase with clothes, a swimsuit, and stationery and went to a camp in the woods, not far from the town where she grew up. There Meg's mother developed new skills, learned new games, and made new friends. At the end of camp, her friends would sign her journal and write little notes to her as a memory until the next summer.

From her mother's stories, Meg thought camp sounded magical but a little scary. She couldn't imagine packing a suitcase and sleeping somewhere else—without her parents—for two whole weeks. But when Meg turned twelve, she told her mother she was ready.

- 3** Meg's mother helped her pack her suitcase: clothes, a swimsuit, her favorite baseball cap, sunscreen, bug spray, a laundry bag for all her dirty clothes, and stationery and stamps for writing letters. Meg also packed her favorite stuffed animal in case she got lonely. None of her friends from school were going, and she was nervous about making new friends.

"What if the other kids don't like me?" she asked her parents as they drove toward the camp.

"Of course they'll like you," her mother replied. "There are lots of different kinds of kids there. By the time camp is over, I guarantee that you will make friends you won't want to leave behind. Life is full of pleasant surprises."

- 6** "I'm not so sure," Meg said. "Things are a lot different from when you were a kid. Maybe people aren't as friendly anymore."

"Well, the only way to find out is to try," her father said gently.

Meg continued to express her apprehension as they pulled into the parking lot, where kids were pulling their bags out of cars and hugging their parents. Meg's mother told her to take her bag and stand by a giant sign with the first letter of her first name. Meg grabbed her bag and trudged over to the "M-R" sign. Her parents hugged her good-bye and told her to write them lots of letters. She promised she would and tried not to cry as they got in their car.

- 9** As Meg watched her parents drive away, a girl standing next to her said, "I was sad the first time I came, too, but now I really love this place. There are really cool kids here, and there's always something fun to do. This year I'm going to try swimming all the way across the lake."

She seemed friendly, so Meg shyly asked, "What's your name?"

"Sumi," the girl said with a grin.

- 12** "Cool. Is that your real name?" Meg said, smiling back.

"Well, my real name is Natsumi, but everyone has called me Sumi since I can remember. It's Japanese."

"That's neat," Meg said. "My real name is Margaret, but everyone calls me Meg."

- 15** "We've already got lots in common," Sumi said. "Come on, the group is leaving. Maybe we'll get to sleep in the same cabin."

"That would be great," Meg said as they struggled with their bags. For the first time, she thought she understood what her mother had meant when she said life was full of pleasant surprises.

Swimming Lessons

Lena had spent the whole year trying to convince her parents that she could swim. She liked the sensation of floating, opening her eyes underwater, and doing handstands in the water. Even though she couldn't hold her breath long, Lena was sure these aquatic skills were enough to count as swimming. However, her parents insisted that she enroll in a swimming class.

They arrived at the pool, which was in the community center. Her father dropped her off, and she promised to tell him everything she learned at her lesson. She was trying to stay positive to convince him that swimming was no big deal. So far, this strategy was not working.

- 3** Lena put on her suit and joined the other kids. To her horror, she realized that she was the oldest kid there. All the others looked as if they were seven or eight years old. Lena was twelve. Luckily, she didn't see anyone she knew, but this was still the most embarrassing day of her life.

The teacher appeared and gave a brief speech about water safety rules. "Not bad," Lena thought. "Maybe this will be mostly talking." Then the teacher entered the water and asked the students to follow.

"Tonight, we will begin with the breaststroke," the teacher said. The students lined up against the wall where the water was shallow. As the teacher demonstrated, the students imitated her motions. While doing this, Lena noticed the boy next to her. He appeared to be about her age and looked familiar, but she couldn't figure out how she knew him.

- 6** "Excellent, Charlie!" the teacher shouted. Hearing his name, Lena suddenly remembered they used to have the same babysitter. Lena turned to him while still moving her arms. "Hey, Charlie, remember me? It's Lena."

Charlie immediately turned bright red. "Hey," he mumbled.

"Why are you here?" she said. "My parents made me come even though I already know how to swim. They're so mean!"

- 9** "Yeah, me too," Charlie said. "I *told* my parents I would be the oldest kid, but they didn't care. They said I have to learn how to swim no matter what."

"But don't you already know how?" Lena asked. She couldn't believe there was someone else her age who didn't know how to swim.

"Well, yeah," he said. "I can do all kinds of cool tricks and stuff. I just don't know the strokes, that's all."

- 12** Lena felt a sense of relief. "Well, if this is all there is to it, we should learn how to swim in no time," she said, "especially because we're the oldest ones here."

Charlie half-smiled. "Yeah, you're right. By the end of this, we'll be able to race each other all the way across the pool!"

47. In paragraph 8 of "Summer Camp," what does the word "apprehension" mean?

- A. anxiety
- B. excitement
- C. frustration
- D. willingness

This item measures aspects of L.6.4.
Key: A

48. How does the scene with Meg and Sumi contribute to the development of the plot?

- A. It establishes the turning point; Meg and Sumi become friends.
- B. It reveals the rising action; Meg and Sumi will be in the same cabin.
- C. It suggests the resolution; Meg and Sumi will enjoy common activities.
- D. It introduces a new conflict; Meg and Sumi are both excellent swimmers.

This item measures aspects of RL.6.5.
Key: A

49. During Charlie's conversation with Lena in "Swimming Lessons," his attitude changes from

- A. anger to concern.
- B. confidence to anxiety.
- C. embarrassment to enthusiasm.
- D. disappointment to pride.

This item measures aspects of RL.6.3.
Key: C

50. How does the author develop the point of view in “Swimming Lessons”?

- A. by showing what the teacher is thinking
- B. by explaining what Charlie is thinking
- C. by describing Lena’s experiences
- D. by focusing on the decisions the parents make

This item measures aspects of RL.6.6.
Key: C

51. How do **both** passages approach their themes?

- A. through the order in which the events are told
- B. through the interactions of the main characters
- C. through the descriptions of the settings
- D. through the interventions of the parents

This item measures aspects of RL.6.2.
Key: B

