

GRADE 6
Reading

Administered May 2017

RELEASED

READING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.



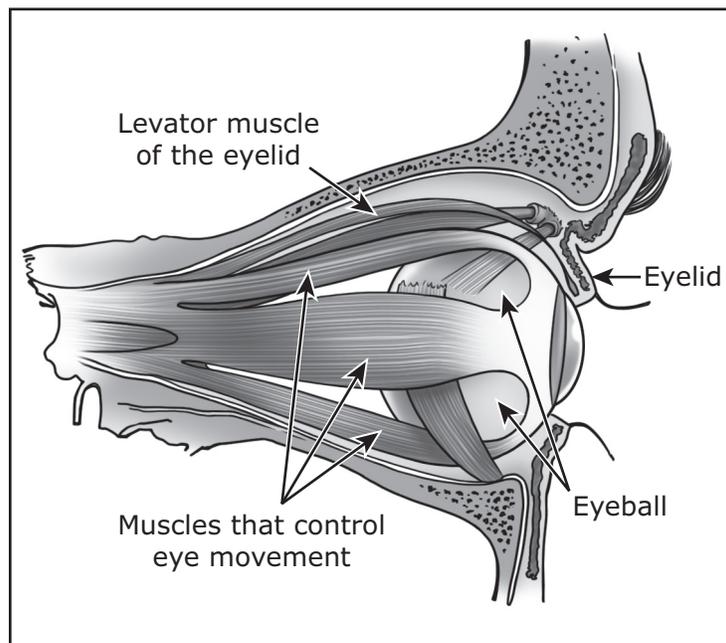
In the Blink of an Eye

- 1 Have you ever played the blinking game with friends? It's fun to see who can last the longest without blinking. After 30 seconds you probably struggle to resist closing and then reopening your eyes. In fact, most people blink every three to seven seconds. However, you rarely think about it. Blinking usually occurs automatically, like your heartbeat.

Miniature Windshield Wipers

- 2 What happens when you blink? Each time you blink, muscles around your eyes contract to close your eyelids. Then two different muscles contract, raising your eyelids back up.

Diagram of an Eye



- 3 Your eyelids act like tiny windshield wipers. In the blink of an eye, they sweep dust and debris away. Eyelids also spread moisture. Glands in the eyelids lubricate the surface of the eyes. Without this repeated lubrication, your eyeballs begin to dry, and your eyelids feel sticky.

Quick as a Blink

- 4 People can blink on purpose. However, most blinking occurs involuntarily. You rarely notice this type of blink, which is incredibly fast. Your brain actually ignores the flash of darkness caused by a blink, giving you the impression of uninterrupted sight.
- 5 Each time you blink, your eye closes for about three-tenths of a second. With around 15,000 blinks per day, you can end up with your eyes shut from blinking for up to one hour and fifteen minutes a day! Yet you probably aren't aware that your vision is interrupted for that amount of time each day.

Think Before You Blink

- 6 According to scientific research, the average eye blink rate in people varies greatly, ranging from 2 to 50 blinks a minute. Many factors affect the blink rate.
- 7 One factor is age. Newborn babies rarely blink. The reasons for this aren't entirely clear, but one theory is that babies work hard to observe the world around them because their ability to see is not fully developed. Blink rates increase in childhood. From there, rates increase steadily until adulthood. Then blink rates decrease as people move into older adulthood. That's when the muscles that control eyelids eventually lose some of their tone and ability to move.
- 8 Your blink rate also varies with the task being performed. You'll blink less when you're concentrating on something. For example, have you ever noticed that when you search the Internet on your computer, your eyes sting, burn, or feel scratchy? Your eyes dry out because your blink rate decreases by half while you are concentrating on looking at something. If you're absorbed in reading, your blink rate will decrease. And you'll blink less if you're watching a scary movie, since the threat of danger causes people to be more observant.
- 9 When you're thinking but not actually looking at something, your blink rate will also decrease. In school, when your teacher asks you a question, you'll barely blink as you consider the answer. Once you start to reply, your blink rate will increase. Talking returns you to a standard blink rate. What happens if you think aloud while pondering the answer to a question? Your blink rate will return to its standard rate since you're speaking.
- 10 Some activities, such as telling a lie, require a great deal of concentration. As people think about their lie, their blink rate is very low. Police use this knowledge to gain information from suspects when interrogating them. So the next time you think about telling a fib, you might keep in mind that your blinking eyes always tell the truth.

1 Why aren't people bothered by the interruptions to vision caused by blinking?

- A** The brain is designed to ignore very brief moments of darkness.
 - B** Blinking relaxes people's eyes.
 - C** Blinking removes dust that lands on the eyes.
 - D** The brain can process information even when people's eyes are closed.
-

2 The section "Think Before You Blink" is organized in a way that shows —

- F** how blinking is affected by the use of different electronic devices
 - G** the various factors associated with blinking rates
 - H** the different benefits babies and adults get from blinking
 - J** which parts of the eye are responsible for blinking
-

3 Based on the labels in the diagram of the human eye, the reader can conclude that —

- A** more muscles are used to move the eye than to blink
- B** eye muscles are stronger than any other muscles in the body
- C** blinking provides several benefits to the eyeball
- D** blinking happens in a way that does not affect a person's vision

4 Read this sentence from paragraph 1.

Blinking usually occurs automatically, like your heartbeat.

Which statement from the article supports the idea in this sentence?

- F** *That's when the muscles that control eyelids eventually lose some of their tone and ability to move.*
 - G** *You rarely notice this type of blink, which is incredibly fast.*
 - H** *Without this repeated lubrication, your eyeballs begin to dry, and your eyelids feel sticky.*
 - J** *Each time you blink, your eye closes for about three-tenths of a second.*
-

5 Which sentence from the article helps explain why staring at a computer screen affects blink rates?

- A** *Then blink rates decrease as people move into older adulthood.*
- B** *After 30 seconds you probably struggle to resist closing and then reopening your eyes.*
- C** *You'll blink less when you're concentrating on something.*
- D** *When you're thinking but not actually looking at something, your blink rate will also decrease.*

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

For Deanna's Eyes Only!

Characters

JONATHAN, 11 years old

DEANNA, 14 years old

SCENE 1

- 1 [A teenage girl's bedroom. Jonathan sits on the bed reading a diary. He shakes his head, turns a page, continues reading. Deanna enters and stops short. She stares in disbelief as Jonathan goes on reading, totally oblivious to her presence.]
- 2 **DEANNA:** [Indignantly.] What do you think you're doing?
- 3 **JONATHAN:** [Startled.] Ah! [Slams the diary shut.]
- 4 **DEANNA:** What are you doing?
- 5 **JONATHAN:** Nothing!
- 6 **DEANNA:** You're reading my diary!
- 7 **JONATHAN:** [As if he's confused.] Diary?
- 8 **DEANNA:** [Pointing.] That! Right there! In your hands!
- 9 [Jonathan looks down at his hands and reacts as if he is shocked to see something in them.]
- 10 **DEANNA:** Oh, cut it out. You know what you were doing.
- 11 **JONATHAN:** I wasn't reading it.
- 12 **DEANNA:** I stood here and watched you. I've told you a million times to stay away from my things. Why are you even in my room?
- 13 **JONATHAN:** Doing you a favor.
- 14 **DEANNA:** Snooping through my private things? That's your idea of a favor?
- 15 **JONATHAN:** I wasn't snooping. I was cleaning up after you. Mom told me to straighten up the family room, and most of the mess was yours. If this diary is so private, why'd you leave it on the couch?
- 16 **DEANNA:** So to put my stuff away, you had to read my diary?

- 17 **JONATHAN:** No. I didn't even want to read it. But you gave me the impression that you wanted me to, so . . .
- 18 **DEANNA:** [*In total disbelief.*] What? I gave you the impression that I—are you crazy?
- 19 **JONATHAN:** Well, I figured from what you wrote on the cover . . .
- 20 **DEANNA:** I didn't write "For everybody's eyes—especially Jonathan's!" I wrote "FOR DEANNA'S EYES ONLY!" That somehow gave you the impression that I wanted you to read it?
- 21 **JONATHAN:** Well, if you write something like that on the cover and then leave it lying around, what do you expect?
- 22 **DEANNA:** I expect people to mind their own business.
- 23 **JONATHAN:** Oh, that's like putting a plate of brownies out on a table and then getting mad when someone eats one. If you really wanted to keep your writing secret, you'd bury it in the middle of some half-used-up notebook where nobody but you would even think to look.
- 24 **DEANNA:** So it's my fault you violated my privacy?
- 25 **JONATHAN:** It was kind of like false advertising.
- 26 **DEANNA:** False advertising?
- 27 **JONATHAN:** Sure. When you use phrases like "DO NOT OPEN—OR ELSE!" the reader is going to expect something riveting. Not complaints about the school cafeteria.
- 28 **DEANNA:** What?
- 29 **JONATHAN:** I'm just saying that with a title like that, the reader's going to expect some drama—or at the very least, an embarrassing story.
- 30 [*From offstage Deanna's mother calls her to leave for volleyball practice.*]
- 31 **DEANNA:** [*To Jonathan.*] This isn't over! [*Deanna exits, taking the diary with her. Jonathan shrugs and exits after her.*]

SCENE 2

- 32 [*Family room. Jonathan is watching TV. Deanna enters with the diary and sits on the couch opposite Jonathan.*]
- 33 **DEANNA:** O.K., let me hear it.
- 34 **JONATHAN:** Hear what?
- 35 **DEANNA:** [*Amazed.*] The apology you owe me for reading my diary!

- 36 **JONATHAN:** Oh that. I was kind of a sneak to read it behind your back.
- 37 **DEANNA:** Yeah, you were.
- 38 **JONATHAN:** You want to know the real reason I started reading it?
- 39 **DEANNA:** O.K., why did you?
- 40 **JONATHAN:** Well, lately, it's like I've been invisible to you.
- 41 **DEANNA:** What are you talking about? We do stuff all the time.
- 42 **JONATHAN:** We *used* to do stuff all the time. Have you even read your own diary?
- 43 **DEANNA:** Well, no. I've just been writing in it.
- 44 **JONATHAN:** About your friends. And school. And Jeremy.
- 45 **DEANNA:** And?
- 46 **JONATHAN:** And that's it. I'm not in it anywhere. Take a look. You won't even find my name.
- 47 **DEANNA:** [*Looks down at the diary in her hands.*] I guess I have been busy. But that still doesn't give you the right to read my private diary.
- 48 **JONATHAN:** I know. And I am sorry, but I just had to find out if you were mad at me.
- 49 **DEANNA:** [*Sighs.*] I'm not mad at you; I've just been preoccupied. I've been so busy with my first year of high school, trying to keep up and fit in. [*Pauses for a moment.*] But if you promise not to read my diary anymore, I promise to do something with you at least once a week from now on.
- 50 **JONATHAN:** O.K., sounds good to me. [*Pauses.*] But you may want to keep your diary in your room, just in case. [*Both exit the stage.*]

6 Read the dictionary entry for the word violate.

violate \ˈvī-ə-,lāt\ v
1. to break a rule 2. to interfere with someone's rights 3. to abuse something by causing damage 4. to interrupt a continuous state or action

Which definition most closely matches the way the word violated is used in paragraph 24?

- F Definition 1
 - G Definition 2
 - H Definition 3
 - J Definition 4
-

7 What does Jonathan's dialogue in Scene 1 suggest about him?

- A He feels bad about reading the diary.
- B He misses spending time with Deanna.
- C He is deeply interested in Deanna's life.
- D He believes he didn't really do any harm.

8 What is the best summary of Scene 1?

- F** After Deanna finds Jonathan reading her diary, the two have a conversation about his actions. Deanna feels as though Jonathan is always going through her private things without asking.
 - G** Deanna catches Jonathan in her room reading her diary and demands to know what he is doing. Jonathan at first denies reading it but then claims it seems like Deanna wanted him to read it.
 - H** Jonathan is cleaning up the family room and begins reading Deanna's diary because of what she wrote on the cover. He is disappointed to find that her diary does not contain any embarrassing stories.
 - J** Deanna and Jonathan disagree over the meaning of the words she wrote on the cover of her diary. She thinks he should not have read it, and he thinks she is guilty of false advertising.
-

9 Which statement expresses a main theme of the play?

- A** Writing can be a helpful way to deal with stress.
- B** Keeping secrets can lead to problems in a relationship.
- C** It is best to apologize when something wrong has been done.
- D** People must make time for one another in order for relationships to thrive.

10 From Scene 1 to Scene 2, the dialogue between Deanna and Jonathan becomes more —

- F** demanding and judgmental
 - G** confused and suspicious
 - H** honest and serious
 - J** tense and angry
-

11 How is the play's conflict resolved?

- A** Jonathan says he is sorry for what he did.
- B** Deanna explains that she has too many commitments.
- C** Deanna promises to spend more time with Jonathan.
- D** Jonathan suggests that Deanna keep her diary in her room.

Read the next two selections. Then choose the best answer to each question.

Prince Patrick

- 1 "No," Tiffany said. "When you sip from your cup, you have to stick your little finger out like this." She pointed her pinkie into the air.
- 2 "Let's play something else," Patrick begged, rubbing his leg that was jammed underneath a tiny table.
- 3 Drinking imaginary tea from a plastic teacup with his sister Tiffany and cousin Annabel was not Patrick's idea of fun.
- 4 "Let's play save the princesses," the girls shouted.
- 5 Patrick sighed. "This is not how I imagined I would be spending Saturday afternoon," he thought. Usually his mother watched Annabel when Aunt Elizabeth worked—but not today.
- 6 Patrick had been in the middle of a great dream when his mother shook him awake that morning. "I had to work overnight," Mom whispered, "and I need to get some sleep. Will you please watch your cousin and sister for me? Annabel will be here any minute."
- 7 "Sure, no problem," Patrick told his mother. "This should be simple," he thought.
- 8 "What was I thinking?" Patrick muttered as the girls dumped out a bag filled with brushes, barrettes, and ribbons. Patrick had expected to turn on a movie to keep them occupied. That would make babysitting easy. But the girls were more interested in tormenting him than watching a movie.
- 9 "Now braid our hair so we look like beautiful princesses," Tiffany demanded.
- 10 Patrick didn't even know how to braid hair. He attempted to work with the girls' locks of hair but found the hair to be as slippery as a handful of wet noodles. Finally, with the help of an online video, he managed to entwine their hair into braids that looked fairly neat and even. Patrick actually felt impressed with his handiwork.
- 11 The girls chatted about Patrick's work as they positioned shimmering crowns on their heads. Patrick hid a smile.
- 12 Holding out sparkly wands, the girls dashed behind a chair, calling to him, "Save us, Prince Patrick!"
- 13 Tiffany and Annabel's eyes twinkled. Patrick paused. "Might as well make this fun," he thought.

14 Patrick gathered some items from the kitchen. He threw his mother's apron over his shoulders, straddled a broom, and raised a spatula in the air. "Prince Patrick to the rescue!" he cried as he galloped across the living room. "Take that, you evil dragon!" Patrick called out, whacking an imaginary dragon with his spatula and throwing open a pretend gate. "Stay away from my princesses!"

15 "You saved us! Thank you! You're our hero!" the girls cheered.

16 Patrick's mother stood at the doorway like a fly on the wall, surveying the scene. "Mine, too!" she added. "Thank you, Prince Patrick!"

A Wintry Welcome

1 When we moved to Minnesota, I was intent on transplanting Charlie into the garden of our new house. Charlie was the cactus I dug up from our yard in Texas right before we moved. I wanted something to remind me of the home I reluctantly had to leave.

2 I yanked open the front door with Charlie cradled in my arm. An express train of polar air blasted me in the face as I stepped onto the porch. The temperatures had been frigid the past few days, but overnight the landscape had been transformed into a world of white that blanketed every surface. The wind crammed icy fingers down the back of my neck. "How do people live in such a harsh environment?" I wondered, recalling the warm Texas sun.

3 Planting Charlie outside clearly wasn't going to happen anytime soon.

4 As I stood there, two kids on the sidewalk waved to me. The boy shouted, "Are you our new neighbor?"

5 "Of course she is," the girl said. "I'm Kristin, and this is my brother Kyle."

6 "I'm Emily," I said.

7 "Do you want to go ice-skating with us?" Kristin asked. She pointed to the frozen pond across the street from my house. "We have a few extra pairs of skates at our house."

8 Within the hour I was sitting with Kristin and Kyle on the bench next to the pond. The untouched snow bordering the pond glittered in the sun as if a million diamonds were sprinkled across its surface. I studied the ice skates. I knew how to roller-skate, but these skates looked very different.

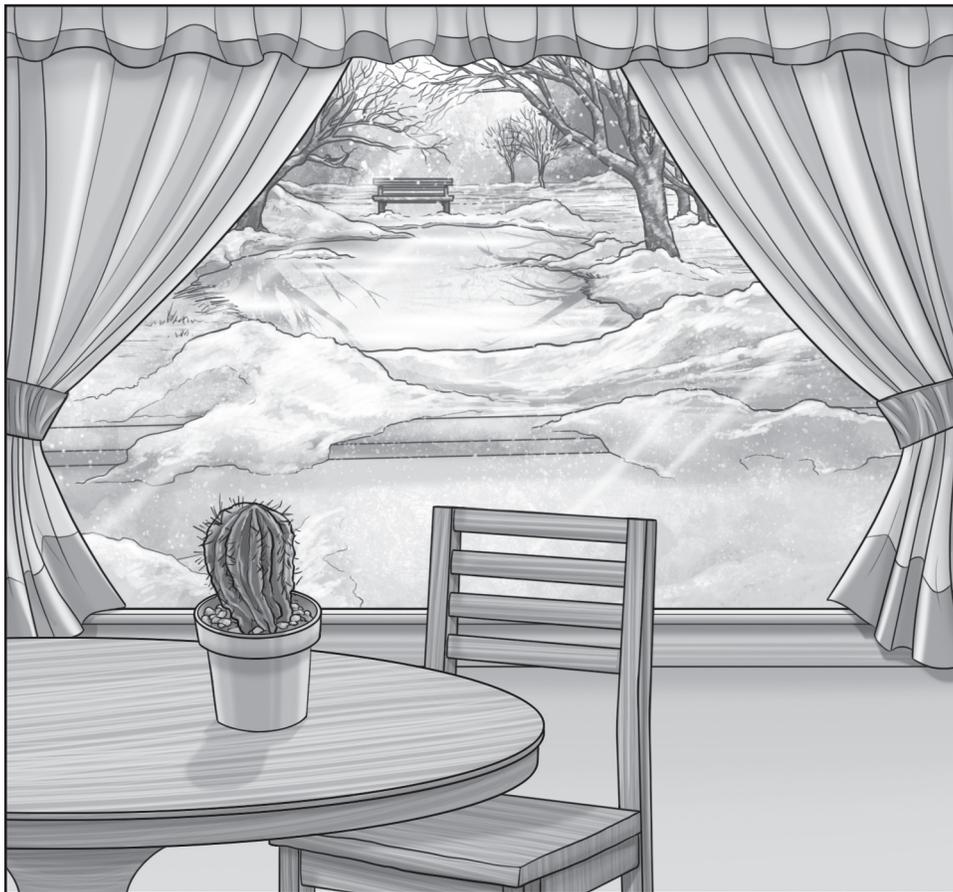
9 Kristin laced my skates for me. When I inhaled, icy air filled my lungs. Kyle wrapped his knit scarf around my neck, pulling it up over my mouth and nose. "You'll get used to the cold," he said, grinning.

10 Kyle helped me stand up. "Not too bad," I thought.

11 But then I attempted to take a step, and my feet flew out from underneath me. I landed on the solid ice with a thud.

12 Kyle and Kristin hauled me up and supported me on each side as I slipped and stumbled. After a while I was able to balance on my own. I figured out how to push off and glide too. By the end of the day, I was able to make tiny, tentative turns on the ice. I almost forgot about Texas as I concentrated on my new friends instead.

- 13 Light shone through the open curtains of the front window of my house across the street, and I could see Charlie on the table inside. "We transplants will be all right here," I thought with a wide grin from beneath the knit scarf.



Use "Prince Patrick" (pp. 12–13) to answer questions 12–15. Then fill in the answers on your answer document.

12 Based on paragraphs 7 and 8 of the story, what can the reader infer about Patrick?

- F** He thinks he can entertain the girls by styling their hair.
- G** He believes he is a good babysitter.
- H** He does not get along with his sister and cousin.
- J** He would prefer to do as little work as possible.

13 Patrick's feelings about babysitting begin to become more positive when he —

- A** plans to entertain the girls with a movie
- B** sits at a tiny table
- C** braids the girls' hair
- D** hits an imaginary dragon with a spatula

14 What is the best summary of paragraphs 12 through 16?

- F** Patrick chooses to play a game with the girls he is babysitting. He pretends to battle an imaginary dragon while the girls act like princesses. He pretends to open a gate and then tells the imaginary dragon to stay away from the princesses. Patrick's mother watches the children as they play.
- G** Patrick decides to use his imagination and play with the girls to make them happy. He pretends to fight an imaginary dragon to rescue the girls, who are acting like princesses in trouble. The girls thank him for rescuing them. Patrick's mother watches and thanks him for helping her, too.
- H** Patrick uses an apron, a broom, and a spatula in order to play a game. He pretends to battle an imaginary dragon while the girls act like princesses. The girls are grateful for Patrick rescuing them from an imaginary dragon. Patrick's mother hears the girls thank Patrick.
- J** Patrick imagines he is a prince fighting with a dragon as he gallops across the room. The girls hide behind a chair while he swings at the imaginary dragon with his spatula and pretends to defeat it. The girls, who are pretending to be princesses, thank him. They say he is their hero for rescuing them.

15 Read this sentence from paragraph 10.

He attempted to work with the girls' locks of hair but found the hair to be as slippery as a handful of wet noodles.

The author uses the simile in this sentence to show that Patrick —

- A** thinks the girls have gotten food in their hair
- B** thinks that the girls' hair is too wet to make proper braids
- C** would prefer to be cooking dinner rather than braiding hair
- D** finds it very difficult to make braids in the girls' hair

Use "A Wintry Welcome" (pp. 14–15) to answer questions 16–19. Then fill in the answers on your answer document.

- 16** How can the reader tell that Emily enjoyed living in Texas?
- F** She goes ice-skating with two of her new neighbors.
 - G** She brought a cactus with her to plant at her new home.
 - H** She learned to roller-skate before moving to her new home.
 - J** She notices that the weather is different between the two states.
-
- 17** The word tentative comes from the Latin word *tentare*, which means "to feel or try." What does tentative mean in paragraph 12?
- A** Cautious
 - B** Exciting
 - C** Multiple
 - D** Enjoyable

18 What is hidden from the reader as a result of the story being told from the first-person point of view?

F Emily’s reason for bringing Charlie with her from Texas

G The actions of Emily with Kyle and Kristin

H Kyle and Kristin’s thoughts about Emily

J The dialogue between Kyle and Kristin

19 Read this sentence from paragraph 8.

The untouched snow bordering the pond glittered in the sun as if a million diamonds were sprinkled across its surface.

What does the author’s use of imagery in this sentence emphasize?

A Emily believes that the icy pond will be hard if she falls.

B Emily realizes the value of learning how to ice-skate.

C Emily thinks the snow is beautiful.

D Emily thinks the snow is too bright.

Use "Prince Patrick" and "A Wintry Welcome" to answer questions 20–23.
Then fill in the answers on your answer document.

- 20 What is one **similarity** in the way the main characters work through their conflicts?
- F Both main characters adopt a new attitude that leads to a resolution.
 - G Both main characters make a mistake that adds to their problems.
 - H Both main characters perform a task that leads to recognition from others.
 - J Both main characters resolve their concerns by focusing on the needs of others.

-
- 21 Read these sentences from both stories.

"Prince Patrick"

"What was I thinking?" Patrick muttered as the girls dumped out a bag filled with brushes, barrettes, and ribbons.
(paragraph 8)

"A Wintry Welcome"

Planting Charlie outside clearly wasn't going to happen anytime soon.
(paragraph 3)

What do these sentences show about the main character of each story?

- A They both rely on friends for support.
- B They both are used to taking care of others.
- C They both have accepted a big responsibility.
- D They both realize their situation is not going as planned.

- 22** In what way do **both** Patrick from “Prince Patrick” and Emily from “A Wintry Welcome” change throughout the stories?
- F** They both are worried but then become relieved in the end.
 - G** They both feel doubtful about their abilities but then become confident.
 - H** They both are unhappy about their circumstances but then learn to accept them.
 - J** They both feel excited at first but then are displeased with events that occur.
-

- 23** Read this sentence from “A Wintry Welcome.”

I almost forgot about Texas as I concentrated on my new friends instead.

Which sentence from “Prince Patrick” shows that Patrick begins to feel the same way?

- A** *“This is not how I imagined I would be spending Saturday afternoon,” he thought.*
- B** *Patrick didn’t even know how to braid hair.*
- C** *The girls chatted about Patrick’s work as they positioned shimmering crowns on their heads.*
- D** *“Might as well make this fun,” he thought.*

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

HARP and Its Angels

- 1 At the southeast end of Brooklyn, New York, lie the ruins of a once-great airfield. Floyd Bennett Field was New York City's first municipal airport. It opened in 1931, when propeller planes were commonplace. Many well-known pilots used this airport, including Amelia Earhart, who took off and landed at the airfield several times.
- 2 When the United States entered World War II in 1941, Floyd Bennett Field was the most active airport in the country. By then it had become a military air station. Some of the soldiers stationed there flew missions watching for enemy submarines. Others trained as pilots. Still others flew planes across the country to the West Coast to prepare for battles in the Pacific region.
- 3 Activity declined at the airport in the years following World War II, and Floyd Bennett Field was closed in the early 1970s. The airfield and its hangars, large garages that had once stored airplanes, fell into disrepair. On the outside of the buildings, sheets of partially peeled aluminum flapped in the wind. Weeds grew in cracks in the runways.
- 4 World War II veteran Arnie Migliaccio imagined a better fate for the historic airfield. He thought the area could be used to preserve and display old planes. In 1996, Migliaccio presented his idea to the National Park Service, an agency that works to preserve historic sites. Because of his suggestion, HARP—the Historic Aircraft Restoration Project—was born.
- 5 The project brought new life to the airfield. What had become a neglected remnant of history transformed into a place where people could learn about and explore planes from the past. To accomplish this, the National Park Service focused on three goals for the project. First, its volunteers conducted research in order to reproduce full-scale models of historic airplanes to the highest standard. Second, volunteers performed restoration work to return aircraft to near-perfect condition in appearance, although the planes will not fly again. Finally, the project assured that the aircraft will be maintained in good condition so that future generations can learn about aviation history. HARP continues to strive to meet these goals today.
- 6 At the heart of HARP are its "angels," the volunteers who have given thousands of hours every year to work on the aircraft. Some are retired pilots and engineers. Many of the angels served during wartime on aircraft like the ones restored by HARP.
- 7 For example, Robert Weiss was a navy reservist during the Cold War era in the 1950s. He flew on a P2V Neptune, patrolling the Atlantic coast for enemy submarines. Now he returns weekly to Hangar B, where the restored planes are kept. "I love it," he says. "It brings back memories and keeps us young."

- 8 The jewel of the fleet in Hangar B is a PBY Catalina plane. During World War II, seaplanes like the Catalina would roll down the ramp behind the hangar and into New York Harbor. These seaplanes, which could float as well as fly, had the important role of defending ships leaving the harbor. After taking off from the water, the planes would escort the ships from above to safeguard them from enemy submarines below.



A PBY Catalina Plane on Display in Hangar B

Courtesy of NPS

- 9 The HARP program has been responsible for restoring nine historic aircraft. The public is able to view the impressive collection of planes in Hangar B three days a week. At least 1,000 students visit every week. Visitors can see, hear, and feel what it is like to be in a functioning airplane hangar. Visitors and volunteers share moments in aviation history. It is like traveling back in time.

24 How did the idea for HARP come about?

- F** A veteran thought of a practical use for a historic airfield.
 - G** The National Park Service wanted to open an airfield to the public.
 - H** Citizens of New York City wanted to honor their airfield's military past.
 - J** Pilots who flew during World War II needed a place to restore old planes.
-

25 What is the most likely reason the National Park Service chose the three goals mentioned in paragraph 5 for the project?

- A** It wanted the work of HARP to create accurate portrayals of history that would last.
- B** It wanted to provide opportunities for HARP volunteers to learn aircraft maintenance skills.
- C** It wanted to be sure the planes restored by HARP would not be flown for other purposes.
- D** It wanted HARP researchers to discover information that could be useful for future aircraft.

26 Read the dictionary entry.

jewel \ˈjü-əl\ *n*

1. a decorative piece of metal worn as an accessory **2.** a valuable gem
3. a person or object that is highly valued **4.** a part of a watch that is made of crystal or glass

Which definition best matches the meaning of jewel as it is used in paragraph 8?

- F Definition 1
 - G Definition 2
 - H Definition 3
 - J Definition 4
-

27 Read this sentence from paragraph 1.

At the southeast end of Brooklyn, New York, lie the ruins of a once-great airfield.

Which fact from the selection best supports this claim?

- A *When the United States entered World War II in 1941, Floyd Bennett Field was the most active airport in the country.*
- B *It opened in 1931, when propeller planes were commonplace.*
- C *Floyd Bennett Field was New York City's first municipal airport.*
- D *Still others flew planes across the country to the West Coast to prepare for battles in the Pacific region.*

28 What does the word remnant mean in paragraph 5?

- F Story
 - G Leftover
 - H Machine
 - J Discovery
-

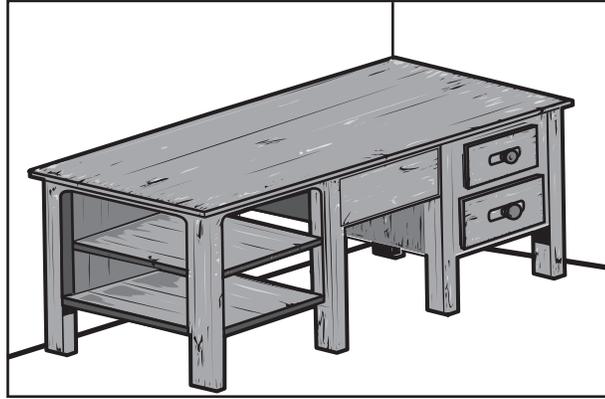
29 What is the best summary of the selection?

- A Floyd Bennett Field was an airfield from which notable pilots and military aircraft flew important missions. The airfield was closed in the early 1970s, but in 1996, Arnie Migliaccio proposed an idea to the National Park Service to make the neglected airfield a place to display restored aircraft. The project became known as HARP, and volunteers known as “angels” work to help meet the project’s goals. Today visitors to Hangar B learn about the history of the airfield and planes.
- B HARP was founded in order to restore aircraft and an old airfield where the rebuilt aircraft could be displayed. The aircraft were restored by volunteers, many of whom were retired military pilots or aircraft engineers. They spent thousands of hours making planes such as the PBV Catalina like new. Students go each week to view the aircraft and learn about the history of aviation from the volunteers of HARP.
- C In 1996 a veteran named Arnie Migliaccio proposed an idea to the National Park Service to make Floyd Bennett Field a place to view restored airplanes. The HARP volunteers began working to repurpose the site and several aircraft from the World War II era. Today the restored planes no longer fly, but the HARP volunteers work to ensure that the planes will remain in good condition for many years.
- D Floyd Bennett Field was opened in 1931 and became a busy airport over the years. Famous pilots used the airfield, and military planes used it during times of war to fly important missions. After it was closed in the early 1970s, the airfield became run-down. But in 1996, veteran Arnie Migliaccio proposed to the National Park Service that the airfield be used as a place to restore and display planes.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

The Desk

by Donald Graves



Mother buys
a cheap, wooden desk
painted bright orange
with two flimsy drawers
5 that rattle
when I pull them open.
There are two open shelves
on the side
which can hold
10 about twenty books.
Mother says, "You can have
this desk in your room
if you want it."

Before the desk came,
15 I only slept in my room,
made my bed,
picked up my dirty clothes,
and kept only my Sunday clothes
on a hanger in the closet.

20 I sit at the desk,
rub my hands over the surface,
pull open the top drawer,
and put a box of Crayolas
and a few pencils inside.
25 I shut the drawer
and I like the
sound of the thunk
that says the desk is mine.

I stand up beside the desk
30 and feel the silence of the empty shelves.
I pick up the four books I own,
run my fingers down the bindings,
and shelve them in alphabetical order.
Now I have a library in my room.

35 I sit down, pull open
the next drawer,
bigger and deeper
than the first.
There, I place my maps
40 of Europe, Asia, the United States,
and my stamp book
with stamps from the whole world.
Now, any place on earth is in my room.

From *Baseball, Snakes, and Summer Squash* by Donald Graves. Copyright © 1996 by Donald Graves. Published by Boyds Mills Press. Reprinted by permission.

- 30** The poet begins the last three stanzas with the word “I” in order to —
- F** suggest that the speaker does not like people coming into his room
 - G** develop the idea that the speaker’s desk has a special purpose
 - H** emphasize how the speaker connects with the desk
 - J** show that the speaker spends most of his free time in his room
-

- 31** From the speaker’s experience, the reader can learn that —
- A** people with their own room feel more independent
 - B** something that doesn’t seem promising can turn out to be a welcome surprise
 - C** collecting stamps can help people acquire more knowledge about the world
 - D** mothers always know what is best for their children
-

- 32** The poet’s use of sensory language in line 27 is intended to help the reader —
- F** realize that the speaker did not expect the drawer to make a sound
 - G** understand why the speaker puts drawing supplies in the drawer
 - H** imagine the sound made by the shutting of the desk drawer
 - J** know that the desk drawer now has something in it

33 Which line from the poem best suggests that the speaker feels a sense of happiness about having the desk?

- A** painted bright orange
 - B** rub my hands over the surface,
 - C** bigger and deeper
 - D** and a few pencils inside.
-

34 The poet uses the last line of the poem to —

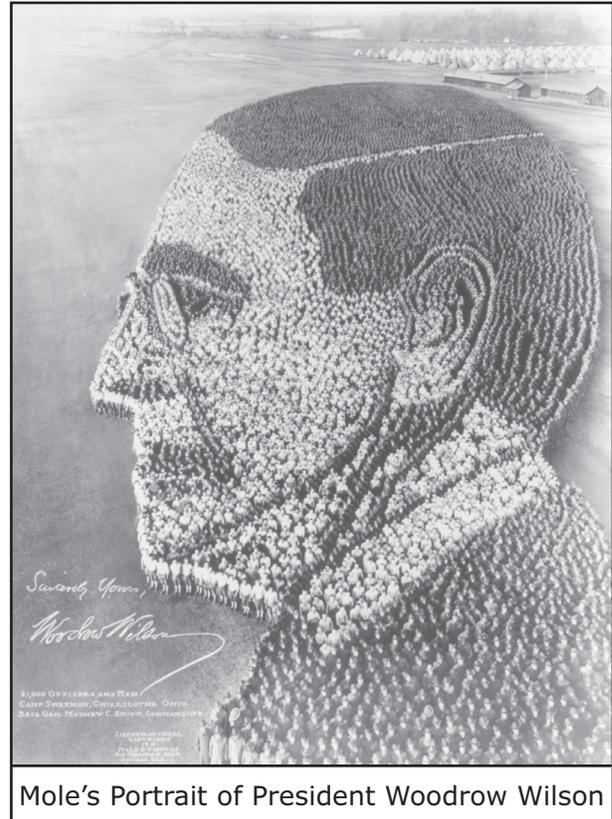
- F** suggest that the only place the speaker would like to be is in his room
- G** explain that the speaker likes to collect maps and stamps
- H** emphasize that the speaker thinks that the desk has dramatically changed his room
- J** show that the desk drawer is large enough to hold the speaker's maps and stamps

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Connecting the Human Dots

1 People have been connecting the dots to form pictures for centuries. The famous French painter Georges Seurat used tiny dots of color on his canvases to form beautiful paintings of outdoor scenes. In needlepoint, tiny stitches of colored thread fit together to form an image that decorates a pillowcase or a blanket. Television and computer screens use tiny spots of color called pixels to form images for TV programs, video games, and websites.

2 One of the most unusual examples of connecting dots to make images, though, dates back to World War I. During the war Arthur Mole, a photographer from Zion, Illinois, traveled from military camp to military camp across the country to create different pictures of patriotic symbols using individuals as dots. He gathered 25,000 soldiers to form a likeness of the Liberty Bell. He also created a giant U.S. shield, an Uncle Sam, and a Statue of Liberty. But perhaps his best-known photo was that of President Woodrow Wilson. After the Allied victory in 1918, people living in the United States were relieved that the war was over. A sense of national pride pervaded the country. Mole was looking for a way to express the love he and others felt for the United States. He decided to create a living photograph of the president as a symbol of American pride.



Mole's Portrait of President Woodrow Wilson

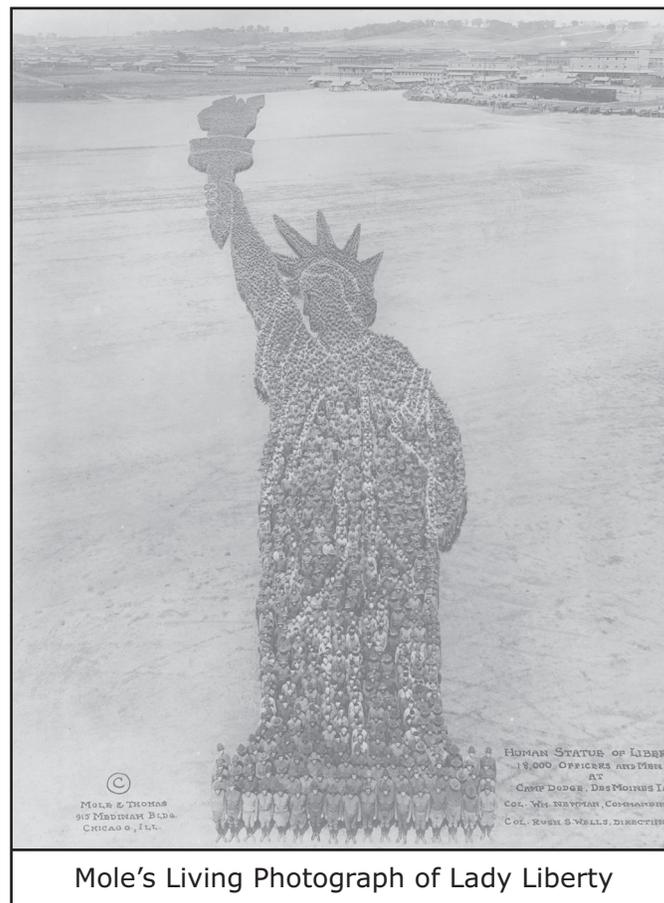
Courtesy of Library of Congress #LC-USZ62-77278

3 At Camp Sherman, Ohio, he organized 21,000 troops into an image of their commander in chief, President Woodrow Wilson. The men formed a huge likeness of the president. Before any of the participants moved, Mole took a photograph of the image from above. President Wilson was so impressed with the method in which the portrait was created, he signed a copy of the photograph. Mole felt honored to have his work appreciated by the president of the United States.

4 So how exactly did Mole accomplish this feat? Mole had a special method of planning and photographing his living pictures. He and his partner John Thomas would first construct a wooden tower 70 or 80 feet above the soldiers' gathering area. It usually took Mole and Thomas about a week to plan and take a picture, tracing an outline first on the glass plate of the camera and then on the ground. Mole would then make plans for his dots of color—which soldier would wear a

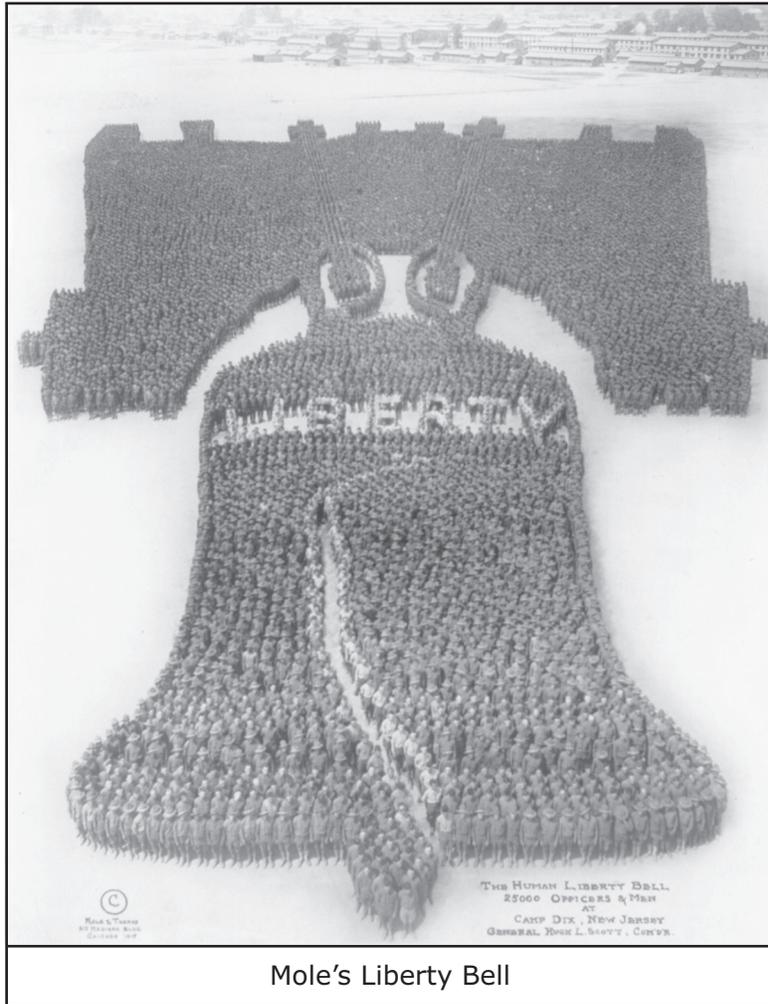
hat, a jacket, or a shirt of a particular color and where those wearing each color would stand. Once each soldier was in the correct position, Mole climbed up the tower. From there the people he would photograph below looked like tiny specks of living color. It would take hours to get everyone in the exact location so that the image looked perfect.

- 5 Each new undertaking was a challenge. Often the biggest obstacle involved getting the proportions right. Sometimes the images were so large that Mole was a half-mile from the very farthest edge of his human picture. Mole figured out that to make the image look realistic, more people had to stand at the farthest edges than at the bottom of the picture, which was always closest to the camera. For the Statue of Liberty photograph, thousands of people stood to represent the torch at the top of the image, while only 17 people formed the base of Lady Liberty's pedestal at the bottom.



Courtesy of Library of Congress #LC-DIG-ppmsca-34805

- 6 Many adjustments were needed to make each picture perfect. Mole had to pay close attention to detail and consider all the minute parts within his patriotic images. Because of this, participating in one of Mole's pictures was a time-consuming experience. People had to wait patiently for everyone to be positioned just right. When Mole photographed living art of the Statue of Liberty at Camp Dodge in Des Moines, Iowa, it was a very warm day, but many of the men in the photograph wore heavy wool coats to represent the dark colors of the statue. Some fidgeted as they waited because it was difficult to stand still for such a long period of time. Others fainted in the heat of the day.



Courtesy of Library of Congress #LC-USZ62-70909

Mole's Liberty Bell

- 7 Despite these physical challenges, Mole's work is fondly remembered by those who contributed to his art. One soldier recalled that though participating in the formation of the image was only a temporary activity, he and other soldiers were honored to be part of something that allowed them to demonstrate their patriotism in a lasting way.

- 35** The author wrote this selection most likely to —
- A** inform the reader about a photographer’s creation of living photographs
 - B** persuade the reader to use a challenging method to create unique photographs
 - C** explain the difficulties that can arise when photographing human subjects
 - D** provide evidence of the patriotism that typically occurs during a war
-
- 36** The reader can infer that Mole and Thomas built a tower for each photo because —
- F** Mole needed all the soldiers to be able to look at the camera
 - G** the view from the ground did not provide the correct perspective for the photograph
 - H** Mole wanted to be able to see when participants were having difficulty standing still
 - J** the view from the ground made it difficult to select the participants needed for the photograph
-
- 37** Mole’s motivation for creating living pictures came from his —
- A** desire to meet the president of the United States
 - B** interest in using U.S. soldiers as the subjects of his art
 - C** admiration of other talented people who created art during World War I
 - D** desire to demonstrate his respect for the United States

38 Which detail from the selection is best supported by Mole’s living photograph of Lady Liberty?

- F** *During the war Arthur Mole, a photographer from Zion, Illinois, traveled from military camp to military camp across the country to create different pictures of patriotic symbols using individuals as dots.*
 - G** *It would take hours to get everyone in the exact location so that the image looked perfect.*
 - H** *Because of this, participating in one of Mole’s pictures was a time-consuming experience.*
 - J** *Mole figured out that to make the image look realistic, more people had to stand at the farthest edges than at the bottom of the picture, which was always closest to the camera.*
-

39 How does the organization of paragraph 4 contribute to the selection?

- A** It explains in sequential order the steps Mole took to create a living photograph.
 - B** It presents arguments to support the claim that Mole’s living photographs are a great accomplishment.
 - C** It compares the making of the picture of President Wilson with the way Mole made his other photographs.
 - D** It describes the problems people experienced while participating in Mole’s photographs and how Mole solved the problems.
-

40 Which idea does the author develop throughout the selection?

- F** Soldiers and civilians alike admired President Wilson during his presidency.
- G** Mole could not have completed the living pictures without the help of John Thomas.
- H** Mole’s living pictures captured the feeling of American pride during and after World War I.
- J** Many Americans looked for ways to express their patriotism through art after World War I.



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