



Aligned with the New York English Language Arts Core Curriculum Standards

# GLENCOE LANGUAGE ARTS GRADE 6

## This helpful workbook provides

- Test-taking strategies and tips for the New York English Language Arts Test
- Practice lessons with multiple-choice, short-response, and extended-response items
- A full-length English Language Arts practice test

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## Introduction to the Test

In sixth grade, you will take the New York English Language Arts (ELA) Test. This exam will test your knowledge in reading/language arts, listening, and writing.

There are three types of test items on the ELA Test. All items are aligned with the New York State Learning Standards.

Multiple-choice questions ask you to read, to reflect, and then to select the best answer.

**Short-response questions** ask you to show understanding of a passage. You do so by explaining key ideas using examples from the text. You may also be asked to draw conclusions or make connections to other situations.

**Extended-response questions** ask you to show your understanding of passages by responding to prompts from the text. They will require you to plan your essay and to write out your responses.

The ELA Test is divided into three books for sixth grade. Reading selections with multiplechoice questions are in Book 1. A listening selection with short-response questions and an extended-response question are in Book 2. Reading selections with short-response questions and an extended-response question are in Book 3.

You can use the rubrics on page 2 to learn how your test will be scored.

### **Student Scoring Rubrics**

#### 5-point rubric for Listening and Reading responses at Grade 6

Score	Taken as a whole, your responses	In addition, your extended response
5	<ul> <li>are correct and complete</li> <li>address the important points of the text</li> <li>show that you fully understand the text</li> <li>make some connections beyond the text</li> <li>fully develop ideas</li> <li>effectively use examples from the text to support ideas</li> </ul>	<ul> <li>has a clear focus</li> <li>uses transitions correctly to show sequence.</li> <li>is easy to read, with a sense of voice</li> <li>uses varied sentence structure and some higher-level vocabulary</li> </ul>
4	<ul> <li>are partly correct and complete</li> <li>address some of the important points of the text</li> <li>show that you basically understand the text</li> <li>make some connections beyond the text</li> <li>develop ideas briefly, but enough to answer the question</li> <li>use some examples from the text</li> </ul>	<ul> <li>is mostly focused</li> <li>shows a clear effort to organize your ideas</li> <li>is readable, with some sense of voice</li> <li>uses mostly simple sentences and basic vocabulary</li> </ul>
3	<ul> <li>are partly correct and complete</li> <li>address a few important points of the text</li> <li>show some gaps in understanding of the text</li> <li>make some connections</li> <li>may show little development of ideas</li> <li>use few examples from the text</li> </ul>	<ul> <li>shows an effort to keep focus</li> <li>shows an effort to organize your ideas</li> <li>is readable, with some sense of voice</li> <li>uses mostly simple sentences and basic vocabulary</li> </ul>
2	<ul> <li>are partly correct and complete</li> <li>address the basic points of the text</li> <li>show that you understood only parts of the text</li> <li>make few connections</li> <li>use very few examples from the text</li> </ul>	<ul> <li>may show an effort to create a focus</li> <li>may have some unimportant information</li> <li>shows little effort at organization</li> <li>is readable, but with little sense of voice</li> <li>uses only basic vocabulary</li> <li>may show disconnected thoughts</li> </ul>
1	<ul> <li>are mostly incorrect and incomplete</li> <li>address few of the basic points of the text</li> <li>show that you understood only parts of the text</li> <li>make very few or no connections</li> <li>use almost no examples from the text</li> </ul>	<ul> <li>is unfocused, or focuses on incorrect or unimportant information</li> <li>may repeat information</li> <li>shows little effort at organization</li> <li>is difficult to read, with little or no sense of voice</li> <li>uses only basic vocabulary</li> <li>may show disconnected thoughts</li> </ul>
0	Your responses do not answer the question, are incorrect, or do n	ot make sense.

#### 3-point writing mechanics rubric for responses at Grade 6

Score	Criteria
3	Your writing shows that you understand how to use conventions. You have few or no errors, and none of your errors change the meaning of the writing. Grammar, syntax, capitalization, punctuation, and paragraphing are correct. There are very few or no misspellings.
2	Your writing shows that you have some understanding of conventions. You have errors that may make your writing more difficult to read but do not significantly change its meaning. You may have some errors in grammar, syntax, capitalization, punctuation, or spelling.
1	Your writing shows that you have little understanding of conventions. You may have many errors in grammar, syntax, capitalization, punctuation, and spelling. The errors may make your writing difficult to read or understand.
0	Your writing shows that you do not know how to use conventions. The errors make your writing very difficult or impossible to understand.

Source: http://www.emsc.nysed.gov

# **Test-Taking Tips and Techniques**

You have three days to complete the ELA Test. On Day 1, you will have 55 minutes to complete the test. On Day 2, you will have 45 minutes, and on Day 3, you will have 60 minutes. That means you need to keep track of the time and to pace yourself as you take each part of the test. Apply the following pacing strategies as you complete the lessons in this book so that by testing day, you will have developed good habits:

- Wear a watch. Do not become so preoccupied with time that you cannot focus on the test, but be aware that you are under time constraints.
- Do not get stuck on one question. If you cannot answer a multiple-choice question after a few minutes, mark your best guess, circle the question number, and move on to the next question. If you have time later, you can go back to the questions you have circled and think more about them. You are not penalized for guessing, so rather than leave an answer blank, choose one of the answer choices.
- Be systematic. Some of the lessons in this book suggest steps for you to take so that your answers and essays are complete and thorough. Make a mental checklist of these steps and keep a steady rhythm while you complete the test.
- Short-response and extended-response questions ask you to think about what you have learned in one or more paragraphs. Be sure to leave enough time to answer these questions. Decide what the question is asking and what information is needed to answer it. Be sure to provide details. And reread your essay and make corrections as needed.

### **Test Techniques: Process of Elimination**

One of the most useful techniques for answering a multiple-choice question is the process of elimination. The multiple-choice questions on the ELA Test give you four answer choices, but only one of the choices is the best answer. Figuring out which three answer choices are wrong is just as good as figuring out which one answer choice is correct. This is when the process of elimination can help. Here is an example.

What is the capital of Illinois? You are given the following answer choices:

Springfield
 Austin
 Dover
 Phoenix

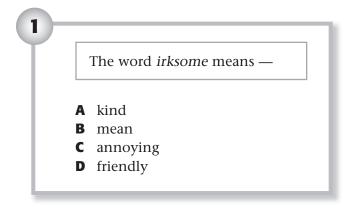
Do you know the capital of Illinois? Even if you don't, you can still figure it out! Use the process of elimination. First eliminate the answer choices that you KNOW are wrong. Then choose from the remaining answers. The fewer the answer choices you have to choose from, the better chance you have of picking the correct answer.

Take a look at how it works. Which cities do you know are NOT the capital of Illinois? You may know that *Austin* is the capital of Texas, *Dover* is the capital of Delaware, and *Phoenix* is the capital of Arizona, so none of those can be the correct answer. That leaves you with only *Springfield*. Springfield must be the capital of Illinois. Even if you didn't know the capital of Illinois, the process of elimination helped you get the right answer!

To use the process of elimination for multiple-choice questions on the test, cross out all the answers you KNOW are wrong. Then take your best guess from those choices that are left.

Here is another example.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so irksome!" Laura proclaimed in a loud voice.



Do you know what the word *irksome* means? If not, use the process of elimination to increase your chances of choosing the correct answer.

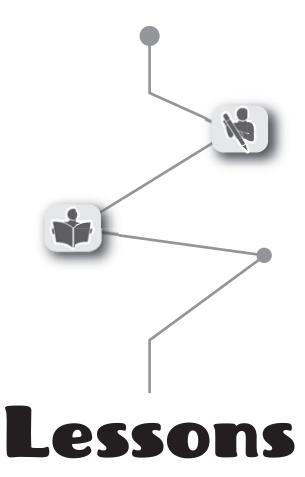
In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura doesn't like, so it is unlikely

that Laura would describe Roberta as *kind* or *friendly*. Answer choices (A) and (D) must be wrong.

That leaves only answer choices (B) and (C), *mean* and *annoying*. Now pick between the two answers. Even if you still don't know what *irksome* means, you have a better chance of picking the correct answer.

The answer to the question is (C), annoying.

Remember to use the process of elimination on every multiple-choice question you don't know the answer to right away. Even getting rid of one answer will help in the process of elimination.



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#### Lesson

## 1

## Note Taking with Reading Passages

In some sessions of the ELA Test, you will read passages and then answer a series of multiple-choice questions based on those passages. There are certain things you can do while you read to make this easier.

You will find that the passages you read in tests like the ELA Test vary in length and subject matter. It can be difficult to keep track of the main ideas, plot, and details while you read, especially when you are reading several passages one after the other. A very useful tool to use is note taking. Keep track of the main ideas, details, and other aspects of character and plot in the margins next to what you read or on a piece of paper. When you read a passage, look at how it is organized. If there is more than one paragraph, stop after each one and add a **label** next to it. A label is a word or phrase that summarizes the main idea of that paragraph. You may also want to note details that you think may help you to answer questions or better remember that section.

Read the paragraph below and see how to use the skill of note taking.

Having a fire emergency plan in place is something every family should do. A good first step is to have a family meeting to talk about what to do if there is a fire in your home. Talking about what to do to stay safe and get out of a burning house is much easier to do before it happens! Then you should practice the plan you create. After you practice, meet again to talk about what worked with the plan, and what might need to be changed. You may want to practice the plan more than once, and even have a surprise fire drill!

My notes

- create fire emergency plan
  - plan
  - practice
  - review

When you have read the passage, look back at the notes you've made. The notes should trigger your memory about the details of what you've read.

#### Discuss...

- How can you use labels to help you keep track of the order of events in a story?
- How can notes help you write a story summary?



Keep notes and labels short and to the point.

## **Apply It**

Directions

As you read, take notes on the lines provided. Then answer the questions that follow.

# from *The Peterkins Celebrate the Fourth of July*

by Lucretia P. Hale

The day began early.

A compact had been made with the little boys the evening before. They were to be allowed to usher in the glorious day by the blowing of horns exactly at sunrise. But they were to blow them for precisely five minutes only, and no sound of the horns should he heard afterward till the family were downstairs.

It was thought that a peace might thus be bought by a short, though crowded, period of noise.

The morning came. Even before the morning, at half-past three o'clock, a terrible blast of the horns aroused the whole family.

Mrs. Peterkin clasped her hands to her head and exclaimed: "I am thankful the lady from Philadelphia is not here!" For she had been invited to stay a week, but had declined to come before the Fourth of July, as she was not well, and her doctor had prescribed quiet.

And the number of the horns was most remarkable! It was as though every cow in the place had arisen and was blowing through both her own horns!

"How many little boys are there? How many have we?" exclaimed Mr. Peterkin, going over their names one by one mechanically, thinking he would do it, as he might count imaginary sheep jumping over a fence, to put himself to sleep. Alas! the counting could not put him to sleep now, in such a din.

And how unexpectedly long the five minutes seemed! Elizabeth Eliza was to take out her watch and give the signal for the end of the five minutes, and the ceasing of the horns. Why did not the signal come? Why did not Elizabeth Eliza stop them?

- **1** Which label **best** summarizes the main idea of the second paragraph?
  - A Horn Blowing Plan
  - **B** Fourth of July
  - C Holiday Sunrise
  - **D** Glorious Silence
- **2** Which event comes **first** in chronological order?
  - **F** Mr. Peterkin noting how many boys there are
  - **G** Elizabeth giving the signal to stop the horns
  - **H** the Peterkins being awakened
  - J Mrs. Peterkin holding her head
- **3** Which question **best** addresses the main idea in the last paragraph?
  - **A** Where were the boys blowing the horns?
  - **B** Where was the signal to stop the horns?
  - **C** Why did the boys blow the horns?
  - **D** Why did Elizabeth Eliza stop the horns?
- **4** Which statement **best** summarizes this story?
  - **F** Mr. Peterkin enjoyed the blowing of horns on the Fourth of July.
  - **G** The little boys did not follow instructions correctly.
  - **H** The boys woke Mr. Peterkin too early by blowing horns.
  - **J** The little boys did not know how to stop blowing the horns.
- **5** Which question is **not** answered in the story?
  - **A** Why do the boys blow the horns?
  - **B** Who is the lady from Philadelphia?
  - **C** At what time does the horn blowing begin?
  - **D** How do the Peterkins feel about the horn blowing?
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## Main Idea, Author's Purpose, and Author's Point of View

Not all questions on the ELA Test ask you about specific details from a passage. Some of the questions ask you about general ideas that apply to the passage as a whole. Such questions may ask you to identify the main idea of the passage, the author's purpose for writing the passage, or the author's point of view.

- The main idea is what the passage is mostly about.
- The **author's purpose** is the reason why the author wrote the passage.
- The **author's point of view** is the author's opinion or attitude toward the subject of the passage.

Each paragraph in a passage will also have a main idea, usually expressed in that paragraph's topic sentence. The **topic sentence** expresses the main idea of that paragraph alone, although the topic sentence of the first paragraph in a passage often expresses the main idea of the entire passage. The main ideas of each paragraph serve as **supporting ideas** for the main idea of the passage as a whole.

Read the paragraphs below. As you read, think about what the main idea, the author's purpose, and the author's point of view might be. See if you can find the topic sentence for each paragraph.

From spring until late fall, my neighbor Hank is engaged in a tireless battle of wits with his lawn. He pokes at it, he pulls things out of it, he drops several tons of fertilizer on it, and he waters it—every day, whether or not it needs watering.

Tip

Take an entire passage into account when answering test questions.

In the end, for all of Hank's work, he is never really satisfied with the results. He stands on his driveway, scanning his lawn and shaking his head in disgust. He may have discovered a tiny weed or maybe some strange root-devouring pests. I jokingly suggest that he simply pour cement on his lawn and paint it green. Hank is not amused.

#### Discuss...

- ▶ What is the main idea of this passage?
- ▶ What is the author's purpose in writing this passage?
- What clues in the passage hint at the author's point of view?



### Directions

Read the following radio address. Then answer the questions that follow.

The following excerpt is from a "fireside chat," which was a weekly radio address made by Franklin D. Roosevelt during his presidency. This fireside chat was delivered as Italy agreed to temporarily stop waging war against the United States in World War II. At the time, the United States was still at war with Germany and Japan.

President Roosevelt's Fireside Chat

September 8, 1943

My Fellow Americans:

Once upon a time, a few years ago, there was a city in our Middle West which was threatened by a destructive flood in the great river. The waters had risen to the top of the banks. Every man, woman and child in that city was called upon to fill sand bags in order to defend their homes against the rising waters. For many days and nights, destruction and death stared them in the face.

levees = walls built to hold back flood waters

... Those people kept the levees above the peak of the flood. All of them joined together in the desperate job that had to be done—businessmen, workers, farmers, and doctors, and preachers—people of all races.

To me, that town is a living symbol of what community cooperation can accomplish.

Today, in the same kind of community effort, only very much larger, the United Nations and their peoples have kept the levees of civilization high enough to prevent the floods of aggression and barbarism and wholesale murder from engulfing us all. The flood has been raging for four years. At last we are beginning to gain on it; but the waters have not yet receded enough for us to relax our sweating work with the sand bags....

armistice = a temporary peace agreement

delude = to fool oneself

Today, it is announced that an armistice with Italy has been concluded.

This was a great victory for the United Nations—but it was also a great victory for the Italian people. After years of war and suffering and degradation, the Italian people are at last coming to the day of liberation from their real enemies, the Nazis.

But let us not delude ourselves that this armistice means the end of the war in the Mediterranean. We still have to drive the Germans out of Italy as we have driven them out of Tunisia and Sicily; we must drive them out of France and all other captive countries; and we must strike them on their own soil from all directions.

Our ultimate objectives in this war continue to be Berlin and Tokyo.

I ask you to bear these objectives constantly in mind—and do not forget that we still have a long way to go before we attain them.

**Apply It (continued)** 

Eisenhower = a general of the United States during World War II The great news that you have heard today from General Eisenhower does not give you license to settle back in your rocking chairs and say, "Well, that does it. We've got 'em on the run. Now we can start the celebration."

The time for celebration is not yet. And I have a suspicion that when this war does end, we shall not be in a very celebrating mood, a very celebrating frame of mind. I think that our main emotion will be one of grim determination that this shall not happen again. . . .

#### 1 What is this passage **mostly** about?

- **A** the end of World War II
- **B** the need for people to keep working together to fight for what is right
- **C** the armistice with Italy leading to sure victory for the United States
- **D** communities working together when there are floods
- What does President Roosevelt mean in the following sentence?

At last we are beginning to gain on it; but the waters have not yet receded enough for us to relax our sweating work with the sand bags.

- **F** that Americans should keep piling sandbags to prevent future floods
- **G** that the flood is finally coming under control, but people need to keep piling sandbags until the flooding completely stops
- **H** that the war effort is succeeding, but our enemies are like sandbags
- J that the armistice with Italy is good, but there is still much that needs to be done to defeat our enemies

- **3** Why does Roosevelt think that when the war is over people will not be in the mood to celebrate?
  - A because people will be thinking about how to prevent such horrors in the future
  - **B** because the United States might lose the war
  - **C** because the armistice with Italy could end at any time
  - because the war has been so long, there will not be much money for celebrations

2

- **4** Why does Roosevelt start out the address with the story about the flooding in the Midwest?
  - **F** to provide a news update before discussing the war
  - **G** to provide a metaphor for the war effort
  - **H** to honor the people who fight floods
  - J to personify the war

**5** Why does Roosevelt think that there is still a long way to go before the war is over?

- **A** He has fought in wars himself, and he knows not to get his hopes up.
- **B** General Eisenhower has announced that there is still a lot of fighting ahead.
- **C** The United States is still at war with Germany and Japan.
- **D** Money for the war effort is running out, so victory will take longer.

## Drawing Conclusions and Making Inferences

Some questions on the ELA Test ask you to **draw conclusions** from facts stated in the passage or to **make inferences** about information that is not stated directly but is implied. To answer these questions, you must interpret information from a passage.

Remember that when you draw conclusions or make inferences, you are not stating your opinion. You must base your final decision on information in the passage.

Here is how to approach these questions.

- Review the section in the passage that may contain clues to the correct answer.
- Reread any sections that may hint at or provide evidence of the answer to the question.
- Look at the question and read ALL the answer choices. Eliminate the answers that you know are wrong. Then choose the best answer from the remaining choices.

Sometimes this type of question will ask you to figure out the meaning of a vocabulary word in the passage. When answering these questions, you should use clues from the passage to help you make inferences about the meaning of the word. These clues are called context clues.

**Context clues** are words in the text that help you figure out the meaning of words you don't know. Here is how to use context clues to answer inference questions.

### Tip

Questions that ask you to draw conclusions and make inferences require you to interpret information in the passage.

- Go back and find the word in the passage.
- Read a few sentences before and a few sentences after the word. Look for clues that hint at the word's meaning.
- Even if you think you know what the word means, go back and check the context clues to be sure you are right.

#### Discuss...

- What are some conclusions you can draw after reading the first two paragraphs on page 14?
- What facts led you to draw these conclusions?

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**D***irections* Read the passage and then answer the questions that follow.

# from Black Beauty

by Anna Sewell

One night, a few days after James had left, I had eaten my hay and was lying down in my straw fast asleep, when I was suddenly roused by the stable bell ringing very loud. I heard the door of John's house open, and his feet running up to the hall. He was back again in no time; he unlocked the stable door, and came in, calling out, "Wake up, Beauty! You must go well now, if ever you did;" and almost before I could think he had got the saddle on my back and the bridle on my head. He just ran round for his coat, and then took me at a quick trot up to the hall door. The squire stood there, with a lamp in his hand.

"Now, John," he said, "ride for your life—that is, for your mistress' life; there is not a moment to lose. Give this note to Dr. White; give your horse a rest at the inn, and be back as soon as you can."

John said, "Yes, sir," and was on my back in a minute. The gardener who lived at the lodge had heard the bell ring, and was ready with the gate open, and away we went through the park, and through the village, and down the hill till we came to the toll-gate. John called very loud and thumped upon the door; the man was soon out and flung open the gate.

"Now," said John, "do you keep the gate open for the doctor; here's the money," and off he went again.

There was before us a long piece of level road by the river side; John said to me, "Now, Beauty, do your best," and so I did; I wanted no whip nor spur, and for two miles I galloped as fast as I could lay my feet to the ground; I don't believe that my old grandfather, who won the race at Newmarket, could have gone faster. When we came to the bridge John pulled me up a little and patted my neck. "Well done, Beauty! good old fellow," he said. He would have let me go slower, but my spirit was up, and I was off again as fast as before. The air was frosty, the moon was bright; it was very pleasant. We came through a village, then through a dark wood, then uphill, then downhill, till after eight miles' run we came to the stones—everybody was asleep. The church clock struck three as we drew up at Dr. White's door. John rang the bell twice, and then knocked at the door like thunder. A window was thrown up, and Dr. White, in his nightcap, put his head out and said, "What do you want?"

"Mrs. Gordon is very ill, sir; master wants you to go at once; he thinks she will die if you cannot get there. Here is a note."

"Wait," he said, "I will come."

He shut the window, and was soon at the door.

"The worst of it is," he said, "that my horse has been out all day and is quite done up; my son has just been sent for, and he has taken the other. What is to be done? Can I have your horse?"

## Apply It (continued)

"He has come at a gallop nearly all the way, sir, and I was to give him a rest here; but I think my master would not be against it, if you think fit, sir."

"All right," he said; "I will soon be ready."

John stood by me and stroked my neck; I was very hot. The doctor came out with his riding-whip.

"You need not take that, sir," said John; "Black Beauty will go till he drops. Take care of him, sir, if you can; I should not like any harm to come to him."

"No, no, John," said the doctor, "I hope not," and in a minute we had left John far behind.

I will not tell about our way back. The doctor was a heavier man than John, and not so good a rider; however, I did my very best. The man at the toll-gate had it open. When we came to the hill the doctor drew me up. "Now, my good fellow," he said, "take some breath." I was glad he did, for I was nearly spent, but that breathing helped me on, and soon we were in the park. Joe was at the lodge gate; my master was at the hall door, for he had heard us coming. He spoke not a word; the doctor went into the house with him, and Joe led me to the stable. I was glad to get home; my legs shook under me, and I could only stand and pant. I had not a dry hair on my body, the water ran down my legs, and I steamed all over, Joe used to say, like a pot on the fire. Poor Joe! he was young and small, and as yet he knew very little, and his father, who would have helped him, had been sent to the next village; but I am sure he did the very best he knew. He rubbed my legs and my chest, but he did not put my warm cloth on me; he thought I was so hot I should not like it. Then he gave me a pailful of water to drink; it was cold and very good, and I drank it all; then he gave me some hay and some corn, and thinking he had done right, he went away. Soon I began to shake and tremble, and turned deadly cold; my legs ached, my loins ached, and my chest ached, and I felt sore all over. Oh! how I wished for my warm, thick cloth, as I stood and trembled. I wished for John, but he had eight miles to walk, so I lay down in my straw and tried to go to sleep. After a long while I heard John at the door; I gave a low moan, for I was in great pain. He was at my side in a moment, stooping down by me. I could not tell him how I felt, but he seemed to know it all; he covered me up with two or three warm cloths, and then ran to the house for some hot water; he made me some warm gruel, which I drank, and then I think I went to sleep.

John seemed to be very much put out. I heard him say to himself over and over again, "Stupid boy! stupid boy! no cloth put on, and I dare say the water was cold, too; boys are no good;" but Joe was a good boy, after all.

I was now very ill; a strong inflammation had attacked my lungs, and I could not draw my breath without pain. John nursed me night and day; he would get up two or three times in the night to come to me. My master, too, often came to see me. "My poor Beauty," he said one day, "my good horse, you saved your mistress' life, Beauty; yes, you saved her life." I was very glad to hear that, for it seems the doctor had said if we had been a little longer it would have been too late. John told my master he never saw a horse go so fast in his life. It seemed as if the horse knew what was the matter. Of course I did, though John thought not; at least I knew as much as this—that John and I must go at the top of our speed, and that it was for the sake of the mistress. In the third paragraph from the end, why does Black Beauty say "Poor Joe!"?

- A because Joe has no money
- **B** because Joe doesn't know how to care for a horse, so Black Beauty feels sorry for him
- **C** because he knows that Joe feels guilty
- **D** because he likes Joe better than John
- 2 Read this sentence from the story.He would have let me go slower, but my spirit was up.

What does Black Beauty mean by "my spirit was up"?

- **F** He wanted to prove he was fast.
- **G** John had angered him.
- **H** He was no longer tired.
- **J** The ride had excited him.
- Read this sentence from the story."The worst of it is," he said, "that my horse has been out all day and is quite

done up; my son has been sent for, and he has taken the other."

What is the best meaning of "done up"?

- **A** tired out
- **B** small
- **C** slow
- **D** ill-tempered

In the beginning of the passage, who **most likely** rings the stable bell, and why?

**F** John rang it to wake up Black Beauty.

4

5

- **G** The squire rang it to call John.
- **H** The squire rang it to wake up Black Beauty.
- **J** John rang it to wake up the squire.
- Which conclusion can be supported by details in the story?
  - **A** Black Beauty was very loyal to his master and mistress.
  - **B** Black Beauty did not think his master cared about him.
  - **C** Black Beauty did not like to gallop fast.
  - **D** Black Beauty liked only John.

# Analyzing Literature

Some questions on the ELA Test ask about literary elements. **Literary elements** are those aspects of a passage that relate directly to the way the ideas and events are presented.

Literary elements include the following:

- **Character:** To analyze the characters in a work, think about what they're like and why they do and say things. **Characterization** means the methods that the author uses to reveal the traits of the characters. For example, do you find out about the characters through what they say and do, what other characters say about them, or what the author says about them?
- **Point of view:** The point of view is the relationship of the narrator to the story. If the narrator is a character in the story, the point of view is **first person.** If the narrator is not in the story, the point of view is **third person**.
- **Figurative language:** Figurative language is language used for descriptive effect by suggesting a comparison between two unlike things. Figurative expressions are not literally true. Three of the most common types of figurative language are similes, metaphors, and personification.

A simile uses *like* or *as* to compare two things that are very different in reality.

• The *clouds hung like a blanket* over the darkened town.

A **metaphor** compares or equates two unlike things without using *like* or *as*.

- The *clouds were a blanket* over the darkened town.
- This *chore is a pain* in the neck.

Tip

In a passage written in first-person point of view, the narrator will use the words *I* and *me.* 

**Personification** is a device in which an object, idea, or animal is temporarily given human characteristics.

- The *clouds crept* like a thief over the valley. (*like a thief* is a simile)
- The *tires screamed* as he turned the corner.

### Discuss....

- What are some similes and metaphors that you might use in everyday conversation?
- What methods have authors used to reveal characters in the passages you have read so far?



### Directions

Read the passage and then answer the questions that follow.

# from The Wind in the Willows

#### by Kenneth Grahame

"What lies over *there*?" asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

"That? O, that's just the Wild Wood," said the Rat shortly. "We don't go there very much, we river-bankers."

"Aren't they—aren't they very *nice* people in there?" said the Mole a trifle nervously.

"W-e-ll," replied the Rat, "let me see. The squirrels are all right. *And* the rabbits—some of 'em, but rabbits are a mixed lot. And then there's Badger, of course. He lives right in the heart of it; wouldn't live anywhere else, either, if you paid him to do it. Dear old Badger! Nobody interferes with *him.* They'd better not," he added significantly.

"Why, who *should* interfere with him?" asked the Mole.

"Well, of course—there—are others," explained the Rat in a hesitating sort of way. "Weasels and stoats—and foxes—and so on. They're all right in a way—I'm very good friends with them pass the time of day when we meet, and all that—but they break out sometimes, there's no denying it, and then—well, you can't really trust them, and that's the fact."

The Mole knew well that it is quite against animal-etiquette to dwell on possible trouble ahead, or even to allude to it; so he dropped the subject.

"And beyond the Wild Wood again?" he asked: "Where it's all blue and dim, and one sees what may be hills or perhaps they mayn't, and something like the smoke of towns, or is it only cloud-drift?"

"Beyond the Wild Wood comes the Wide World," said the Rat. "And that's something that doesn't matter, either to you or me. I've never been there, and I'm never going, nor you either, if you've got any sense at all. Don't ever refer to it again, please. Now then! Here's our backwater at last, where we're going to lunch."

#### weir = a small dam in a stream

Leaving the main stream, they now passed into what seemed at first sight like a little land-locked lake. Green turf sloped down to either edge, brown snaky tree-roots gleamed below the surface of the quiet water, while ahead of them the silvery shoulder and foamy tumble of a weir, arm-in-arm with a restless dripping mill-wheel, that held up in its turn a grey-gabled millhouse, filled the air with a soothing murmur of sound, dull and smothery, yet with little clear voices speaking up cheerfully out of it at intervals. It was so very beautiful that the Mole could only hold up both forepaws and gasp, "O my! O my! O my!"

- **1** From what point of view is the story told?
  - **A** third person: an outside narrator
  - **B** first person: an eyewitness
  - **C** third person: Mole
  - **D** first person: Rat
- **2** In the fourth paragraph, the expression "the heart of it," is
  - **F** a simile for Mole
  - **G** a metaphor for the center of the Wild Wood
  - **H** an example of personification that shows the importance of the Wild Wood
  - J a simile that represents the main idea of the passage
  - In the last paragraph, the author describes the water that comes over the weir (a small dam in a stream) as being "arm-in-arm with a restless dripping mill-wheel." This is an example of
    - **A** metaphor
    - **B** simile
    - **C** personification
    - **D** character

- 4
- From his conversation with Mole, you can conclude that Rat is
  - **F** confident
  - **G** cautious
  - **H** unfriendly
  - J dishonest
- **5** How would Rat **most likely** describe the character of Badger?
  - **A** a bully
  - **B** friendly but tough
  - **C** afraid of the other animals
  - **D** not trustworthy

3

## Note Taking with Listening Passages

Session 1, Part 2, of the ELA Test requires you to listen to a selection that your teacher reads to you. The selection could be one long passage, or it might be two shorter passages that are related. Your teacher will read the passage to you twice. The first time your teacher reads the passage, you may want to just listen carefully, although you can take notes, too. When your teacher reads the passage a second time, you should take notes.

It is important for you to take notes, as the passage will NOT appear in your test booklet. Your notes will be instrumental in helping you answer questions based on the passage.

Here are some pointers for taking good notes.

- Your notes should be words or short phrases, not complete sentences.
- Your notes should remind you of characters, events, and important details from the passage.
- Because you cannot reread a listening passage when you answer questions, your notes should be more detailed than if you were simply labeling paragraphs in a reading passage.
- Your notes do not have to be written neatly. You are the only person who will read them.

Your teacher will now read you a short passage. Listen carefully to the passage. As you are listening, take notes on the next page.



Your notes will not be scored!

Lesson

5

## Apply It

### Directions

Take notes as your teacher reads the passage to you for the first time. To help you begin your note taking, a list of notes about the passage has been started for you. Add to the list as you listen. The second time your teacher reads the passage, add any more notes you think would be helpful.

### Notes

speech about treaty by Native American chief named Seattle

sky and weather changeable

Seattle's words like stars, not changeable

President has many followers; Seattle doesn't.

### **D***irections* Use the notes you made on the previous page to complete the chart and answer the question.

**1** Fill in the chart with a main idea from the passage. Then give two details from the passage that explain the main idea.

Main Idea	Details

**2** Why does Chief Seattle think that the Big Chief at Washington does not need his friendship? Use details from the passage to support your answer.

## **Completing Charts**

Some questions on the ELA Test ask you to complete a chart using the information from a passage. Sometimes you will complete charts based on notes you took after listening to a passage read aloud. Other times, you will be able to go back to the written passage to find information you need to complete a chart.

You need only to write phrases on the charts. Your answers do not have to be written in complete sentences. However, they will have to be thorough. Include all relevant information from the passage.

Look at the completed chart below. It could accompany a passage about the Motts, a family that moved to the United States from Yugoslavia.

Problem	How the Motts Overcame the Problem	lem
didn't speak English	- enrolled in an English language program - studied hard - only spoke English at home	
had very little money	<ul> <li>accepted help from other Yugoslavians already in the United States</li> <li>father took two jobs, driving taxi cab and working as a security guard</li> <li>mother took a job cleaning houses</li> <li>economized at the grocery store</li> </ul>	Тір
homesick	<ul> <li>wrote letters to friends in Yugoslavia</li> <li>had long talks remembering both the good and bad times in Yugoslavia</li> <li>took long walks to discover things to love about their new home</li> </ul>	Read the instructions and the headings of the chart carefully before you start working.

#### Discuss...

▶ How is a chart like a summary of a passage?

Lesson

6



### Directions

Read the following excerpt from the fairy tale by Jacob and Wilhelm Grimm. Write notes on page 26 as you read. Then answer the questions and complete the chart that follows the notes page.

# from Snow White and Rose Red

### by The Brothers Grimm

A poor widow lived all alone in a small cottage, and in front of this cottage was a garden with two rosebushes. One bore white roses and the other red. The widow had two children who looked like the rosebushes: one was called Snow White and the other Rose Red. They were more pious and kind, more hardworking and diligent than any other two children in the world. To be sure, Snow White was more quiet and gentle than Rose Red, who preferred to run around in the meadows and fields, look for flowers, and catch butterflies. Snow White stayed at home with her mother, helped her with the housework, or read to her when there was nothing to do. The two children loved each other so much that they always held hands whenever they went out, and when Snow White said, "Let us never leave each other," Rose Red answered, "Never, as long as we live." And their mother added, "Whatever one of you has, remember to share it with the other."

They often wandered in the forest all alone and gathered red berries. The animals never harmed them and, indeed, trusted them completely and would come up to them. The little hare would eat a cabbage leaf out of their hands. The roe grazed by their side. The stag leapt merrily around them. And the birds sat still on their branches and sang whatever tune they knew. Nothing bad ever happened to the girls. If they stayed too long in the forest and night overtook them, they would lie down next to each other on the moss and sleep until morning came. Their mother knew this and did not worry about them.

Once, when they had spent the night in the forest and the morning sun had wakened them, they saw a beautiful child in a white, glistening garment sitting near them. The child stood up, looked at them in a friendly way, but went into the forest without saying anything. When they looked around, they realized that they had been sleeping at the edge of a cliff and would have certainly fallen over it if they had gone a few more steps in the darkness. Their mother told them that the child must have been the angel who watches over good children.

Snow White and Rose Red kept their mother's cottage so clean that it was a joy to look inside. In the summer Rose Red took care of the house, and every morning she placed two flowers in front of her mother's bed before she awoke, a rose from each one of the bushes. In the winter Snow White lit the fire and hung the kettle over the hearth. The kettle was made out of brass but glistened like gold because it was polished so clean. In the evening when the snowflakes fell, the mother said, "Go, Snow White, and bolt the door." Then they sat down at the hearth, and their mother put on her glasses and read aloud from a large book, while the two girls sat and spun as they listened. On the ground next to them lay a little lamb, and behind them sat a white dove with its head tucked under its wing.

## Apply It (continued)

One evening, as they were sitting together, there was a knock on the door, as if someone wanted to be let in. The mother said, "Quick, Rose Red, open the door. It must be a traveler looking for shelter." Rose Red pushed back the bolt thinking that it would be some poor man, but instead it was a bear. He stuck his thick black head through the door, and Rose Red jumped back and screamed loudly. The little lamb bleated, the dove fluttered its wings, and Snow White hid herself behind her mother's bed. However, the bear began to speak and said, "Don't be afraid. I won't harm you. I'm half frozen and only want to warm myself here a little."

"You poor bear," the mother said. "Lie down by the fire and take care that it does not burn your fur." Then she called out, "Snow White, Rose Red, come out. The bear won't harm you. He means well."

They both came out, and gradually the lamb and dove also drew near and lost their fear of him. Then the bear said, "Come, children, dust the snow off my coat a little."

So they fetched a broom and swept the fur clean. Afterward he stretched himself out beside the fire and uttered growls to show how content and comfortable he was. It did not take them long to all become accustomed to one another, and the clumsy guest had to put up with the mischievous pranks of the girls. They tugged his fur with their hands, planted their feet upon his back and rolled him over, or they took a hazel switch and hit him. When he growled, they just laughed. The bear took everything in good spirit. Only when they became too rough did he cry out, "Let me live, children. Snow White, Rose Red, would you beat your suitor dead?"

When it was time to sleep and the others went to bed, the mother said to the bear, "You're welcome, in God's name, to lie down by the hearth. Then you'll be protected from the cold and bad weather."

As soon as dawn arrived, the two girls let him go outside, and he trotted over the snow into the forest. From then on the bear came every evening at a certain time, lay down by the hearth, and allowed the children to play with him as much as they wanted. And they became so accustomed to him that they never bolted the door until their black playmate had arrived.

One morning, when spring had made its appearance and everything outside was green, the bear said to Snow White, "Now I must go away, and I shall not return the entire summer."

"But where are you going, dear bear?" asked Snow White.

"I must go into the forest and guard my treasures from the wicked dwarfs. In the winter, when the ground is frozen hard, they must remain underground and can't work their way through to the top. But now that the sun has thawed and warmed the earth, they will break through, climb out, search around, and steal. Once they get something in their hands and carry it to their caves, it will not easily see the light of day again."

Snow White was very sad about his departure. She unlocked the door, and when the bear hurried out, he became caught on the bolt and a piece of his fur ripped off, and it seemed to Snow White that she saw gold glimmering through the fur, but she was not sure. The bear hurried away and soon disappeared beyond the trees.

## Apply It (continued)

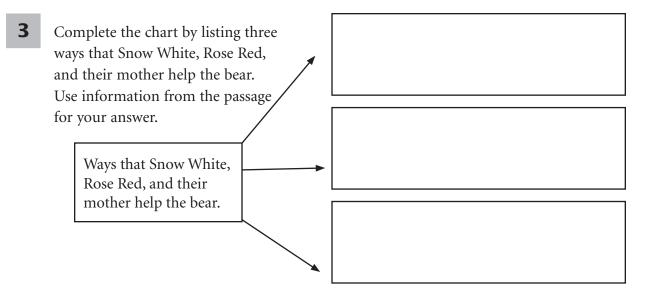
### Directions

Use this page to take notes on the passage. You will use these notes to answer the questions on the next page.

### Notes

How do the animals in the forest treat Snow White and Rose Red? Give details from the passage to support your answer.

**2** How are Snow White and Rose Red similar? How are they different? Support your answer with details from the passage.



1

#### Lesson 7

## Writing Paragraph-Length Responses

The ELA Test includes many questions that require you to write your answer in paragraph form. The test scorers will be checking to make sure that your answer includes certain basic features.

The following are some ideas to keep in mind when you answer this kind of question:

- Write neatly so that the scorer can read your answer.
- Read the question carefully. Make sure your paragraph answers the question directly.
- Support your answer with related details from the passage.
- Write in complete sentences that flow together logically.

It is important that your answer is not too general, or it will receive a low score. Your answer must include specific details from the passage. Make a general statement first and then explain how details from the story support it. Craft your answer so that it makes sense to the reader, not just to yourself. Discuss, as a class, the following answer, which responds to a question about the passage from Lesson 6.

► What lesson might the tale "Snow White and Rose Red" be trying to teach readers? Use details from the story to support your answer.

The tale "Snow White and Rose Red" could have a variety of different lessons that it is trying to express. One possible lesson could be that acts of kindness are often rewarded. Another could be that some things and people are different than they first appear. The children thought the bear would hurt them, but he was gentle and friendly and became friends with them.

#### Discuss...

- Does the answer directly address the question?
- Are there any ways that this answer could be improved? If so, how?



Your answer to shortresponse questions should include relevant details from the passage, not just your own opinions.

## **Apply It**

A ship carrying the Robinson family and others to Australia has been wrecked by a storm not far from a tropical island. The father has constructed a crude boat and instructed the children to collect everything on the ship that might be useful to them on shore.

### Directions

Read the passage and answer the questions that follow.

# from Swiss Family Robinson

#### by Johann David Wyss

The boys joyfully obeyed me, and I selected from the large quantity of stores they got together, canvas to make a tent, a chest of carpenter's tools, guns, pistols, powder, shot, and bullets, rods and fishing tackle, an iron pot, a case of portable soup and another of biscuit. These useful articles of course took the place of the ballast I had hastily thrown in the day before.

With a hearty prayer for God's blessing, we now began to take our seats, each in his tub. Just then we heard the cocks begin to crow, as though to reproach us for deserting them. 'Why should not the fowls go with us!' exclaimed I. 'If we find no food for them, they can be food for us!' Ten hens and a couple of cocks were accordingly placed in one of the tubs, and secured with some wire-netting over them.

The ducks and geese were set at liberty, and took to the water at once, while the pigeons, rejoicing to find themselves on the wing, swiftly made for the shore. My wife, who managed all this for me, kept us waiting for her some little time, and came at last with a bag as big as a pillow in her arms. 'This is my contribution,' said she, throwing the bag to little Franz, to be, as I thought, a cushion for him to sit upon.

All being ready, we cast off, and moved away from the wreck. My good, brave wife sat in the first compartment of the boat; next her was Franz, a pretty little boy, nearly eight years old. Then came Fritz, a handsome, spirited young fellow of fifteen; the two centre tubs contained the valuable cargo; then came our bold, thoughtless Jack; next him Ernest, my second son, intelligent, well-informed, and rather indolent. I myself, the anxious, loving father, stood in the stern, endeavouring to guide the raft with its precious burden to a safe landing-place.

The elder boys took the oars, everyone wore a float belt, and had something useful close to him in case of being thrown into the water.

The tide was flowing, which was a great help to the young oarsmen. We emerged from the wreck and glided into the open sea.

1

2

How can you tell from this passage that the father's mood is not depressed, even though he and his family were in a shipwreck?

## Writing About Two Passages

Some questions on the test will ask you to write an extended response to two passages. You will be asked either to read the paired texts or to listen to them. Then you will write an essay in response to the paired texts.

Often you will be asked to compare and contrast the two passages. To **compare** the passages, you should focus on their similarities. To **contrast** them, you should focus on their differences.

Read the two paragraphs below. They are excerpts from two essays about the desert.

The desert is a spectacular and mysterious place. The barren landscape envelops you with its jagged rocks and towering cacti. Curious animals—from rattlesnakes to roadrunners—scurry across the flat land, hiding behind stones, peeking into holes, and dashing along ravines. Everything feels still and peaceful in the desert. The air smells fresh, and at night it feels cool. The desert is a perfect place to relax.

Is there any place more boring than the desert? There is so little to look at everything is flat and empty. And it's boiling hot. The sun beats down on you and it's impossible to find any shade. There are so few trees, because they need water to survive. At least there are some interesting animals in the desert. These critters are unique but hard to find. Otherwise, there's nothing to do in the desert—except suffer and sweat.

#### Discuss...

- In what ways are the two authors' attitudes similar?
- In what ways are they different?

### Tip

Pay attention to the details when you compare and contrast two passages.



### Directions

Read the following selections. The first is a portion of a myth about an old fisherman, struggling to support his family. The second is a poem by Rudyard Kipling. Then answer the questions that follow.

# from Arabian Nights The Fisherman and the Genie

#### Anonymous

There once was an aged fisherman, who was so poor that he could scarcely earn as much as would maintain himself, his wife, and three children. He went early every day to fish in the morning, and imposed it as a law upon himself not to cast his nets above four times a day. He went one morning before the moon had set, and, coming to the seaside, undressed himself. Three times did he cast his net, and each time he made a heavy haul. Yet, to his indescribable disappointment and despair, the first proved to be a large animal, the second a basket full of stones, and the third a mass of mud and shells.

As daylight now began to appear he said his prayers and commended himself and his needs to his Creator. Having done this, he cast his nets the fourth time, and drew them as formerly, with great difficulty. But, instead of fish, he found nothing in them but a vessel made of yellow copper, having the impression of a seal upon its leaden cover.

This turn of fortune rejoiced him. "I will sell it," said he, "to the smelter, and with the money buy a measure of corn."

He examined the vessel on all sides, and shook it, to see if its contents made any noise, but heard nothing. This circumstance, together with the impression of the seal upon the leaden cover, made him think it enclosed something precious. To satisfy himself, he took his knife and pried open the lid. He turned the mouth downward, but to his surprise, nothing came out. He placed it before him, and while he sat gazing at it attentively, there came forth a very thick smoke, which made him step back two or three paces.

# Apply It (continued)

# from Just So Stories I've Never Sailed the Amazon by Rudyard Kipling

I've never sailed the Amazon, I've never reached Brazil; But the Don and Magdalena, They can go there when they will! Yes, weekly from Southampton, Great steamers, white and gold, Go rolling down to Rio (Roll down—roll down to Rio!). And I'd like to roll to Rio Some day before I'm old! I've never seen a Jaguar, Nor yet an Armadillo dilloing in his armour, And I s'pose I never will. Unless I go to Rio These wonders to behold— Roll down-roll down to Rio-Roll really down to Rio! Oh, I'd love to roll to Rio Some day before I'm old!

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In what ways are the fisherman and the speaker in the poem alike? In what ways are they different? Write an essay in which you discuss the similarities and differences between the characters.

Make sure you include the following in your essay:

- Specific ways the fisherman and the speaker in the poem are alike.
- Specific ways in which the fisherman and the speaker in the poem are not alike.
- Details supporting why you think they are alike and different.

Be sure to check your writing for correct spelling and grammar!

Below is an introduction to an essay that answers the question above. Read the paragraph and then finish the essay.

The fisherman in the passage "The Fisherman and the Genie" and the speaker in the poem

"I've Never Sailed the Amazon" have some similarities and differences. They both have a sense of

yearning. However, the fisherman seems hopeless through most of the passage, while the speaker

in the poem sounds hopeful and happy-go-lucky.

# Planning an Essay

For extended-response (essay) questions, you will be given space on a planning page to plan your essays. Keep in mind that your planning will not be graded. Planning will help you come up with ideas and organize them. It will make it easier for you to draft, or write, your essay.

The three main steps in planning an essay are brainstorming, organizing, and outlining.

Step 1: Brainstorming Quickly list all the ideas you have that might answer the essay guestion. Later, when you make an outline, you can leave out ideas you don't like.

Step 2: Organizing Decide on the basic structure of your essay. Remember that essays have three parts: an introduction, a body, and a conclusion.

- Introduction: This is the first paragraph of your essay. It • should introduce the reader to the essay's main idea.
- Body: This part of the essay develops, or explains, the main ۲ idea with supporting ideas and details. The body usually has two or three paragraphs. Devote one paragraph to each idea that you use to support the main idea.
- Conclusion: The conclusion is the last paragraph of your • essay. It restates and sums up the main idea of the essay and brings the essay to a close.

The first line of your essay should grab the reader's attention and lead the reader to your

- Step 3: Outlining Use your brainstorming list to state in a few words what you think you want to say in more detail in your essay. Your outline should sum up the ideas you want to write about in the introduction, the body, and the conclusion. Here's a blank sample outline that shows how you might organize each essay part:
  - **I.** Introduction (first paragraph) main idea:
  - II. Body
    - A. (second paragraph) topic sentence:
    - B. (third paragraph) topic sentence:
    - C. (fourth paragraph) topic sentence:
  - **III.** Conclusion (last paragraph)

### Discuss...

Why is it important to include a main idea in the introduction to your essay?



main idea.

Lesson g



# Directions

Read the following passage from a version of the popular fairy tale "Little Red Riding Hood." You will be asked to use ideas from the passage to write an answer to an extended-response (essay) question. Directly following the passage is a planning page—a blank page you will use to plan your answer.

# from Little Red Cap

## by The Brothers Grimm

Once upon a time there was a sweet little maiden. Whoever laid eyes upon her could not help but love her. But it was her grandmother who loved her most. She could never give the child enough. One time she made her a present, a small, red velvet cap, and since it was so becoming and the maiden insisted on always wearing it, she was called Little Red Cap.

One day her mother said to her, "Come, Little Red Cap, take this piece of cake and bottle of wine and bring them to your grandmother. She's sick and weak, and this will strengthen her. Get an early start, before it becomes hot, and when you're out in the woods, be nice and good and don't stray from the path, otherwise you'll fall and break the glass, and your grandmother will get nothing. And when you enter her room, don't forget to say good morning, and don't go peeping in all the corners."

"I'll do just as you say," Little Red Cap promised her mother. Well, the grandmother lived out in the forest, half an hour from the village, and as soon as Little Red Cap entered the forest, she encountered the wolf. However, Little Red Cap did not know what a wicked sort of an animal he was and was not afraid of him.

"Good day, Little Red Cap," he said.

"Thank you kindly, wolf."

"Where are you going so early, Little Red Cap?"

"To Grandmother's."

"What are you carrying under your apron?"

"Cake and wine. My grandmother's sick and weak, and yesterday we baked this so it will help her get well."

"Where does your grandmother live, Little Red Cap?"

"Another quarter of an hour from here in the forest. Her house is under the three big oak trees. You can tell it by the hazel bushes," said Little Red Cap.

The wolf thought to himself, This tender young thing is a juicy morsel. She'll taste even better than the old woman. You've got to be real crafty if you want to catch them both. Then he walked next to Little Red Cap, and after a while he said, "Little Red Cap, just look at the beautiful flowers that are growing all around you! Why don't you look around? I believe you haven't even noticed

# **Apply It** (continued)

how lovely the birds are singing. You march along as if you were going straight to school, and yet it's so delightful out here in the woods!"

Little Red Cap looked around and saw how the rays of the sun were dancing through the trees back and forth and how the woods were full of beautiful flowers. So she thought to herself, If I bring Grandmother a bunch of fresh flowers, she'd certainly like that. It's still early, and I'll arrive on time.

So she ran off the path and plunged into the woods to look for flowers. And each time she plucked one, she thought she saw another even prettier flower and ran after it, going deeper and deeper into the forest. But the wolf went straight to the grandmother's house and knocked at the door.

"Who's out there?"

"Little Red Cap. I've brought you some cake and wine. Open up."

"Just lift the latch," the grandmother called. "I'm too weak and can't get up."

The wolf lifted the latch, and the door sprang open. Then he went straight to the grandmother's bed without saying a word and gobbled her up. Next he put on her clothes and her nightcap, lay down in her bed, and drew the curtains.

# Planning Page

Use this page to brainstorm, organize, and outline a response to the question on the next page. Then use your plan to draft a response to the question. Write your draft on the lines provided on the next page.



Fairy tales are meant to be fun to read. At the same time, they often teach lessons about life. Though ""Little Red Cap" was written long ago, people today might still learn lessons from the tale's characters and plot. What lesson or lessons do you think "Little Red Cap" teaches? In your answer, be sure to:

- tell what lesson or lessons you think the tale teaches
- explain how the characters and plot teach the lesson or lessons.

Be sure to check your writing for correct spelling and grammar.

1

# Maintaining Focus

Keep your essay focused as you write. This means that

- each paragraph in the body of your essay supports the main idea of the essay
- each paragraph has a topic sentence
- all the details you include support that topic sentence

Eliminate unrelated details. As you plan your essay, ask yourself the following questions:

- Do my topic sentences support the main idea?
- Do my details and examples support my topic sentences?

As you write each paragraph of your essay, remember

- to include relevant details
- to leave out details that do not directly relate to the topic
- to keep the essay focused on the main idea

Read the paragraph below, paying close attention to how the writer keeps it focused.

Of all the animals in the world, rats make the best pets. Rats are intelligent animals that can learn how to run through mazes. Unlike dogs, which need to be walked every day, rats are easy to care for. All they need is a cage, water, food, and some love and attention. Rats are clean and, unlike cats, they don't shed their hair. Rats are smart, easy to keep, and neat; they are perfect pets.

The paragraph above is from an essay that answers the question, "What animals make the best pets?" The first sentence in the paragraph, the topic sentence, directly answers the question.

### Discuss...

- What are the supporting details in the paragraph above?
- How does each sentence support the topic sentence?

# Tip

In a well-focused essay, only relevant details are included.

Lesson

10



# Directions

Theodore Roosevelt was the twenty-sixth president of the United States. Read the following selection and then answer the questions that follow.

# from Theodore Roosevelt's Letters to His Children

by Theodore Roosevelt

### THANKSGIVING IN THE WHITE HOUSE

White House, Nov. 28, 1902.

DARLING KERMIT:

Yesterday was Thanksgiving, and we all went out riding, looking as we started a good deal like the Cumberbach family. Archie on his beloved pony, and Ethel on Yagenka went off with Mr. Proctor to the hunt. Mother rode Jocko Root, Ted a first-class cavalry horse, I rode Renown....

Yesterday I met Bozie for the first time since he came to Washington, and he almost wiggled himself into a fit, he was so overjoyed at renewing acquaintance. To see Jack and Tom Quartz play together is as amusing as it can be. We have never had a more cunning kitten than Tom Quartz. I have just had to descend with severity upon Quentin because he put the unfortunate Tom into the bathtub and then turned on the water. He didn't really mean harm.

Last evening, besides our own entire family party, all the Lodges, and their connections, came to dinner. We dined in the new State Dining-room and we drank the health of you and all the rest of both families that were absent. After dinner we cleared away the table and danced. Mother looked just as pretty as a picture and I had a lovely waltz with her. Mrs. Lodge and I danced the Virginia Reel.

# Apply It (continued)

Read the following student essay, which is a response to the question below. As you read, pay close attention to how well focused the essay is. Then answer the questions on the following page.

### **I** How does the letter to Kermit show Theodore Roosevelt's attitude toward his family?

Theodore Roosevelt's attitude toward his family is shown in the letter he wrote to his son Kermit. In the letter, Roosevelt shows a lot of love for Kermit and the other children and also Mrs. Roosevelt. I think that's great because when family members love each other then the family is happy and strong, and there's less chance that the kids will get into trouble in life.

Roosevelt shows love for family members in the way he refers to them. For example, he doesn't start his letter by writing "Dear Kermit". Instead, he writes "Darling Kermit". That shows how much he cares about his son. Roosevelt also pays his wife a compliment in the letter when he says that "she looked just as pretty as a picture" when they danced together.

Roosevelt also shows love for the family in the way he describes the family and their horses and pets. You can tell he is very involved in the life of the family, because he knows the names of all the horses that he and the others rode. He also mentions how Jack played with the family cat, Tom Quartz. Roosevelt says that seeing "Jack and Tom Quartz play together is as amusing as it can be."

Cats can be a lot of fun, especially when they are kittens. I had a cat once and the way it ran and jumped and climbed all over the furniture was really entertaining. I thought so, anyway. My dad didn't think the cat was as funny as I did. I guess Roosevelt was just a cat lover, like me.

Finally, Roosevelt shows love for his family when he describes how he had to scold his son Quentin for putting Tom Quartz in the bathtub and turning on the water. You can tell that Roosevelt is an understanding father because he says Quentin "didn't really mean harm."

In conclusion, Roosevelt seems to have had a very loving attitude toward his family. Roosevelt shows that love in the letter he wrote to his son Kermit.

**2** What is the topic sentence of each paragraph in the body of the essay?

**3** Which sentence in the first paragraph does not belong?

**4** Which paragraph in the essay does NOT support the main idea? Explain.

# **Practice Test Book 1**





### Directions

In this part of the test, you will do some reading and answer questions about what you have read.



# Directions

This article was published before the 50th anniversary of Rosa Parks's act of defiance. Read the passage below and make notes. Then answer questions 1 through 7.

A Hero's Legacy

by Madison J. Gray

### Rosa Parks's Brave Stand Against Injustice Changed America Forever

We live in a time when kids of all colors go to school together, gather at the same libraries and recreation centers, and live in the same neighborhoods.

But 50 years ago, it wasn't like that. Then, many states had laws requiring segregation based on race. In the South, black people were not permitted to attend the same schools, sit in the same bus seats, or eat at the same restaurants as white people.

It took brave people like Rosa Parks to find a way to defeat legalized segregation in the U.S. This year marks the 50th anniversary of her heroic stand against injustice. On December 1, 1955, in Montgomery, Alabama, Rosa Parks, an African-American woman, refused to give up her bus seat to a white man. She was arrested.

Rosa Parks's single act of defiance helped bring an end to laws that kept black and white people separated on buses. It also gave birth to the modern civil rights movement, a time when African-Americans and others staged protests and other nonviolent actions to win equal rights.

Mrs. Parks died late last month at the age of 92. She was the first woman to be honored by having her casket on view in the rotunda of the U.S. Capitol.

She wanted people to remember her as an example of the change that just one person can make in the world.

Elaine Steele, co-founder of the Rosa and Raymond Parks Institute, spoke for Mrs. Parks in her final years. Steele says Mrs. Parks's message has always been the same. "It begins and stops with the individual person."

### **Tired of Segregation**

In 1955, Rosa Parks was a seamstress and the secretary of the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP), a civil rights organization.

Many people debate what inspired Mrs. Parks to remain in her seat on December 1, 1955. In her autobiography, Mrs. Parks said she was tired of following racist laws.

"People always say that I didn't give up my bus seat because I was tired, but that isn't true," Mrs. Parks wrote in *Rosa Parks: My Story.* "No, the only tired I was, was tired of giving in."

- **1** Which statement **best** expresses the main idea of the article?
  - **A** We live in a time when all children can go to school together.
  - **B** Rosa Parks's brave deed made a difference in many people's lives.
  - **C** The United States has changed in many ways in the last 50 years.
  - **D** The name Rosa Parks is known for bravery around the world.
- 2 Why did Rosa Parks actually refuse to give up her bus seat?
  - **F** She was eager to begin a national controversy.
  - **G** She was weary after a long day of work.
  - **H** She was fed up with following unfair laws.
  - She was older than the man who wanted her seat.
  - According to the selection, Rosa Parks wanted people to remember her mainly for
    - **A** staging protests and other nonviolent actions
    - **B** writing her autobiography, *Rosa Parks: My Story*
    - **C** starting the Rosa and Raymond Parks Institute
    - **D** showing the change just one person can make
- **4** What honor was paid Rosa Parks after her death?
  - **F** She received a prize for her autobiography.
  - **G** Her casket was placed on view in the rotunda of the U.S. Capitol.
  - Her work was awarded a Nobel Peace Prize.
  - She was recognized for her work as Secretary of the Montgomery Chapter of the NAACP.
  - The second paragraph mainly describes
    - **A** what life was like in the American South 50 years ago
    - **B** Rosa Parks's single act of defiance to end laws of segregation
    - **C** how life in the American South has changed since 1955
    - **D** the 50th anniversary of Rosa Parks's heroic stand against injustice

5

3

### **6** Read this sentence from the article.

# Rosa Parks's single act of defiance helped bring an end to laws that kept black and white people separate on buses.

In this sentence, the word "defiance" means

- **F** resistance
- **G** prevention
- **H** influence
- J ambition

7 Which of these statements from the article is an opinion?

- **A** "she [Rosa Parks] was arrested."
- **B** "Rosa Parks, an African-American woman, refused to give up her seat to a white man."
- **C** "It took brave people like Rosa Parks to find a way to defeat legalized segregation."
- **D** "In 1955, Rosa Parks was a seamstress."

Read the passage. Then answer questions 8 through 14.

from I Know Why the Caged Bird Sings by Maya Angelou

When I was three and Bailey four, we had arrived in the musty little town, wearing tags on our wrists which instructed—"To Whom It May Concern"—that we were Marguerite and Bailey Johnson Jr., from Long Beach, California, en route to Stamps, Arkansas, c/o Mrs. Annie Henderson.

Our parents had decided to put an end to their calamitous marriage, and Father shipped us home to his mother. A porter had been charged with our welfare—he got off the train the next day in Arizona—and our tickets were pinned to my brother's inside coat pocket.

I don't remember much of the trip, but after we reached the segregated southern part of the journey, things must have looked up. Negro passengers, who always traveled with loaded lunch boxes, felt sorry for "the poor little motherless darlings" and plied us with cold fried chicken and potato salad.

Years later I discovered that the United States had been crossed thousands of times by frightened Black children traveling alone to their newly affluent parents in Northern cities, or back to grandmothers in Southern towns when the urban North reneged on its economic promises.

The town reacted to us as its inhabitants had reacted to all things new before our coming. It regarded us after a while without curiosity but with caution, and after we were seen to be harmless (and children) it closed in around us, as a real mother embraces a stranger's child. Warmly, but not too familiarly.

We lived with our grandmother and uncle in the rear of the Store (it was always spoken of with a capital s), which she had owned some twenty-five years.

Early in the century, Momma (we soon stopped calling her Grandmother) sold lunches to the sawmen in the lumberyard (east Stamps) and the seedmen at the cotton gin (west Stamps). Her crisp meat pies and cool lemonade, when joined to her miraculous ability to be in two places at the same time, assured her business success. From being a mobile lunch counter, she set up a stand between the two points of fiscal interest and supplied the workers' needs for a few years. Then she had the Store built in the heart of the Negro area. c/o = abbreviation for "in care of"

plied = supplied

affluent = wealthy

reneged = didn't keep their promise

fiscal = involving money



- 8 The "Store" was most likely referred to with a capital "s" because
  - **F** it was the only store in town
  - **G** Momma refused to sell the store
  - **H** that was the name of the store
  - J Momma was proud of the store
- 9 In this selection from "I Know Why the Caged Bird Sings," the author attempts to
  - A make the reader aware of the fears all children have
  - **B** explain why she became a writer
  - **C** express feelings as an African American growing up in the South
  - **D** compare life in the South with life in the North
- **10** The first-person point of view allows the author to
  - **F** include both children's feelings
  - **G** describe events in great detail
  - **H** present events in a factual manner
  - J create a personal tone
- **11** The author **most likely** included the last paragraph of this selection in order to show
  - **A** why the author loved her grandmother
  - **B** why the children were sent to live with their grandmother
  - **C** what a strong, independent businesswoman the grandmother was
  - **D** how good a cook the grandmother was

### **12** Read this sentence from the selection.

It regarded us after a while without curiosity but with caution, and after we were seen to be harmless (and children) it closed in around us, as a real mother embraces a stranger's child.

Which literary device does the author use in this sentence?

- **F** irony
- **G** simile
- **H** symbolism
- J foreshadowing
- **13** Read this sentence from the selection.

Negro passengers, who always travel with loaded lunch boxes, felt sorry for "the poor motherless darlings" and plied us with cold fried chicken and potato salad.

In this sentence, the author places the words "the poor motherless darlings" in quotation marks to show that

- **A** the children had lost their mother
- **B** passengers treated the children as if they had no mother
- **C** the children felt sorry for themselves
- **D** that is what the children were called by the porter

**14** In the second paragraph, the word "calamitous" most likely means

- **F** happy
- **G** terrible
- **H** exciting
- J brief

# Directions

Rudyard Kipling was an English citizen who lived and wrote in India for many years. Read the poem "In Springtime" by Kipling. Then answer questions 15 through 20.

# **In Springtime**

by Rudyard Kipling

My garden blazes brightly with the rose-bush and the peach,

And the koïl sings above it, in the siris by the well,

From the creeper-covered trellis comes the squirrel's chattering speech,

And the blue jay screams and flutters where the cheery sat-bhai dwell.

But the rose has lost its fragrance, and the koïl's note is strange;

I am sick of endless sunshine, sick of blossom-burdened bough.

Give me back the leafless woodlands where the winds of Springtime range—

Give me back one day in England, for it's Spring in England now!

Through the pines the gusts are booming, o'er the brown fields blowing chill,

From the furrow of the ploughshare streams the fragrance of the loam,

And the hawk nests on the cliffside and the jackdaw in the hill,

And my heart is back in England 'mid the sights and sounds of Home.

But the garland of the sacrifice this wealth of rose and peach is

Ah! koïl, little koïl, singing on the siris bough,

In my ears the knell of exile your ceaseless bell like speech is—

Can you tell me aught of England or of Spring in England now?



furrow = a groove cut by a plow

knell = a slow, mournful ringing

exile = being forced to stay away from home

siris = a type of tree in India

koïl = a bird found in India

sat-bhai = an Indian bird

### **15** Read this line from the poem.

### And my heart is back in England ...

What does the speaker **most likely** mean by this phrase?

- **F** He was born and raised in England.
- **G** He is in love with an English woman.
- **H** He is homesick for England.
- J He is proud to be English.
- **16** The author organizes this poem **mainly** by
  - **A** comparing two places
  - **B** telling how a place changed over time
  - **C** listing his favorite childhood activities
  - **D** describing the details of a dream
- **17** Read these lines from the poem.

Ah! koïl, little koïl, singing on the siris bough, In my ears the knell of exile your ceaseless bell like speech is—

In these lines, the koïl's singing can **best** be described as

- **F** reassuring
- **G** sorrowful
- **H** courageous
- J enthusiastic

- 18
- Read this line from the poem.

### Through the pines the gusts are booming, o'er the brown fields blowing chill,

Which literary device is used in the line?

- **A** metaphor
- **B** symbolism
- **C** alliteration
- **D** personification
- **19** The phrases "endless sunshine" and "blossom-burdened bough" help create a sense of
  - **F** too much perfection
  - **G** harshness, like a desert
  - **H** youthfulness
  - J loneliness

**20** Read this line from the poem.

# Can you tell me *aught* of England or of Spring in England now?

Which resource would **most** help the reader understand the meaning of "aught" in this line?

- **A** an atlas
- **B** an encyclopedia
- **C** a thesaurus
- **D** a dictionary

# Go On

# Directions

Read the excerpt below from a story by Cynthia Rylant, and make notes as you go along. Then answer questions 21 through 26.

# from Slower Than the Rest

## by Cynthia Rylant

Leo was the first one to spot the turtle, so he was the one who got to keep it. They had all been in the car, driving up Tyler Mountain to church, when Leo shouted, "There's a turtle!" and everyone's head jerked with the stop.

Leo's father grumbled something about turtle soup, but Leo's mother was sympathetic toward turtles, so Leo was allowed to pick it up off the highway and bring it home. Both his little sisters squealed when the animal stuck its ugly head out to look at them, and they thought its claws horrifying, but Leo loved it from the start. He named it Charlie.

The dogs at Leo's house had always belonged more to Leo's father than to anyone else, and the cat thought she belonged to no one but herself, so Leo was grateful for a pet of his own. He settled Charlie in a cardboard box, threw in some lettuce and radishes, and declared himself a happy boy.

Leo adored Charlie, and the turtle was hugged and kissed as if he were a baby. Leo liked to fit Charlie's shell on his shoulder under his left ear, just as one might carry a cat, and Charlie would poke his head into Leo's neck now and then to keep them both entertained.

Leo was ten years old the year he found Charlie. He hadn't many friends because he was slower than the rest. That was the way his father said it: "Slower than the rest." Leo was slow in reading, slow in numbers, slow in understanding nearly everything that passed before him in a classroom. As a result, in fourth grade Leo had been separated from the rest of his classmates and placed in a room with other children who were as slow as he. Leo thought he would never get over it. He saw no way to be happy after that.

But Charlie took care of Leo's happiness, and he did it by being congenial. Charlie was the friendliest turtle anyone had ever seen. The turtle's head was always stretched out, moving left to right, trying to see what was in the world. His front and back legs moved as though he were swimming frantically in a deep sea to save himself, when all that was happening was that someone was holding him in midair. Put Charlie down and he would sniff at the air a moment, then take off as if no one had ever told him how slow he was supposed to be.

Every day, Leo came home from school, took Charlie to the backyard to let him explore and told him about the things that had happened in fifth grade. Leo wasn't sure how old Charlie was, and, though he guessed Charlie was probably a young turtle, the lines around Charlie's forehead and eyes and the clamp of his mouth made Leo think Charlie was wise the way old people are wise. So Leo talked to him privately every day.

### **21** Read this sentence from the story.

But Charlie took care of Leo's happiness, and he did it by being *congenial*. Charlie was the friendliest turtle anyone had ever seen.

What is **most likely** the meaning of the word "congenial"?

- **A** generous
- **B** silly
- **C** good-natured
- **D** quiet

**22** Read these sentences from the story.

Leo had been separated from the rest of his classmates and placed in a room with other children who were as slow as he. Leo thought he would never get over it. He saw no way to be happy after that.

What point is the author **most likely** making in these sentences?

- **F** Separating children from their classmates can make them sad and ashamed.
- **G** Separating children from their friends in a classroom is better for learning.
- **H** Children who have trouble in school should be allowed to have a pet.
- J Children might feel shy to be in a new classroom with classmates they don't know.

23

The story "Slower Than the Rest" is described as realistic fiction because it includes

- **A** a lighthearted story line with many exaggerated events
- **B** a strange setting, peculiar characters, and twists in the plot
- **C** interesting characters and a lesson to be learned
- **D** a plot, setting, and characters that are believable

24

How did Leo feel before he found Charlie?

- **F** happy
- **G** angry
- **H** lonely
- J excited



Go On

- **25** Which of these is a major reason why Leo liked Charlie so much?
  - **A** Charlie belonged only to Leo.
  - **B** Charlie was a beautiful turtle.
  - **C** Leo's sisters were afraid of Charlie.
  - **D** Leo's mother was sympathetic toward turtles.

**26** In which of the following ways are Leo and Charlie alike?

- **F** Both are ten years old.
- **G** Both are unusually smart
- **H** Both are popular with the fifth-graders at school.
- **J** Both are thought to be slow.

# N **Practice Test Book 2**



# Practice Test

# Directions

In this part of the test, you will listen to part of a poem called "The Jumblies." Then you will answer some questions to show how well you understood what was read.

You will listen to the poem twice. As you listen carefully, you may take notes on the poem anytime you wish during the readings. You may use these notes to answer the questions that follow. Use the space on pages 62 and 63 to take notes.

Here are some definitions you will need to know as you listen.

- sieve: strainer; a tool with mesh screening or small holes to separate solid particles from a liquid
- **riband:** ribbon
- crockery-jar: a jar made of hardened clay
- rash: careless; too quick to take action

Notes



# Notes



**27** Complete the chart below to explain how the Jumblies become wet and what they do to try to stay dry.

How the Jumblies become wet	What the Jumblies do to try to stay dry

**28** Describe what the Jumblies look like, including how big they are. Give details from the poem to support your answer

**29** Contrast the Jumblies with the other characters in the poem. In what ways are the Jumblies different from them? Use details from the poem to support your answer.



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New York Grade 6 English Language Arts Test Preparation and Practice

# **Planning Page**

You may PLAN your writing for question 30 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 66 and 67.





### 30

"The Jumblies" is an imaginative poem filled with absurd imagery. Some people refer to this type of writing as nonsense poetry. Does "The Jumblies" remind you of other poems or stories that you've read? Maybe the imagery even reminds you of a story that you've seen portrayed in a movie or a TV show. Write about "The Jumblies" and another poem or story that it reminds you of. Use specific examples from "The Jumblies" to show why the two works are similar. You may compare "The Jumblies" to more than one poem or story.

Use the tips below to help you form your answer.

- Describe the setting, characters, and plot in "The Jumblies" and in the poem or story of your choice.
- Compare and contrast the setting, characters, and plot in "The Jumblies" with the poem or story.
- Use details from both works to support your answer.

Check your writing for correct spelling, grammar, and punctuation.

# STOP

# N **Practice Test Book 3**



### Directions

— Practice Test

In this part of the test, you are going to read a passage from a story called "The Devoted Friend" and a passage from a novel called *At the Back of the North Wind.* You will answer questions 31 through 34 and write about what you have read. You may look back at the selections as often as you like.

# from The Devoted Friend

by Oscar Wilde

Little Hans had a great many friends, but the most devoted friend of all was big Hugh the Miller. Indeed, so devoted was the rich Miller to little Hans, that he would never go by his garden without leaning over the wall and plucking a large nosegay, or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit season.

"Real friends should have everything in common," the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas.

Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything in return, though he had a hundred sacks of flour stored away in his mill, and six milch cows, and a large flock of woolly sheep; but Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship.

So little Hans worked away in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger and often had to go to bed without any supper but a few dried pears or some hard nuts. In the winter, also, he was extremely lonely, as the Miller never came to see him then.

"There is no good in my going to see little Hans as long as the snow lasts," the Miller used to say to his wife, "for when people are in trouble they should be left alone, and not bothered by visitors. That at least is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of primroses, and that will make him so happy."

"You are certainly very thoughtful about others," answered the Wife, as she sat in her comfortable armchair by the big pinewood fire; "very thoughtful indeed. It is quite a treat to hear you talk about friendship. I am sure the clergyman himself could not say such beautiful things as you do, though he does live in a three-storied house, and wear a gold ring on his little finger."

"But could we not ask little Hans up here?" said the Miller's youngest son. "If poor Hans is in trouble I will give him half my porridge, and show him my white rabbits."

"What a silly boy you are!" cried the Miller; "I really don't know what is the use of sending you to school. You seem not to learn anything. Why, if little Hans came up here, and saw our warm fire, and our good supper, and our great cask of red wine, he might get envious, and envy is a most terrible thing, and would spoil anybody's nature. I certainly will not allow Hans' nature to be spoiled. I am his best friend, and I will always watch over him, and see that he is not led into any temptations. Besides, if Hans came here, he might ask me to let him have some flour on credit, and that I could not do. Flour is one thing, and friendship is another, and they should not be confused. Why, the words are spelt differently, and mean quite different things. Everybody can see that."

## Go On

"How well you talk!" said the Miller's Wife, pouring herself out a large glass of warm ale; "really I feel quite drowsy. It is just like being in church."

"Lots of people act well," answered the Miller; "but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also;" and he looked sternly across the table at his little son, who felt so ashamed of himself that he hung his head down, and grew quite scarlet, and began to cry into his tea. However, he was so young that you must excuse him.

**31** Complete the graphic organizer by comparing and contrasting the Miller and his son. In what way or ways are they similar? In what way or ways are they different?

Similarities between Miller and son	Differences between Miller and son

**32** The name of the story is "The Devoted Friend." A friend who is devoted is very loving and loyal. Which character in the story do you think is the most devoted friend and why? Give details from the passage to support your answer.

# from At the Back of the North Wind

by George MacDonald

#### Chapter 11: How Diamond Got Home Again

When one at the back of the north wind wanted to know how things were going with any one he loved, he had to go to a certain tree, climb the stem, and sit down in the branches. In a few minutes, if he kept very still, he would see something at least of what was going on with the people he loved.

One day when Diamond was sitting in this tree, he began to long very much to get home again, and no wonder, for he saw his mother crying. Durante says that the people there may always follow their wishes, because they never wish but what is good. Diamond's wish was to get home, and he would fain follow his wish.

But how was he to set about it? If he could only see North Wind! But the moment he had got to her back, she was gone altogether from his sight. He had never seen her back. She might be sitting on her doorstep still, looking southwards, and waiting, white and thin and blue-eyed, until she was wanted. Or she might have again become a mighty creature, with power to do that which was demanded of her, and gone far away upon many missions. She must be somewhere, however. He could not go home without her, and therefore he must find her. She could never have intended to leave him always away from his mother. If there had been any danger of that, she would have told him, and given him his choice about going. For North Wind was right honest. How to find North Wind, therefore, occupied all his thoughts.

In his anxiety about his mother, he used to climb the tree every day, and sit in its branches. However many of the dwellers there did so, they never incommoded one another; for the moment one got into the tree, he became invisible to every one else; and it was such a wide-spreading tree that there was room for every one of the people of the country in it, without the least interference with each other. Sometimes, on getting down, two of them would meet at the root, and then they would smile to each other more sweetly than at any other time, as much as to say, "Ah, you've been up there too!"

One day he was sitting on one of the outer branches of the tree, looking southwards after his home. Far away was a blue shining sea, dotted with gleaming and sparkling specks of white. Those were the icebergs. Nearer he saw a great range of snow-capped mountains, and down below him the lovely meadow-grass of the country, with the stream flowing and flowing through it, away towards the sea. As he looked he began to wonder, for the whole country lay beneath him like a map, and that which was near him looked just as small as that which he knew to be miles away.

incommoded = inconvenienced

fain = gladly

appropriated = taken for one's own

vapoury = vapory; airy, misty The ridge of ice which encircled it appeared but a few yards off, and no larger than the row of pebbles with which a child will mark out the boundaries of the kingdom he has appropriated on the sea-shore. He thought he could distinguish the vapoury form of North Wind, seated as he had left her, on the other side. Hastily he descended the tree, and to his amazement found that the map or model of the country still lay at his feet. He stood in it. With one stride he had crossed the river; with another he had reached the ridge of ice; with the third he stepped over its peaks, and sank wearily down at North Wind's knees. For there she sat on her doorstep. The peaks of the great ridge of ice were as lofty as ever behind her, and the country at her back had vanished from Diamond's view.

North Wind was as still as Diamond had left her. Her pale face was white as the snow, and her motionless eyes were as blue as the caverns in the ice. But the instant Diamond touched her, her face began to change like that of one waking from sleep. Light began to glimmer from the blue of her eyes. A moment more, and she laid her hand on Diamond's head, and began playing with his hair. Diamond took hold of her hand, and laid his face to it. She gave a little start.

"How very alive you are, child!" she murmured. "Come nearer to me."

By the help of the stones all around he clambered up beside her, and laid himself against her bosom. She gave a great sigh, slowly lifted her arms, and slowly folded them about him, until she clasped him close. Yet a moment, and she roused herself, and came quite awake; and the cold of her bosom, which had pierced Diamond's bones, vanished.

"Have you been sitting here ever since I went through you, dear North Wind?" asked Diamond, stroking her hand.

"Yes," she answered, looking at him with her old kindness.

"Ain't you very tired?"

"No; I've often had to sit longer. Do you know how long you have been?"

"Oh! years and years," answered Diamond.

"You have just been seven days," returned North Wind.

"I thought I had been a hundred years!" exclaimed Diamond.

"Yes, I daresay," replied North Wind. "You've been away from here seven days; but how long you may have been in there is quite another thing. Behind my back and before my face things are so different! They don't go at all by the same rule."

"I'm very glad," said Diamond, after thinking a while.

"Why?" asked North Wind.

"Because I've been such a long time there, and such a little while away from mother. Why, she won't be expecting me home from Sandwich yet!"

"No. But we mustn't talk any longer. I've got my orders now, and we must be off in a few minutes."

Next moment Diamond found himself sitting alone on the rock. North Wind had vanished. A creature like a great humble-bee or cockchafer flew past his face; but it could be neither, for there were no insects amongst the ice. It passed him again and again, flying in circles around him, and he concluded that it must be North Wind herself, no bigger than Tom Thumb when his mother put him in the nutshell lined with flannel. But she was no longer vapoury and thin. She was solid, although tiny. A moment more, and she perched on his shoulder.

humble-bee = bumble bee

cockchafer = a kind of large beetle

"Come along, Diamond," she said in his ear, in the smallest and highest of treble voices; "it is time we were setting out for Sandwich."

At the beginning of the chapter, Diamond longs to go home and wants to find North Wind so she can take him there. Explain how Diamond visualizes, or pictures, North Wind and how North Wind makes him feel. Use details from the story to support your answer.



#### **Planning Page**

You may PLAN your writing for question 34 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 78 and 79.





Think about how "The Devoted Friend" and *At the Back of the North Wind* both show friendships between characters. Write an essay in which you explain what a reader might learn about friendship from reading the two selections. Use details from **both** selections to support your answer.

In your answer, be sure to

- explain what a reader might learn about friendship.
- include details from both stories to support your answer

Check your writing for correct spelling, grammar, and punctuation.

## **STOP**





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