

GRADE 6
Reading

Administered May 2022

RELEASED

READING

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

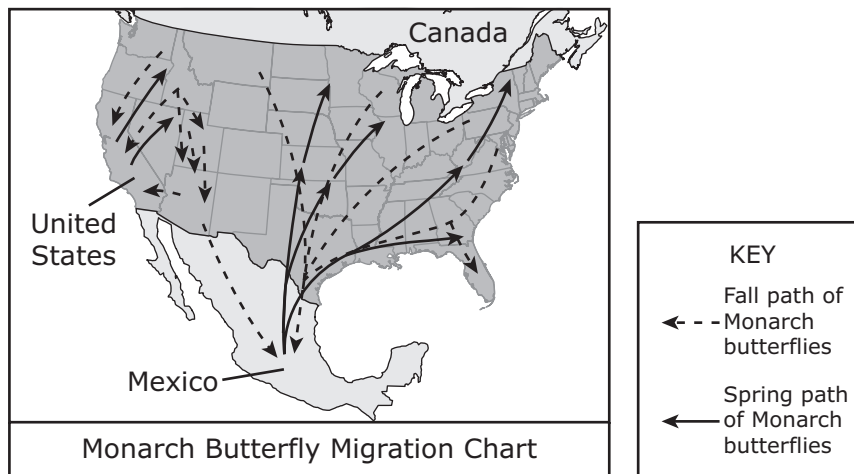
Monarchs on the Move

by Ariel Bleicher

- 1 For his 9th birthday a few years ago, Carter Steadman didn't want any presents. Instead, he asked for donations. He wanted to create a way station for monarch butterflies. "It's a place where monarchs can stop and lay eggs," explains Carter, now in sixth grade.
- 2 With his parents' help, Carter cleared an area in his backyard in Virginia. Next, he planted rows of flowering plants called milkweed—monarchs' main source of food. Then he waited for the butterflies to come.
- 3 Every fall, millions of monarchs fly up to 4,800 kilometers (3,000 miles) from Canada and the United States to Mexico. There, the insects spend the winter clustered in trees in the mountains. In the spring, their offspring travel back north, stopping along the way to eat and reproduce.
- 4 This yearly migration is one of the most impressive in the animal kingdom, but its future is uncertain. That's why people like Carter are joining scientists to help the butterflies before it's too late.

Super Voyagers

- 5 Monarch butterflies live all over the world, from the Americas to Australia and India. But none journey as far as the monarchs of North America. "Their migration is awe-inspiring," says Karen Oberhauser, a monarch researcher at the University of Minnesota.
- 6 These butterflies leave Mexico in March. They breed as they migrate. Females lay eggs across northern Mexico and the southern United States beginning a new life cycle. The older butterflies die, and their offspring continue north.
- 7 Over the summer, several more generations are born. In September, the youngest butterflies begin the trek back to Mexico. Many return to the same forests their great-great-grandparents visited!
- 8 But in recent years, fewer butterflies are surviving their trips. People are killing milkweed plants to make room for crops and lawns. More storms are toppling trees where monarchs spend the winter.



People Power

- 9 Luckily, monarchs have some important allies. Over the past 60 years, thousands of people have helped scientists study these incredible insects.
- 10 The effort began in the 1950s. Back then, monarchs' migration paths were unknown. But a butterfly scientist named Fred Urquhart had a plan. He and his wife, Norah, recruited volunteers across North America to track the monarchs.
- 11 These citizen scientists attached tiny stickers called tags to the butterflies' wings. Anyone who found a tag sent it back to Urquhart. The tags told Urquhart where each butterfly started out and ended up.



Public Domain

- 12 Today, people continue to tag monarchs through Monarch Watch, an organization based at the University of Kansas. Some citizen scientists also count monarch eggs and caterpillars. Others share photos online.

- 13 “It’s like a huge Easter egg hunt across the whole continent,” says Elizabeth Howard. She founded Journey North, a website that tracks monarch sightings. “We have everyone from kindergartners to the oldest scientists following the migration,” she says.

Gardens of Hope

- 14 Reports from citizen scientists are extremely valuable. “They paint a picture of how the monarch population is doing,” says Oberhauser, the monarch researcher in Minnesota. Scientists have learned, for example, that monarchs are at risk of extinction within the next 20 years.
- 15 That’s where kids like Carter and others can help. By planting butterfly gardens, they’re restoring the habitat monarchs need to survive. “Humans may be the problem, but we’re also the solution,” says Carter.
- 16 Over the past four years, Carter has raised and tagged more than 700 monarch butterflies. And he doesn’t plan to stop anytime soon. “If we’re careful with our Earth,” he says, “monarchs will rebound, and we’ll have a success story to tell.”

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- 1** Read these sentences from the selection.

Next, he planted rows of flowering plants called milkweed—monarchs’ main source of food.
(paragraph 2)

Over the past four years, Carter has raised and tagged more than 700 monarch butterflies.
(paragraph 16)

What can the reader infer about Carter based on these sentences?

- A** Carter sees many types of insects in his backyard all year long.
 - B** Carter has expanded the area that he uses to host butterflies.
 - C** Carter’s efforts to help butterflies have been successful.
 - D** Carter’s backyard is a place for citizen scientists to meet.
-

- 2** Which sentence from the selection best supports the controlling idea that monarchs depend on human help?

F *He wanted to create a way station for monarch butterflies.*
(paragraph 1)

G *Every fall, millions of monarchs fly up to 4,800 kilometers (3,000 miles) from Canada and the United States to Mexico.*
(paragraph 3)

H *The older butterflies die, and their offspring continue north.*
(paragraph 6)

J *By planting butterfly gardens, they’re restoring the habitat monarchs need to survive.* (paragraph 15)

- 3** What can the reader conclude based on information in both paragraphs 2 and 8?
- A** Milkweed that the monarchs depend on is a threat to farmers' crops.
 - B** Monarchs are beginning to rely on food sources other than milkweed.
 - C** Migrating monarchs are often unable to find the milkweed they need.
 - D** Milkweed is more available in the United States than it is in Mexico.
-

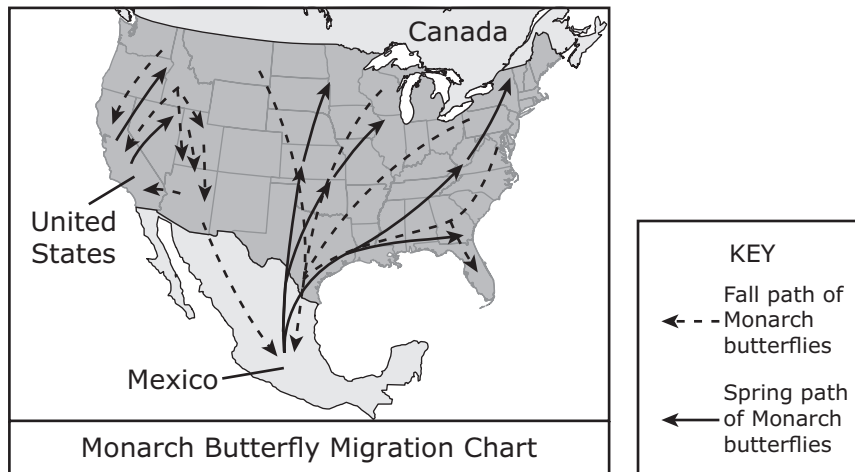
- 4** What key idea is supported by the details in paragraphs 12 and 13?
- F** People enjoy participating in efforts to track the monarchs.
 - G** Advanced technology is required to track migration paths of monarchs.
 - H** Monarch Watch uses photography as a main method of counting monarchs.
 - J** Young monarch watchers are often trained by older researchers.

- 5** In paragraph 9, the words “Luckily” and “important allies” contribute to the author’s voice by showing —
- A** doubt that monarchs are truly in danger of extinction
 - B** frustration that monarchs sometimes lack the resources they need
 - C** hope that people will do what is needed to save monarchs
 - D** wonder about whether the attempts to save monarchs will be unsuccessful
-

- 6** What does the information in paragraphs 1 through 4 help the reader understand?
- F** People can most help monarch butterflies by clearing areas for monarchs to lay eggs.
 - G** Creating way stations for monarch butterflies is very costly.
 - H** Monarch butterflies can mainly be found in mountainous areas.
 - J** A problem faced by monarch butterflies is beginning to receive public attention.

- 7** How does the selection's problem-solution organizational structure most contribute to the author's purpose?
- A** By detailing concerns that young people have when trying to raise money to build gardens for monarchs
 - B** By explaining the difficulties citizen scientists encounter when trying to locate monarchs
 - C** By emphasizing how restoring monarch habitats can help bring back the monarch population
 - D** By showing reasons why researchers are unable to gather enough data about the health of the monarch population

8 Look at this map.



What is the most likely reason the author includes the map in the selection?

- F** To show that the monarch population that flies south is not the same generation that flies north
- G** To illustrate how monarch migration routes are affected by the availability of milkweed
- H** To show why the monarch population has been decreasing over the years
- J** To highlight that monarchs tend to use the same routes year after year

- 9** Which sentence best supports the idea that helping monarchs requires a large amount of effort?
- A** *This yearly migration is one of the most impressive in the animal kingdom, but its future is uncertain.* (paragraph 4)
 - B** *Over the past 60 years, thousands of people have helped scientists study these incredible insects.* (paragraph 9)
 - C** *But a butterfly scientist named Fred Urquhart had a plan.* (paragraph 10)
 - D** *Others share photos online.* (paragraph 12)

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

The Littlest Ant

by Angel Vigil

Characters

THE NARRATOR

The Littlest Ant, HORMIGUITA

FATHER ANT

MOTHER ANT

THE SUN

THE CLOUD

THE WIND

SCENE 1: At the anthill.

- 1 **THE NARRATOR:** Once there was a little baby ant. This ant loved to play outside and hardly ever came into the anthill when her parents called her.
- 2 [FATHER ANT *and* MOTHER ANT *enter.*]
- 3 **FATHER ANT:** Now where is Hormiguita?
- 4 **MOTHER ANT:** You know Hormiguita. She is probably outside playing.
- 5 **FATHER ANT:** But ants aren't supposed to play. [*Yelling.*] Hormiguita!
- 6 [HORMIGUITA *runs in.*]
- 7 **HORMIGUITA:** What is it Papa? I was outside playing.
- 8 **FATHER ANT:** That is exactly what it is. Do you know what an ant's number-one job is?
- 9 **HORMIGUITA:** Uh, not really Papa.
- 10 **FATHER ANT:** An ant's number-one job is work!
- 11 **HORMIGUITA:** [*In a whining voice.*] Papa, work is so boring.

- 12 **MOTHER ANT:** Hormiguita, your father is right. As an ant, you need to help with the work of the anthill.
- 13 **HORMIGUITA:** Oh, all right. I'll start working.
- 14 **FATHER ANT:** That's what you said last time.
- 15 **HORMIGUITA:** I guess I really mean it this time.
- 16 **MOTHER ANT:** Good, because there is a big piece of food outside and you need to bring it in.
- 17 **FATHER ANT:** As soon as you've brought in the food, come find us and help with the digging. Now, I'm counting on you. Whatever you do, don't start playing and wander away from the anthill, because a big storm is coming.
- 18 **HORMIGUITA:** OKAY.
- 19 [*All exit.*]

SCENE 2: Outside the anthill.

- 20 **THE NARRATOR:** As soon as Hormiguita got outside, she forgot everything her parents had told her, and she began playing again. Before long, she had wandered away from the anthill.
- 21 [*HORMIGUITA enters—playing, chasing a blowing leaf.*]
- 22 **HORMIGUITA:** Wheeee! Chasing leaves is so much fun. A lot more fun than working . . . Oh my, I forgot I was supposed to bring that food into the anthill. [*She turns and starts to go back, but she stops and looks around because she is lost.*] I've never been in this part of the forest before.
- 23 **THE NARRATOR:** Hormiguita tried to find the way back home, but she was lost. As she stopped to figure out what to do, a large snowflake floated down from the sky and landed on her. The snowflake was very heavy and it trapped Hormiguita. No matter how hard she tried, she could not budge the snowflake.
- 24 **HORMIGUITA:** I'm trapped under a giant snowflake. Help! Help!
- 25 **THE NARRATOR:** Of course the snowflake didn't budge. Then Hormiguita noticed the sun up in the sky.
- 26 [*THE SUN enters.*]

- 27 **HORMIGUITA:** *Sol*, melt the snowflake until it gets off my leg, so I can go home.
- 28 **THE SUN:** That's too much work. I don't think so.
- 29 **HORMIGUITA:** That sun is too lazy and afraid of a little work.
- 30 **THE NARRATOR:** Then Hormiguita noticed a cloud in the sky.
- 31 [THE CLOUD *enters*.]
- 32 **HORMIGUITA:** *Nube* in the sky, cover the sun, until the sun melts the snowflake, until the snowflake gets off my leg, so I can go home.
- 33 **THE CLOUD:** Little ant, can't you see I'm playing. That's too much work right now.
- 34 **HORMIGUITA:** All that cloud wants to do is play!
- 35 **THE NARRATOR:** Then Hormiguita noticed the wind.
- 36 [THE WIND *enters*.]
- 37 **HORMIGUITA:** *Viento*, please help me. Blow the cloud in the sky, until the cloud covers the sun, until the sun melts the snowflake, until the snowflake gets off my leg, so I can go home.
- 38 **THE WIND:** That would be too much work, and I'm having too much fun now.
- 39 **HORMIGUITA:** I'm never going to get out of here . . . The sun, the cloud, and the wind are all too lazy to help me.
- 40 **THE NARRATOR:** Hormiguita was getting very discouraged. No one wanted to work to help her. And then the most amazing thing happened. Out of the earth came a little ground-spring of water, gurgling up to the surface.
- 41 **HORMIGUITA:** *¡Agua!*
- 42 **THE NARRATOR:** The water melted the snowflake, until the snowflake got off Hormiguita's leg.
- 43 **HORMIGUITA:** I'm free!
- 44 **THE NARRATOR:** And with those joyful words, Hormiguita ran home.

45 [*All exit.*]

SCENE 3: At the anthill.

46 [FATHER ANT *and* MOTHER ANT *enter.*]

47 **FATHER ANT:** Have you seen her at all?

48 **MOTHER ANT:** Not since the storm came in. Look, here she comes.

49 [HORMIGUITA *enters.*]

50 **HORMIGUITA:** Mama, Papa! I was lost in the forest and a big snowflake fell on me and I was stuck and—

51 **FATHER ANT:** Hormiguita, slow down. Where have you been?

52 **HORMIGUITA:** That's what I'm trying to tell you. I was . . .

53 [*All exit, with HORMIGUITA telling them the story of her adventures.*]

54 **THE NARRATOR:** All that night, Hormiguita told her parents all about her adventures. From that day on, Hormiguita was one of the hardest workers in the ant colony.

iTeatro! Hispanic Plays for Young People by Angel Vigil. Copyright © 1996 by ABC-CLIO, LLC. All rights reserved.
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- 10** How does the playwright’s use of the dialogue in lines 24 through 39 contribute to the mood of the drama?
- F** Hormiguita’s dialogue emphasizes her friendliness to create a lighthearted mood.
 - G** Hormiguita’s dialogue highlights her politeness to create a respectful mood.
 - H** Hormiguita’s dialogue reveals her embarrassment to create a humble mood.
 - J** Hormiguita’s dialogue shows her worry to create a distressed mood.
-

- 11** Read line 22.

HORMIGUITA: Wheeee! Chasing leaves is so much fun. A lot more fun than working . . . Oh my, I forgot I was supposed to bring that food into the anthill. [*She turns and starts to go back, but she stops and looks around because she is lost.*] I’ve never been in this part of the forest before.

What can the reader infer based on this line?

- A** Hormiguita needs to find food in the forest to bring back to the anthill.
- B** Chasing the leaf causes Hormiguita to become hungry and think about food.
- C** Hormiguita travels to the forest so that she can avoid doing any work.
- D** Chasing leaves causes Hormiguita to accidentally wander far from the anthill.

- 12** In what way do the responses of the sun, cloud, and wind in scene 2 develop the plot?
- F** They cause Hormiguita to comprehend the consequences of her actions.
 - G** They cause Hormiguita to start paying better attention to the weather.
 - H** They cause Hormiguita to be more cautious when she leaves the anthill.
 - J** They cause Hormiguita to realize the value of trusting others.
-

- 13** In what way does the appearance of the water in line 40 contribute to the resolution of the drama?
- A** It provides Hormiguita with an explanation for why she has been away for so long.
 - B** It causes Hormiguita's parents to explain to Hormiguita what an ant's main job should be.
 - C** It provides a way for Hormiguita to be freed so that she can return home from the forest.
 - D** It causes the sun, cloud, and wind to understand that they should help Hormiguita.

- 14** What prediction can the reader make about Hormiguita's parents based on the events that take place in scene 3?
- F** Hormiguita's parents will refuse to let her leave the anthill by herself again.
 - G** Hormiguita's parents will be pleased with her new attitude about work.
 - H** Hormiguita's parents will show her how to be safer while in the forest.
 - J** Hormiguita's parents will allow her to have more free time to play.
-

- 15** Read line 12.

MOTHER ANT: Hormiguita, your father is right. As an ant, you need to help with the work of the anthill.

How does this line support a major theme of the drama?

- A** By emphasizing that children and parents should do activities together
- B** By explaining that the demands of some tasks can result in little time for rest
- C** By highlighting that children need to learn from their parents' wisdom
- D** By suggesting that everyone's efforts are needed to achieve a common goal

16 In scene 2, what does the dialogue of Sun, Cloud, and Wind reveal about their characters?

F They are annoyed by the requests they receive from animals.

G They often try to impress each other with their strong forces.

H They care little about the problems and needs of others.

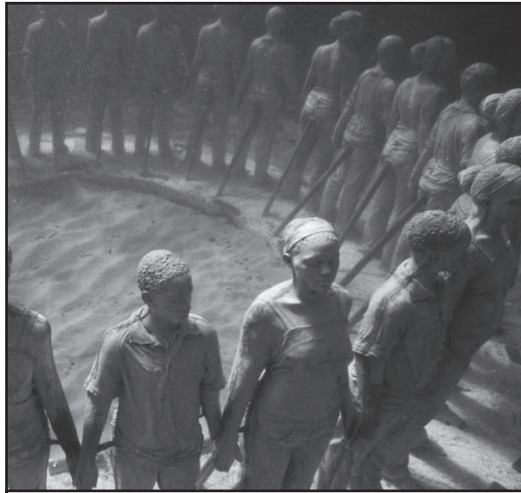
J They wish animals would spend more time playing with them.

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

Dive into a Sunken Museum

by Gail Skroback Hennessey

- 1 Artist Jason deCaires Taylor has created more than 500 life-sized sculptures of people. But you won't find them in a typical museum. Instead, Jason's works of art are on display in a most unusual place—they're under the sea!
- 2 Jason has created two underwater sculpture parks in the Caribbean Sea. The first, which features 65 sculptures, is located near the island country of Grenada. The second is in the National Marine Park of Cancun, Mexico. That one has 485 sculptures, the world's largest underwater collection of modern sculptures.
- 3 If you want to see Jason's sculptures up close, you'll need scuba or snorkeling equipment. Those of us who'd rather stay dry can hop on a glassbottom boat to get an overhead view of Jason's work instead.
- 4 But why anchor such beautiful sculptures in the sand 10 to 30 feet beneath the waves in the first place?
- 5 The idea is to draw snorkelers and scuba divers *away* from fragile nearby reefs. Thousands of people swim around those reefs each year, accidentally harming the reefs and the marine animals that live there. "If people instead swim around the beautiful sculpture parks," Jason explains, "it will give the reefs a rest."



Jason deCaires Taylor's
Sculpture, *Circle of Children*

"Dive into a Sunken Museum"; story and illustrations © SEPS. licensed by Curtis Licensing Indianapolis, IN.

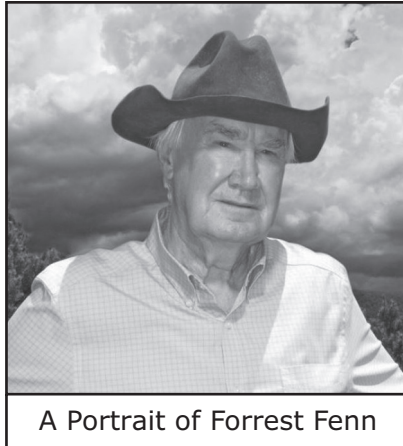
- 6 Seven-year-old Sam Clarke recently visited Grenada's underwater sculpture park. "I wore snorkel gear, which has my mask and snorkel," Sam says. "On my feet, I wore fins that helped me swim quickly."
- 7 Sam says he was impressed by the many different statues. "My favorite sculpture is *Circle of Children*. Standing together, 26 boys and girls are holding hands like they are friends under the sea."
- 8 If you look closely at the faces of the sculptures, you will see that all of their eyes are closed. That's because the people who posed for the statues were covered from head to toe in a special concrete when Jason made the molds. The process took two *loooong* hours, so the models had to keep their eyes shut the whole time to keep the concrete out.
- 9 Marine life moved onto Jason's statues a couple of weeks after they were placed in the sea. Sponges began to grow on some of their faces, while algae, coral, barnacles, and seaweed grew on their bodies. The marine life then attracts fish such as lobsters, angelfish, sardines, turtles, and barracudas looking for food and shelter. Within six years, only the rough shapes of the statues will remain because undersea creatures will have completely covered them.
- 10 Does it bother Jason to see his artwork changing like that? "No," he says. "It's the part I like the most. Each visit is unique. Marine growth is taking on the role of the artist as it changes the sculpture."

11 As for Sam, he loved his visit! “Snorkeling in the underwater sculpture park is a good chance to get wet, see cool stuff, and swim with fish,” he says. “Oh, and there’s a sculpture of a man on a bike. It’s very funny seeing a man riding his bike underwater!”

“Dive into a Sunken Museum”; story and illustrations © SEPS. Licensed by Curtis Licensing Indianapolis, IN.

A Modern-Day Treasure Hunt

- 1 Since 2010 hundreds of thousands of people have ventured into the Rocky Mountains. These travelers, however, are not there for the breathtaking views. They are searching for an antique box full of gold, jewels, and other valuables worth more than one million dollars. The man responsible for this hidden treasure is Forrest Fenn, a retired fighter pilot and former art dealer.



Brent Humphreys Photographer

A Portrait of Forrest Fenn

- 2 Fenn is a self-taught archaeologist and treasure hunter. He accumulated his treasure over a lifetime. Then one day he decided to use his riches as a tool to inspire others, rather than keep them for himself. He placed a 10-inch-by-10-inch bronze box of treasure somewhere in the Rocky Mountains between Santa Fe, New Mexico, and the Canadian border. He spent much time in this area treasure hunting. His hope was that hidden treasure would encourage people to be adventurous like he had been. He wanted to urge people to put down their electronic devices and go outside to appreciate nature.
- 3 Fenn's vision has come to life. While carrying their gear, travelers cross rough terrain. They travel over lakes, down cliffs, and through ice and snow. The difficulty of the task does not discourage them, though. The prize keeps them motivated. Some travelers have even looked for the hidden treasure dozens of times, but none have found it yet.



Forrest Fenn's Hidden
Treasure

Photo Addison Doty, Santa Fe, New Mexico

- 4 For now Fenn is the only person who knows where the treasure is. He says he has told nobody, not even his wife. Nevertheless, people continue to ask him to reveal its whereabouts. Fenn claims that he receives 100 emails a day regarding the treasure. Still, the location of the box remains a mystery.
- 5 Although Fenn declines to give the exact whereabouts of the prize, he has given clues. In a poem published in his memoir, *The Thrill of the Chase*, Fenn gives a cryptic message as to where the valuables can be found. Treasure hunters have carefully studied the poem, which has lines such as "Begin it where warm waters halt" and "Not far, but too far to walk," in hopes of solving the puzzle.
- 6 Though the treasure has remained elusive, Fenn insists that it can be found. He wants people to continue to search. And while people may not find the box on their journeys, he hopes they will discover an even more valuable treasure—the beauty of the great outdoors.

- 17** Use “Dive into a Sunken Museum” to answer the following question.

Read these sentences from the selection “Dive into a Sunken Museum.”

“If people instead swim around the beautiful sculpture parks,” Jason explains, “it will give the reefs a rest.” (paragraph 5)

“Marine growth is taking on the role of the artist as it changes the sculpture.” (paragraph 10)

What can the reader conclude about Jason Taylor based on these sentences?

- A** Taylor bases his marine art designs on the nearby reefs.
- B** Taylor questions the ability of his creations to last underwater.
- C** Taylor wants his art to affect and be affected by its environment.
- D** Taylor thinks marine life creates better art than he can.

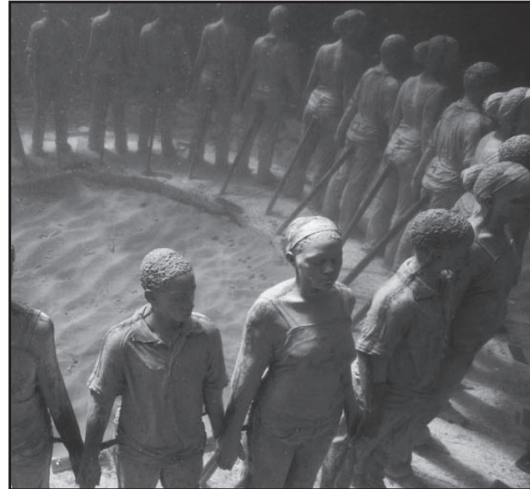
-
- 18** Use “Dive into a Sunken Museum” to answer the following question.

In paragraph 5 of the selection “Dive into a Sunken Museum,” what does the word fragile mean?

- F** Large
- G** Mysterious
- H** Delicate
- J** Popular

- 19** Use “Dive into a Sunken Museum” to answer the following question.

Look at this photograph from the selection “Dive into a Sunken Museum.”



Jason deCaires Taylor’s
Sculpture, *Circle of Children*

“Dive into a Sunken Museum”, story and illustrations © SEPS, licensed by Curtis Licensing Indianapolis, IN.

What is the most likely reason the author includes this photograph?

- A** To reveal that Jason Taylor’s underwater sculpture parks are very large
- B** To explain why Jason Taylor is inspired by marine life when making his sculptures
- C** To show how Jason Taylor’s underwater parks lead people away from nearby reefs
- D** To emphasize that Jason Taylor creates lifelike sculptures to display underwater

- 20** Use “Dive into a Sunken Museum” to answer the following question.

Which statement best explains the organizational pattern used in the selection “Dive into a Sunken Museum”?

- F** The descriptive organizational pattern explains how and why Jason Taylor’s artwork is created and displayed a certain way.
- G** The compare-and-contrast organizational pattern shows how much bigger Jason Taylor’s park is than other underwater sculpture parks around the world.
- H** The cause-and-effect organizational pattern shows why Jason Taylor decided to use people for his sculpture park and how the sculptures were made.
- J** The advantage-and-disadvantage organizational pattern emphasizes both the positive and negative effects Jason Taylor’s artwork has on reefs.

-
- 21** Use “A Modern-Day Treasure Hunt” to answer the following question.

Which sentence from the selection “A Modern-Day Treasure Hunt” supports the idea that Forrest Fenn sees his treasure as a way to inspire others?

- A** *He accumulated his treasure over a lifetime. (paragraph 2)*
- B** *He placed a 10-inch-by-10-inch bronze box of treasure somewhere in the Rocky Mountains between Santa Fe, New Mexico, and the Canadian border. (paragraph 2)*
- C** *He wanted to urge people to put down their electronic devices and go outside to appreciate nature. (paragraph 2)*
- D** *Some travelers have even looked for the hidden treasure dozens of times, but none have found it yet. (paragraph 3)*

- 22** Use “A Modern-Day Treasure Hunt” to answer the following question.

What is most likely the author’s purpose for writing the selection “A Modern-Day Treasure Hunt”?

- F** To tell people what training is helpful before trying to hunt for treasure
 - G** To inform people about a unique treasure hunt and how it began
 - H** To provide people with a list of benefits gained from being outdoors
 - J** To explain to people why the Rocky Mountain region is often visited
-

- 23** Use “A Modern-Day Treasure Hunt” to answer the following question.

What key idea about Forrest Fenn is supported by the details in paragraphs 4 and 5 of the selection “A Modern-Day Treasure Hunt”?

- A** Forrest Fenn is hopeful that his treasure will never be found by anyone.
- B** Forrest Fenn is overwhelmed by the attention he has received over the years.
- C** Forrest Fenn is firm in his decision to keep the location of his treasure secret.
- D** Forrest Fenn is untrusting of the people closest to him.

- 24** Use “A Modern-Day Treasure Hunt” to answer the following question.

The word cryptic has a Latin root that means “hidden.” Based on this information, what does the word cryptic mean as it is used in paragraph 5 of the selection “A Modern-Day Treasure Hunt”?

- F** Unusual
 - G** Lengthy
 - H** Artistic
 - J** Unclear
-

- 25** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

Which idea is supported by information in **BOTH** selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt”?

- A** It is people’s responsibility to take care of the environment.
- B** People can experience beautiful sights while exploring nature.
- C** It is important for people to teach themselves new skills.
- D** Great wealth should be shared with others.

- 26** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

What is a **DIFFERENCE** in the way the authors of the selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” create understanding for the reader?

- F** Only the author of “Dive into a Sunken Museum” details how the subject interacts with other people.
 - G** Only the author of “Dive into a Sunken Museum” explains the actions people take as a result of the subject’s work.
 - H** Only the author of “Dive into a Sunken Museum” provides other people’s thoughts about the subject’s work.
 - J** Only the author of “Dive into a Sunken Museum” highlights the main subject’s views about nature.
-

- 27** Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

What is a major way Jason Taylor’s sculptures in the selection “Dive into a Sunken Museum” **DIFFER** from Forrest Fenn’s treasure in the selection “A Modern-Day Treasure Hunt”?

- A** Taylor wants his sculptures to be protected from outdoor conditions.
Fenn wants his treasure to be exposed to outdoor conditions.
- B** Taylor wants people to know where to find his sculptures.
Fenn wants to keep the location of his treasure hidden.
- C** Taylor wants people to interact with his sculptures.
Fenn wants people to stay away from his treasure.
- D** Taylor wants his sculptures to be viewed in a traditional way.
Fenn wants his treasure to be seen in a nontraditional way.

28 Use “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” to answer the following question.

In what way is the focus of the selections “Dive into a Sunken Museum” and “A Modern-Day Treasure Hunt” **SIMILAR**?

- F** Both selections show how an individual has used a talent to protect nature.
- G** Both selections illustrate the way an individual has used art to create a puzzle.
- H** Both selections detail the way an individual keeps the location of an object secret.
- J** Both selections describe how an individual tries to attract visitors to a location.

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

Song Of March

by Patricia L. Cisco

With winter's footprints in the past,
and snows begin to melt at last,

with longer days and shorter nights,
the wayward winds of March take flight,

5 four winds she holds within her grip,
then hurls them from her fingertip,

her woolly, fleecy clouds of white,
she sets in skies of blue delight,

her wild bouts of gusty breeze,
10 roars through valleys, hills and trees,

that high pitch whistling song she sings,
awakens earth and flowering things,

she tears a hole in heaven's sky,
so sun can shine and rain can cry,

15 she gently calms as spring draws near,
as blooming daffodils appear,

she welcomes April showers in,
then gathers up her dwindling winds,
now her long journey home begins,

20 knowing she'll be back this way,
upon a cold late winter's day,

when nights grow short,
and days grow long,

Listen for her whistling song!

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- 29** How do lines 17 through 19 contribute to the falling action in the poem?
- A** They indicate that March’s work is completed.
 - B** They show that March has no more strength to continue.
 - C** They highlight that April will be around longer than March.
 - D** They reveal that April and March work together to end winter.
-

- 30** Read lines 13 and 14.

she tears a hole in heaven’s sky,
so sun can shine and rain can cry,

What do these lines suggest about March?

- F** She is sad to see winter go away.
 - G** She is jealous of the power of winter.
 - H** She makes movements that are clumsy.
 - J** She creates opportunities for a new season.
-

- 31** What does the word dwindling mean in line 18?

- A** Lessening
- B** Soaking
- C** Straying
- D** Troubling

- 32** What is the most likely reason the poet uses personification throughout the poem?
- F** To compare March's behavior to that of an impatient person
 - G** To produce a personal reaction of sadness for March's farewell
 - H** To show how March's changing of the seasons may affect each person
 - J** To use the actions of a person to describe March's effect on the weather
-

- 33** How does stanza 6 (lines 11–12) support the theme of the poem?
- A** By suggesting that new beginnings often come at a cost
 - B** By showing that all the seasons have positive and negative features
 - C** By highlighting that spring is a time of renewal and growth
 - D** By noting that spring is more important than the other seasons

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

How the Brazilian Beetles Got Their Gorgeous Coats

by Elsie Spicer Eells

- 1 In Brazil the beetles have such beautifully colored, hard-shelled coats upon their backs that they are often set in pins and necklaces like precious stones. Once upon a time, years and years ago, they had ordinary plain brown coats. This is how it happened that the Brazilian beetle earned a new coat.
- 2 One day a little brown beetle was crawling along a wall when a big grey rat ran out of a hole in the wall and looked down scornfully at the little beetle. "O ho!" he said to the beetle, "how slowly you crawl along—you'll never get anywhere in the world. Just look at me and see how fast I can run."
- 3 The big grey rat ran to the end of the wall, wheeled around, and came back to the place where the little beetle was slowly crawling along at only a tiny distance from where the rat had left her.
- 4 "Don't you wish that you could run like that?" said the big grey rat to the little brown beetle.
- 5 "You are surely a fast runner," replied the little brown beetle politely. Her mother had taught her always to be polite and had often said to her that a really polite beetle never boasts about her own accomplishments. The little brown beetle never boasted a single boast about the things she could do; instead, she just went on slowly crawling along the wall.
- 6 A bright green and gold parrot in the mango tree over the wall had heard the conversation. "How would you like to race with the beetle?" he asked the big grey rat. "I live next door to the tailor bird," he added, "and just to make the race exciting I'll offer a bright colored coat as a prize to the one who wins the race. You may choose for it any color you like, and I'll have it made to order."
- 7 "I'd like a yellow coat with stripes like the tiger's," said the big grey rat, looking over his shoulder at his gaunt grey sides as if he were already admiring his new coat.

- 8 "I'd like a beautiful, bright colored new coat, too," said the little brown beetle.
- 9 The big grey rat laughed long and loud until his gaunt grey sides were shaking. "Why, you talk just as if you thought you had a chance to win the race," he said, when he could speak.
- 10 The bright green and gold parrot selected the royal palm tree at the top of the cliff as the goal of the race, gave the signal to begin, and then flew away to the royal palm tree to wait for the end of the race.
- 11 The big grey rat ran as fast as he could until he thought how very tired he was getting. "What's the use of hurrying?" he said to himself, "because the little brown beetle cannot possibly win—if I were racing with somebody who could really run it would be very different." Then he started to run more slowly but every time his heart beat it said, "Hurry up! Hurry up!" The big grey rat decided that it was best to obey the little voice in his heart so he hurried just as fast as he could.
- 12 When he reached the royal palm tree at the top of the cliff, he could hardly believe his eyes. He thought he must be having a bad dream. There was the little brown beetle sitting quietly beside the bright green and gold parrot. The big grey rat had never been so surprised in all his life. "How did you ever manage to run fast enough to get here so soon?" he asked the little brown beetle as soon as he could catch his breath.
- 13 The little brown beetle drew out the tiny wings from her sides. "Nobody said anything about having to run to win the race," she replied, "so I flew instead."
- 14 "I did not know that you could fly," said the big grey rat in a subdued little voice.
- 15 "After this," said the bright green and gold parrot, "never judge any one by his looks alone. You never can tell how often or where you may find concealed wings. You have lost the prize."
- 16 Then the parrot turned to the little brown beetle who was waiting quietly at his side. "What color do you want your new coat to be?" he asked.

17 Until this day, even in Brazil where the flowers and birds and beasts and insects have such gorgeous coloring, the rat wears a plain dull grey coat.

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34 Read the dictionary entry for the word draw.

draw \ˈdrô\ v

1. to go steadily or gradually **2.** to sketch with lines **3.** to pull from a holding place **4.** to choose by chance

Which definition best matches the way drew is used in paragraph 13?

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

35 Which sentence best shows that the rat overestimates his abilities?

- A** *One day a little brown beetle was crawling along a wall when a big grey rat ran out of a hole in the wall and looked down scornfully at the little beetle. (paragraph 2)*
- B** *The big grey rat ran to the end of the wall, wheeled around, and came back to the place where the little beetle was slowly crawling along at only a tiny distance from where the rat had left her. (paragraph 3)*
- C** *“Why, you talk just as if you thought you had a chance to win the race,” he said, when he could speak. (paragraph 9)*
- D** *Then he started to run more slowly but every time his heart beat it said, “Hurry up! Hurry up!” (paragraph 11)*

36 Which characteristic best identifies this story as a myth?

- F** The story uses impossible events to explain the origin of something natural.
 - G** The story includes the actions and dialogue of several characters.
 - H** The story includes a setting that is unoccupied by humans.
 - J** The story takes place a very long time ago.
-

37 What is the best summary of the story?

- A** A rat runs out of a hole in a wall and meets a beetle. The rat shows the beetle how quickly he can run and makes fun of the beetle for walking slowly. A parrot who has heard the conversation flies up to them and suggests the rat and beetle have a race.
- B** A green and gold parrot sees a rat and a beetle having a conversation by a wall. The parrot flies over to them and suggests that the rat and beetle race to determine who is faster. The beetle flies to the top of a cliff and beats the rat, who is tired from running so far and fast.
- C** A rat brags about his speed to a beetle he sees crawling along a wall. A parrot hears them talking and suggests the rat and beetle compete to win a gorgeous coat, so the two animals race to the top of a cliff. Because she can fly, the beetle wins the race and earns the prize.
- D** A rat and a beetle meet a green and gold parrot. The parrot tells them the tailor bird will make a beautiful coat for whoever wins a race to a palm tree on a cliff. The beetle beats the rat in the race, and the parrot asks the beetle what colors she wants her coat to be.

38 What is the main message the author conveys in this story?

- F** Appearances can often be deceiving.
 - G** Everyone should understand his or her limitations.
 - H** Rewards can inspire greatness.
 - J** It is impossible to always please everyone.
-

39 In what way do the parrot's actions in paragraph 6 affect the rising action of the story?

- A** They give the beetle a reason to want a new coat.
 - B** They present a tempting challenge to the rat and beetle.
 - C** They encourage the rat and the beetle to trust the parrot.
 - D** They indicate that the rat will learn a lesson from the parrot.
-

40 Based on the end of the story, what can the reader predict the rat will do?

- F** He will try to become friends with the beetle and the parrot.
- G** He will ask to race again because he feels the beetle won unfairly.
- H** He will recognize how he could have won the race by working harder.
- J** He will realize he was foolish to assume he was better than the beetle.



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