Do NOT Affix Student ID Label Here

A

Student Name _____

School Name _____

District Name/LEA _____

PARCC

Grade 6

English Language Arts/Literacy

End-of-Year Assessment

Practice Test

B Last Name | First Name | MI

C

Place the Student ID Label Here

D Gender

◯ Female ◯ Male

E Date of Birth

Day		Month	Year			
0	0	◯ Jan		0	0	0
1	1	◯ Feb	1		1	1
2	2	◯ Mar	2		2	2
3	3	◯ Apr			3	3
	4	◯ May			4	4
	5	◯ Jun			5	5
	6	◯ Jul			6	6
	7	◯ Aug			7	7
	8	◯ Sep			8	8
	9	◯ Oct		9	9	9
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		◯ Dec				

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SERIAL #

Directions:

Today, you will be taking the Grade 6 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

Ⓐ●ⓒⓓⓔⓕⓖ

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

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If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

GO ON ▶

Read the passage from the book *A Little Princess* about a young girl who struggles during her time at a boarding school. Then answer questions 1 through 5.

from *A Little Princess*

by Frances Hodgson Burnett

1 But Lottie was a determined little person. If Sara would not tell her where she lived, she would find out in some other way. She talked to her small companions and hung about the elder girls and listened when they were gossiping; and acting upon certain information they had unconsciously let drop, she started late one afternoon on a voyage of discovery, climbing stairs she had never known the existence of, until she reached the attic floor. There she found two doors near each other, and opening one, she saw her beloved Sara standing upon an old table and looking out of a window.

2 "Sara!" she cried, aghast. "Mamma Sara!" She was aghast because the attic was so bare and ugly and seemed so far away from all the world. Her short legs had seemed to have been mounting hundreds of stairs.

3 Sara turned round at the sound of her voice. It was her turn to be aghast. What would happen now? If Lottie began to cry and any one chanced to hear, they were both lost. She jumped down from her table and ran to the child.

4 "Don't cry and make a noise," she implored. "I shall be scolded if you do, and I have been scolded all day. It's—it's not such a bad room, Lottie."

5 "Isn't it?" gasped Lottie, and as she looked round it she bit her lip. She was a spoiled child yet, but she was fond enough of her adopted parent to make an effort to control herself for her sake. Then, somehow, it was quite possible that any place in which Sara lived might turn out to be nice. "Why isn't it, Sara?" she almost whispered.

6 Sara hugged her close and tried to laugh. There was a sort of comfort in the warmth of the plump, childish body. She had had a hard day and had been staring out of the windows with hot eyes.

7 "You can see all sorts of things you can't see downstairs," she said.

8 "What sort of things?" demanded Lottie, with that curiosity Sara could always awaken even in bigger girls.

GO ON ▶

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

9 "Chimneys—quite close to us—with smoke curling up in wreaths and clouds and going up into the sky—and sparrows hopping about and talking to each other just as if they were people—and other attic windows where heads may pop out any minute and you can wonder who they belong to. And it all feels as high up—as if it was another world."

10 "Oh, let me see it!" cried Lottie. "Lift me up!"

11 Sara lifted her up, and they stood on the old table together and leaned on the edge of the flat window in the roof, and looked out.

12 Anyone who has not done this does not know what a different world they saw. The slates spread out on either side of them and slanted down into the rain gutter-pipes. The sparrows, being at home there, twittered and hopped about quite without fear. Two of them perched on the chimney top nearest and quarrelled with each other fiercely until one pecked the other and drove him away. The garret window next to theirs was shut because the house next door was empty.

from A Little Princess by Frances Hodgson Burnett—Public Domain

GO ON ▶

1. Part A

Read the sentence from paragraph 1 of the passage.

> But Lottie was a determined little person.

How does this sentence contribute to the plot of the passage?

Ⓐ It introduces Lottie, the main character of the passage.

Ⓑ It suggests that Lottie will discover what she seeks.

Ⓒ It introduces the conflict Lottie will experience.

Ⓓ It suggests that Lottie will change her mind.

Part B

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

Ⓐ "There she found two doors near each other, and opening one, she saw her beloved Sara standing upon an old table and looking out of a window." (paragraph 1)

Ⓑ "She was aghast because the attic was so bare and ugly and seemed so far away from all the world." (paragraph 2)

Ⓒ "Her short legs had seemed to have been mounting hundreds of stairs." (paragraph 2)

Ⓓ "If Lottie began to cry and any one chanced to hear, they were both lost." (paragraph 3)

GO ON ▶

2. Part A

What is the meaning of **implored** as it is used in paragraph 4 of the passage?

Ⓐ begged urgently

Ⓑ asked angrily

Ⓒ muttered quietly

Ⓓ said excitedly

Part B

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

Ⓐ "Sara turned round at the sound of her voice." (paragraph 3)

Ⓑ "She jumped down from her table and ran to the child." (paragraph 3)

Ⓒ "'It's—it's not such a bad room, Lottie.'" (paragraph 4)

Ⓓ "'Isn't it?' gasped Lottie, and as she looked round it she bit her lip." (paragraph 5)

GO ON ▶

3. Part A

In paragraph 9, Sara describes what she sees outside the window. How does this description in paragraph 9 fit into the overall structure of the passage?

Ⓐ It provides a contrast for Sara's plain room.

Ⓑ It provides background for Sara's story about her room.

Ⓒ It explains why Lottie searched for Sara's room.

Ⓓ It emphasizes how warm Sara's room is.

Part B

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

Ⓐ "If Sara would not tell her where she lived, she would find out in some other way." (paragraph 1)

Ⓑ "She was aghast because the attic was so bare and ugly and seemed so far away from all the world." (paragraph 2)

Ⓒ "Then, somehow, it was quite possible that any place in which Sara lived might turn out to be nice." (paragraph 5)

Ⓓ "Two of them perched on the chimney top nearest and quarrelled with each other fiercely until one pecked the other and drove him away." (paragraph 12)

4. Part A

How does Lottie change throughout the passage?

Ⓐ Her neediness decreases.

Ⓑ She becomes more loving.

Ⓒ She becomes less demanding.

Ⓓ Her viewpoint shifts.

Part B

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

Ⓐ "'Sara!' she cried, aghast. 'Mamma Sara!'" (paragraph 2)

Ⓑ "Then, somehow, it was quite possible that any place in which Sara lived might turn out to be nice." (paragraph 5)

Ⓒ "Sara hugged her close and tried to laugh." (paragraph 6)

Ⓓ "There was a sort of comfort in the warmth of the plump, childish body." (paragraph 6)

GO ON ▶

5. Part A

What theme is **best** developed in the passage?

Ⓐ Children should be treated with gentleness.

Ⓑ Joy can be found through careful reflection.

Ⓒ Comfort can more easily be found in familiar places.

Ⓓ There is more than one way to look at a situation.

Part B

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

Ⓐ "She was a spoiled child yet, but she was fond enough of her adopted parent to make an effort to control herself for her sake." (paragraph 5)

Ⓑ "She had had a hard day and had been staring out of the windows with hot eyes." (paragraph 6)

Ⓒ "'You can see all sorts of things you can't see downstairs,' she said." (paragraph 7)

Ⓓ "The sparrows, being at home there, twittered and hopped about quite without fear." (paragraph 12)

GO ON ▶

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SERIAL #

Today you will read passages from two books about boys and the sea.

Read the passage from *The Story of a Bad Boy*. Then answer questions 6 and 7.

from *The Story of a Bad Boy*

by Thomas Bailey Aldrich

1 Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny. While he is yet a baby lying in his cradle, he hears the dull, far-off boom of the breakers[1]; when he is older, he wanders by the sandy shore, watching the waves that come plunging up the beach like white-maned seahorses, as Thoreau calls them; his eye follows the lessening sail as it fades into the blue horizon, and he burns for the time when he shall stand on the quarter-deck of his own ship, and go sailing proudly across that mysterious waste of waters.

2 Then the town itself is full of hints and flavors of the sea. The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors; a salty smell pervades the air, and dense gray fogs, the very breath of Ocean, periodically creep up into the quiet streets and envelop everything. The terrific storms that lash the coast; the kelp and spars, tossed on shore by the scornful waves; the shipyards, the wharves[2], and the tawny fleet of fishing-smacks yearly fitted out at Rivermouth—these things, and a hundred other, feed the imagination and fill the brain of every healthy boy with dreams of adventure. He learns to swim almost as soon as he can walk; he draws in with his mother's milk the art of handling an oar: he is born a sailor, whatever he may turn out to be afterwards.

3 To own the whole or a portion of a rowboat is his earliest ambition. No wonder that I, born to this life, and coming back to it with freshest sympathies, should have caught the prevailing infection. No wonder I longed to buy a part of the trim little sailboat *Dolphin*, which chanced just then to be in the market. This was in the latter part of May.

[1]breakers—big waves that crash on the shore
[2]wharves—place where boats are tied up

GO ON ▶

4 Three shares, at five or six dollars each, I forget which, had already been taken by Phil Adams, Fred Langdon, and Binny Wallace. The fourth and remaining share hung fire. Unless a purchaser could be found for this, the bargain was to fall through.

5 I am afraid I required but slight urging to join in the investment. I had four dollars and fifty cents on hand, and the treasurer of the Centipedes advanced me the balance, receiving my silver pencil-case as ample security. It was a proud moment when I stood on the wharf with my partners, inspecting the *Dolphin*, moored at the foot of a very slippery flight of steps. She was painted white with a green stripe outside, and on the stern a yellow dolphin, with its scarlet mouth wide open, stared with a surprised expression at its own reflection in the water. The boat was a great bargain.

6 I whirled my cap in the air, and ran to the stairs leading down from the wharf, when a hand was laid gently on my shoulder. I turned and faced Captain Nutter. I never saw such an old sharp-eye as he was in those days.

7 I knew he wouldn't be angry with me for buying a rowboat; but I also knew that the little bowsprit[3] suggesting a jib[4], and the tapering mast ready for its few square feet of canvas, were trifles not likely to meet his approval. As far as rowing on the river, among the wharves, was concerned, the Captain had long since withdrawn his decided objections, having convinced himself, by going out with me several times, that I could manage a pair of sculls as well as anybody.

8 I was right in my surmises. He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house. This curtailed my anticipated sport, but the pleasure of having a pull whenever I wanted it remained. I never disobeyed the Captain's orders touching the sail, though I sometimes extended my row beyond the points he had indicated.

[3]bowsprit—pole sticking off of the front of the boat
[4]jib—small sail that goes in front of a larger sail

from The Story of a Bad Boy by Thomas Bailey Aldrich—Public Domain

GO ON ▶

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SERIAL #

6. Part A

What is the meaning of the word **surmises** as it is used in paragraph 8?

Ⓐ descriptions

Ⓑ calculations

Ⓒ orders

Ⓓ conclusions

Part B

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

Ⓐ ". . . the little bowsprit suggesting a jib . . ." (paragraph 7)

Ⓑ ". . . were trifles not likely to meet his approval." (paragraph 7)

Ⓒ "He commanded me . . . ." (paragraph 8)

Ⓓ "This curtailed my anticipated sport . . . ." (paragraph 8)

7. Part A

What is a theme in the passage from *The Story of a Bad Boy*?

Ⓐ Boys who like adventure want to become sailors.

Ⓑ Boys who appreciate the sea usually journey far from home.

Ⓒ Boys who buy boats must be careful and responsible.

Ⓓ Boys who grow up near the sea are naturally drawn to it.

Part B

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

Ⓐ "Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny." (paragraph 1)

Ⓑ "The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors . . . ." (paragraph 2)

Ⓒ "I am afraid I required but slight urging to join in the investment." (paragraph 5)

Ⓓ "He commanded me, in the most emphatic terms, never to go out in the *Dolphin* without leaving the mast in the boat-house." (paragraph 8)

GO ON ▶

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SERIAL #

Read the passage from *The Life of a Ship from the Launch to the Wreck*, which is introduced by a song. Then answer questions 8 through 10.

from *The Life of a Ship from the Launch to the Wreck*

by R.M. Ballantyne

Song of the Sailor Boy

I

Oh! I love the great blue ocean,
I love the whistling breeze,
When the gallant ship sweeps lightly
Across the surging seas.
I watched my first ship building;
I saw her timbers rise,
Until her masts were towering
Up in the bright blue skies.

II

I heard the cheers ascending,
I saw her kiss the foam,
When first her hull went plunging
Into her ocean home.
Her flags were gaily streaming,
And her sails were full and round,
When the shout from shore came ringing,
"Hurrah! for the Outward-bound!"

III

But, alas! ere[1] long a tempest
Came down with awful roar
And dashed our ship in pieces
Upon a foreign shore.
But He who holds the waters
In His almighty hand,
Brought all the sailors safely
Back to their native land.

[1]ere—Before

GO ON ▶

1 Davy was a fisher boy; and Davy was a very active little boy; and Davy wanted to go to sea. His father was a fisherman, his grandfather had been a fisherman, and his great-grandfather had been a fisherman: so we need not wonder much that little Davy took to the salt water like a fish. When he was very little he used to wade in it, and catch crabs in it, and gather shells on the shore, or build castles on the sands. Sometimes, too, he fell into the water neck and heels, and ran home to his mother, who used to whip him and set him to dry before the fire; but, as he grew older, he went with his father in the boat to fish, and from that time forward he began to wish to go to sea in one of the large ships that were constantly sailing away from the harbour near his father's cottage.

2 One day Davy sat on a rock beside the sea, leaning on his father's boat hook, and gazing with longing eyes out upon the clear calm ocean, on which several ships and boats were floating idly, for there was not a breath of wind to fill their sails.

3 "Oh, how I wish my father would let me go to sea!" said Davy, with a deep sigh. "I wonder if I shall ever sail away beyond that line yonder, far, far away, where the sky seems to sink into the sea!" The line that he spoke of was the horizon.

from The Life of a Ship from the Launch to the Wreck by R.M. Ballantyne—Public Domain

GO ON ▶

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SERIAL #

8. Part A

What is the meaning of **tempest** as it is used in line 17 of the song?

Ⓐ noisy ship

Ⓑ calm breeze

Ⓒ fierce storm

Ⓓ foreign sailor

Part B

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

Ⓐ "full and round" (line 14)

Ⓑ "shout from shore" (line 15)

Ⓒ "awful roar" (line 18)

Ⓓ "foreign shore" (line 20)

GO ON ▶

9. Part A

What is the relationship between the song at the beginning of the passage from *The Life of a Ship from the Launch to the Wreck* and the story that comes after it?

Ⓐ It sets the tone for how Davy feels about the sea.

Ⓑ It gives the reader information about Davy's life.

Ⓒ It helps the reader understand the symbolism of sea travel.

Ⓓ It establishes the perspective Davy's family has about the sea.

Part B

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

Ⓐ "Davy was a fisher boy; and Davy was a very active little boy . . . ." (paragraph 1)

Ⓑ ". . . he used to wade in it, and catch crabs in it, and gather shells on the shore . . . ." (paragraph 1)

Ⓒ ". . . for there was not a breath of wind to fill their sails." (paragraph 2)

Ⓓ "'I wonder if I shall ever sail away beyond that line yonder, far, far away . . . .'" (paragraph 3)

GO ON ▶

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SERIAL #

10. Part A

How does the author develop Davy's point of view in the passage from *The Life of a Ship from the Launch to the Wreck*?

Ⓐ by describing his relationship with his mother

Ⓑ by describing how he develops from a child to a man

Ⓒ by describing how he and his father spend their days

Ⓓ by describing his family background and childhood dreams

Part B

Which detail in paragraph 1 **best** supports the answer to Part A?

Ⓐ ". . . his grandfather had been a fisherman . . . ."

Ⓑ ". . . ran home to his mother . . ."

Ⓒ ". . . as he grew older . . ."

Ⓓ ". . . harbour near his father's cottage."

GO ON ▶

Refer to the passages from *The Story of a Bad Boy* and *The Life of a Ship from the Launch to the Wreck*. Then answer question 11.

11. Part A

How do the boys' attitudes about the sea emphasize a common central idea of the passages?

Ⓐ Both view the sea as an adventurous place.

Ⓑ Both think of the sea as a highly dangerous place.

Ⓒ Both consider the seashore a good place to raise a family.

Ⓓ Both look at the sea as a place to earn a living as a fisherman.

Part B

Select **one** detail from **each** passage that best supports the answer to Part A.

Ⓐ ". . . he burns for the time when he shall stand on the quarter-deck . . . ." (*The Story of a Bad Boy*, paragraph 1)

Ⓑ ". . . the town itself is full of hints and flavors of the sea." (*The Story of a Bad Boy*, paragraph 2)

Ⓒ ". . . tossed on shore by the scornful waves . . ." (*The Story of a Bad Boy*, paragraph 2)

Ⓓ "His father was a fisherman . . . ." (*The Life of a Ship*, paragraph 1)

Ⓔ ". . . in one of the large ships that were constantly sailing away . . ." (*The Life of a Ship*, paragraph 1)

Ⓕ ". . . several ships and boats were floating idly . . . ." (*The Life of a Ship*, paragraph 2)

GO ON ▶

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SERIAL #

Read the article "The Alligator's Super Sense." Then answer questions 12 through 16.

The Alligator's Super Sense

by Ana Marie Rodriguez

Photograph of American Alligator, Everglades National Park, Florida (Image No. AD7552), copyright © by Stephen Frink Collection/Alamy. Used by permission.

1 Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck.

2 The gator had moved into an area where a lot of people live. Dr. Soares and her co-workers had caught the gator and were taking it away. Why would she sit on an alligator? "I had no other place to sit!" she said.

3 Dr. Soares is a scientist. Naturally curious, she spent the ride looking at the reptile beneath her. She noticed many small black bumps on the animal's face, especially along the jaws. "What are those little spots for?" she wondered.

4 She asked other researchers about the black bumps. No one knew what they were.

5 Dr. Soares began to study them herself. Through her experiments, she learned what the bumps do, and much more. In fact, she discovered one of the alligator's secrets of survival.

GO ON ▶

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SERIAL #

The Alligator Hunts

6 The alligator is a master hunter. It lies just under the water with its eyes, nose, and mouth at the surface. When a bird, mammal, or fish passes by, the reptile turns and snaps its huge jaws. It has taken another meal.

7 Dr. Soares thought the black bumps might help the alligator sense its prey . . . but how?

8 To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts. After the eggs hatched, she set up experiments to find out what type of sensors the black bumps were. Did they respond to light or electrical currents or even stinky things?

9 Dr. Soares knew how to find the answer. Humans and other animals have many kinds of sensors, such as the ones in the tongue for tasting, in the eye for seeing, and in the skin for feeling. When a sensor is activated, nerves carry electrical signals from the sensor to the brain. For instance, when you put a piece of chocolate into your mouth, sensors in your tongue (taste buds) send signals to the brain. Then you know how sweet the chocolate is.

10 Dr. Soares wanted to watch the electrical activity of the sensors' nerves to see what triggered a signal.

11 She prepared the baby alligators one by one. First, she gave an alligator a drug to make it sleep. Second, she connected tiny electrodes[1] to the sensor nerves. Third, she connected the electrodes to a computer that would show any nerve activity. Then she placed the sleeping gator into a water tank. She was ready to start the experiment.

No Response!

12 Dr. Soares shone a light on the little black bumps. The computer showed no nerve activity. Next, she exposed the bumps to small electrical currents and then to smelly odors. None of these things activated the nerves.

13 The bumps did not sense light or electricity or odors. What could they detect?

14 Dr. Soares found the answer by chance. She accidentally created ripples in the water. At this moment, the computer buzzed, showing signals from the nerves. The sensors had detected the ripples!

[1]electrodes—wires that conduct electricity

GO ON ▶

15 At first, Dr. Soares didn't believe what she had discovered. But after many experiments, she was convinced that the bumps were pressure sensors that detected small changes in pressure as ripples hit them.

Chomping in the Dark

16 Dr. Soares wanted to know how well the alligator could use its pressure sensors. To find out, she blocked the reptile's other senses. She used petroleum jelly to block the ears, and she turned off the lights. (She used special equipment that let her watch the alligator in the dark.)

17 Finally, she dropped a single drop of water in the tank. The reptile snapped at the water drop!

18 Since those experiments, Dr. Soares has also found pressure sensors in crocodiles, which are relatives of the alligator. She also looked for clues to the sensors in fossils of extinct crocodiles. In fossilized jaw bones, she found little holes where nerves once carried signals from pressure sensors to the brain. The holes are just like the ones in modern alligator jaws.

19 The modern alligator's little black bumps were once a mystery. Now we know that they tell the alligator and its relatives just where and when to chomp. And those little pressure sensors have played that role for a long, long time.

GO ON ▶

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SERIAL #

12. Part A

How do paragraphs 1 through 5 contribute to the development of ideas in the article?

Ⓐ They show how dangerous alligators can be in an area with a high population.

Ⓑ They suggest that Dr. Soares often behaves in an unexpected manner.

Ⓒ They explain the circumstances that led to Dr. Soares's curiosity about black bumps on alligators.

Ⓓ They provide reasons why Dr. Soares was highly qualified to conduct an experiment.

Part B

Which piece of evidence **best** supports the answer to Part A?

Ⓐ "The gator had moved into an area where a lot of people live." (paragraph 2)

Ⓑ "Why would she sit on an alligator?" (paragraph 2)

Ⓒ "Dr. Soares is a scientist." (paragraph 3)

Ⓓ "'What are those little spots for?' she wondered." (paragraph 3)

13. Part A

Which information from the article does the author intend to support by including the photograph?

Ⓐ the difference in appearance between alligators and crocodiles

Ⓑ the size and pattern of the bumps on an alligator's jaw

Ⓒ how an uneven jaw makes an alligator a more effective hunter

Ⓓ how the bumps are affected by the size and shape of an alligator's jaw

Part B

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

Ⓐ "She noticed many small black bumps on the animal's face, especially along the jaws." (paragraph 3)

Ⓑ "When a bird, mammal, or fish passes by, the reptile turns and snaps its huge jaws." (paragraph 6)

Ⓒ "After the eggs hatched, she set up experiments to find out what type of sensors the black bumps were." (paragraph 8)

Ⓓ "The reptile snapped at the water drop!" (paragraph 17)

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

14. Part A

What is the meaning of **sensor** as it is used in paragraph 9 of the article?

Ⓐ a collection of nerves that sends signals to other animals

Ⓑ a device that detects changes in the body

Ⓒ a specialized body part that detects conditions outside of the body

Ⓓ a large black bump that aids in hunting

Part B

How do the alligators' sensors function according to the article?

Ⓐ They detect the depth of the water.

Ⓑ They help the alligator swim straight.

Ⓒ They help the alligator see in the dark.

Ⓓ They detect changes in water.

15. Part A

Which statement **best** summarizes the process Dr. Soares follows in her laboratory experiment?

Ⓐ She began with an idea and conducted experiments until she found data that supported her idea.

Ⓑ She began with a test subject and conducted experiments until she discovered a special ability.

Ⓒ She began with a question and conducted experiments until she discovered evidence that provided an answer.

Ⓓ She began with data that offered an explanation and conducted experiments until she confirmed the data.

Part B

Which two paragraphs from the article **best** support the answer to Part A?

Ⓐ paragraphs 3 and 15

Ⓑ paragraphs 4 and 9

Ⓒ paragraphs 5 and 14

Ⓓ paragraphs 6 and 17

GO ON ▶

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SERIAL #

16. Part A

Which sentence states a central idea of the article?

Ⓐ Alligators and crocodiles are relatives, meaning knowledge about crocodiles helps scientists such as Dr. Daphne Soares learn about alligators.

Ⓑ Special features on an alligator's jaw help them hunt, a discovery made by Dr. Daphne Soares through a series of experiments.

Ⓒ Animal researchers like Dr. Daphne Soares often find themselves in strange situations, such as sitting on top of an alligator in a truck.

Ⓓ Scientists study alligators in laboratories by collecting eggs and hatching them, a method used by Dr. Daphne Soares in her research.

Part B

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

Ⓐ "Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck." (paragraph 1)

Ⓑ "To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts." (paragraph 8)

Ⓒ "Since those experiments, Dr. Soares has also found pressure sensors in crocodiles, which are relatives of the alligator." (paragraph 18)

Ⓓ "Now we know that they tell the alligator and its relatives just where and when to chomp." (paragraph 19)

Read the article "Mapping the Invisible." Then answer questions 17 through 22.

Mapping the Invisible

by Stephen Ornes

1 Most maps show places you can visit and how to get there. Most maps, however, were not made by astronomers—physicists who study stars and galaxies far, far, far away. At a recent meeting in Texas, three teams of these scientists presented new maps unlike any atlas, globe or street guide. These maps show where dark matter, giant globs of invisible stuff, lurks.

2 One of the most mysterious—and common—materials in the cosmos, dark matter forms in giant clusters and long strings. This matter hides all throughout the universe, although you'll never see it no matter how hard you look.

3 Dark matter is literally the darkest stuff imaginable. It neither produces nor reflects light, which means it's invisible to human eyes and to most scientific instruments. That makes it a challenge to measure and study. What makes the matter more frustrating: Scientific measurements show that the universe holds about five times as much dark matter as ordinary matter. Making up the known (and knowable) part of the universe, ordinary matter includes you, your dog, Earth, the sun, stars and planets.

4 Scientists find dark matter in the same way they detect other things we can't see—by observing how the invisible stuff affects things we can see. We can't see wind, for example, but we can feel a breeze or watch a windmill spinning on a hill. Dark matter doesn't spin windmills, but it does have gravity. Like ordinary matter, dark matter pulls on everything around it with gravity. Dark matter's gravity holds galaxies together and bends rays of light as they stream past—in much the same way light bends as it travels through water or glass.

5 To make the new maps, astronomers trained powerful telescopes on large patches of sky to watch for distorted light arriving from distant galaxies. One group used a telescope perched 14,000 feet above sea level atop a dormant Hawaiian volcano. It recorded light from stars and other celestial bodies. Two other groups used a telescope on top of a mountain in New Mexico, which watched the sky for nine years.

GO ON ▶

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6 These telescopes recorded light that came from galaxies billions of light-years away. (A light-year is the distance traveled by light in one year, about 25 million times the distance from Earth to the moon.) By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.

7 The scientists' work is like figuring out how big and thick a pair of eyeglasses is by looking through them and measuring how differently the world appears.

8 "You can imagine that dark matter is leaving its signature on the images of very distant galaxies," said Catherine Heymans of the University of Edinburgh in Scotland. She worked on the project that used data from the Hawaiian telescope.

9 Her team's map shows that giant blobs of dark matter reside with giant blobs of ordinary matter, such as big galaxies or galactic groups. Even though scientists already suspected that dark matter and ordinary matter show up in much the same places, it was reassuring to see the same connection in the maps.

10 "We are very happy that this is very similar to what we've been expecting," Ludovic Van Waerbeke of the University of British Columbia in Vancouver told *Science News*.

11 One of the new maps shows dark matter in a swath of sky that to the naked eye is more than 600 times as large as a full moon. The other covers an area more than a thousand times as large. But that's just the beginning: The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.

GO ON ▶

17. Part A

According to the author of "Mapping the Invisible," why was Heymans's work on dark matter important?

Ⓐ It proved that the Hawaiian telescope could record images of dark matter.

Ⓑ It confirmed what the telescope in New Mexico found to be true of dark matter.

Ⓒ It showed scientists what they should pursue in future research about dark matter.

Ⓓ It gave evidence to support what scientists already believed about dark matter.

Part B

Which **two** sentences from the article support the answer to Part A?

Ⓐ "Two other groups used a telescope on top of a mountain in New Mexico, which watched the sky for nine years." (paragraph 5)

Ⓑ "She worked on the project that used data from the Hawaiian telescope." (paragraph 8)

Ⓒ "Even though scientists already suspected that dark matter and ordinary matter show up in much the same places, it was reassuring to see the same connection in the maps." (paragraph 9)

Ⓓ "'We are very happy that this is very similar to what we've been expecting,' Ludovic Van Waerbeke of the University of British Columbia in Vancouver told *Science News*." (paragraph 10)

Ⓔ "One of the new maps shows dark matter in a swath of sky that to the naked eye is more than 600 times as large as a full moon." (paragraph 11)

Ⓕ "The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so." (paragraph 11)

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18. Part A

What is the central idea of "Mapping the Invisible"?

Ⓐ Dark matter is so dark that it is invisible to the human eye.

Ⓑ Scientists have determined how to locate areas of dark matter.

Ⓒ Maps are usually made to show where places are and how to get there.

Ⓓ Scientists can see dark matter by looking through powerful telescopes.

Part B

Which **two** sentences from the article give details that support the answer to Part A?

Ⓐ "Most maps, however, were not made by astronomers—physicists who study stars and galaxies far, far, far away." (paragraph 1)

Ⓑ "These maps show where dark matter, giant globs of invisible stuff, lurks." (paragraph 1)

Ⓒ "This matter hides all throughout the universe, although you'll never see it no matter how hard you look." (paragraph 2)

Ⓓ "Dark matter is literally the darkest stuff imaginable." (paragraph 3)

Ⓔ "These telescopes recorded light that came from galaxies billions of light-years away." (paragraph 6)

Ⓕ "By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps." (paragraph 6)

19. Part A

How does paragraph 4 contribute to the author's explanation of how scientists study dark matter?

Ⓐ It contrasts dark matter with ordinary matter.

Ⓑ It gives examples of places where dark matter is found.

Ⓒ It compares the study of dark matter to a familiar experience.

Ⓓ It offers information about what dark matter looks like.

Part B

Which information from the article supports the answer to Part A?

Ⓐ Long strings of dark matter are found in huge clusters.

Ⓑ People cannot see wind, but they can see a windmill spinning.

Ⓒ Like dark matter, ordinary matter has gravity.

Ⓓ People can use telescopes to understand the universe.

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20. Part A

Read the sentence from paragraph 5.

> To make the new maps, astronomers trained powerful telescopes on large patches of sky to watch for distorted light arriving from distant galaxies.

According to the article, what is **distorted** light?

Ⓐ light that is barely visible

Ⓑ light that curves

Ⓒ light that is distant

Ⓓ light that shines brightly

Part B

Which phrase from the article **best** helps the reader determine the meaning of the word **distorted**?

Ⓐ ". . . by observing how the invisible stuff affects things we can see." (paragraph 4)

Ⓑ ". . . bends rays of light as they stream past . . ." (paragraph 4)

Ⓒ ". . . recorded light from stars and other celestial bodies." (paragraph 5)

Ⓓ ". . . light that came from galaxies billions of light-years away." (paragraph 6)

GO ON ▶

21. Which **three** sentences belong in a summary of "Mapping the Invisible"?

Ⓐ Scientists have been able to create maps that show where dark matter is located.

Ⓑ An atlas, globe, and street guide are types of maps.

Ⓒ Scientists cannot see dark matter, but they can see how it affects things around it.

Ⓓ People cannot see wind, but they can feel it.

Ⓔ One telescope used to study dark matter was perched on top of a Hawaiian volcano.

Ⓕ A light-year is the distance traveled by light in one year.

Ⓖ Dark matter is one of the most common materials in the universe.

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22. Part A

What is the author's primary purpose in writing "Mapping the Invisible"?

Ⓐ to explain the success some scientists are having in their work on dark matter

Ⓑ to explain why scientists believe that it is becoming easy to understand dark matter

Ⓒ to explain that scientists have been researching what they think dark matter is

Ⓓ to explain which scientists are most responsible for new discoveries about dark matter

Part B

Which sentence from the article supports the author's primary purpose for writing "Mapping the Invisible"?

Ⓐ "Scientific measurements show that the universe holds about five times as much dark matter as ordinary matter." (paragraph 3)

Ⓑ "By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps." (paragraph 6)

Ⓒ "'You can imagine that dark matter is leaving its signature on the images of very distant galaxies,' said Catherine Heymans of the University of Edinburgh in Scotland." (paragraph 8)

Ⓓ "The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so." (paragraph 11)

STOP

You have come to the end of the test.

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**

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End-of-Year Assessment
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