



NEVADA INSTRUCTIONAL MATERIALS

FOR THE
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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Grade 6

STUDENT WORKBOOK

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Introduction

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



Name: _____

Language and Reading

Grade 6

This booklet contains language and reading questions for you to work with. Your teacher may have you work on them by yourself or as part of group activities. Many of the item types represented here may be new to you. They include:

Item Type	Characteristics
Sentence revising	Rewriting sentences to correct or improve them
Traditional multiple-choice	Four answer choices, one correct answer
Non-traditional multiple-choice	Four answer choices, two correct answers
Highlighting	Locating and highlighting or underlining specific information within the passage
Simulated technology-enhanced	Intended to simulate item types that may appear in the computer-based assessment; generally in the form of a graphic organizer

In addition, there are both two-point short-answer and three-point constructed-response items. The general rubrics for two- and three-point items follow.

Two-Point Short-Answer

Score	Description
2	The response: <ul style="list-style-type: none">• Demonstrates sufficient understanding of the standard• Includes clear reference to the text• Adequately supports ideas with clearly relevant information from the text
1	The response: <ul style="list-style-type: none">• Demonstrates limited understanding of the standard• Includes some reference to the text• Supports ideas with limited information from the text
0	Response is totally incorrect or irrelevant

Three-Point Constructed-Response

Score	Description
3	The response: <ul style="list-style-type: none">• Demonstrates clear understanding of the reading• Addresses all parts of the question• Includes enough related details as support
2	The response: <ul style="list-style-type: none">• Demonstrates understanding of the reading• Addresses only part of the question• Includes some details as support• May include some details of limited quality
1	The response: <ul style="list-style-type: none">• Demonstrates limited understanding of the reading• Includes few details as support• Includes unrelated or inaccurate details
0	Response is totally incorrect or irrelevant

Directions

Your teacher will tell you which questions you should work with. There is space in this workbook for you to answer them.

You should circle the letter of the correct answer or answers for the multiple-choice questions.

Some questions will ask you to highlight or underline information in the passage.

Answer all other questions in the space provided immediately after the question.



Stand-Alone and Passage-Based Language Items

Grade 6
Student Workbook

1 Read the sentence below.

In 1778, Captain James Cook a British citizen landed on Kauai and becomes the first European explorer to visit Hawaii.

On the lines below, rewrite the sentence to correct any errors in grammar, mechanics, or style.

2 Read the sentences below.

The students were proud. The students had completed the project. The students had done it all by themselves.

On the lines below, rewrite the sentences to correct any errors in grammar, mechanics, or style.

3

Read the sentences below.

One of the official languages of Papua New Guinea is a very crazy language called Tok Pisin. It is a mix of several languages including English, German, Portuguese, and Malay and is only spoken in Papua New Guinea.

On the lines below, rewrite the sentences to correct any errors in grammar, mechanics, or style.

4

Read the sentences below.

The Hughes Aircraft Company built one of the way coolest planes ever made, the Hercules H-4, also called the “Spruce Goose.” Although it cost lots of money to be made, it was used only once.

On the lines below, rewrite the sentences to correct any errors in grammar, mechanics, or style.

Option A

If your teacher tells you to use *Option A* for the passage-based items, read this passage and answer questions 5 through 10. **If not, turn to *Option B* on page 8.**

Mary Anderson

(1) In 1903, a woman named Mary Anderson went to New York City on a trip. (2) She was riding a streetcar on a rainy winter's day when she noticed that the driver of the streetcar had a lot of trouble seeing out the window because of the rain. (3) The driver had to open the window and stick his head out to see the road, and his head must of got very wet in the rain. (4) So Mary started thinking about the problem and came up with an idea. (5) What if there were a device that drivers could control from the inside of the car to wipe away the rain, so that they could see the road?

(6) Mary then made plans for such a device. (7) The device had a lever inside the car—controlled by the driver—that caused an arm with a rubber blade to move across the windshield and back again, clearing away the rain, leaves, and snow.

(8) The next step for Mary was to get a patent because if Mary had a patent, no one could steal her idea and make money off of her idea. (9) Apparently, there were other devices like Mary's, but Mary's worked and the other ones didn't. (10) Unfortunately for Mary, no one wanted her invention. (11) For one thing, not a lot of people could drive a car back then. (12) And because her idea was brand new, people laughed at it because they thought the wiper would make it difficult to see the road. (13) Nevertheless, she tried to sell the idea to a company in Canada, but he didn't think anyone needed windshield wipers.

(14) Mary's idea was forgotten about, but as people drove more and more, they realized they could really use them. (15) By the 1950s, all cars came with windshield wipers.

(16) Mary died in 1953, so she lived long enough to see her invention everywhere. (17) Anyone who drives a car owes their thanks to Mary Anderson.

5 Which is the correct way to punctuate sentence 7?

- A The device had a lever inside the car controlled by the driver, that caused an arm with a rubber blade to move across the windshield and back again, clearing away the rain, leaves, and snow.
- B The device had a lever inside the car—controlled by the driver—that caused an arm, with a rubber blade, to move across the windshield, and back again, clearing away the rain, leaves and snow.
- C The device had a lever inside the car—controlled by the driver, that caused an arm with a rubber blade to move across the windshield, and back again, clearing away the rain, leaves, and snow.
- D Leave as is.

6 Which is the **best** revision of sentence 8?

- A The next step for Mary was to get a patent so no one could steal her idea and make money from it.
- B The next step was for Mary to get a patent. With a patent, nobody could steal Mary's idea and make some money.
- C The next step for her was to get a patent to stop people who wanted to from stealing her idea and making money off of it.
- D The next step for Mary was to get a patent so if anybody stole the idea, the person who stole the idea couldn't make any money from it.

7 Which sentence contains an error in grammar, usage, or mechanics?

- A sentence 1
- B sentence 3
- C sentence 5
- D sentence 9

8 Which is the **best** way to write the underlined part of sentence 13?

- A but it didn't think anyone needed them.
- B but it didn't think anyone needed windshield wipers.
- C but he or she didn't think anyone needed windshield wipers.
- D Leave as is.

9 Which is the **best** way to write the underlined part of sentence 14?

- A they realized they could really use windshield wipers.
- B the people realized they could really use them.
- C they realized they could really use it.
- D Leave as is.

10 Which sentence uses a pronoun incorrectly?

- A sentence 10
- B sentence 12
- C sentence 16
- D sentence 17

Option B

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

Mary Anderson

In 1903, a woman named Mary Anderson went to New York City on a trip. She was riding a streetcar on a rainy winter's day when she noticed that the driver of the streetcar had a lot of trouble seeing out the window because of the rain. The driver had to open the window and stick his head out to see the road, and his head must of got very wet in the rain. So Mary started thinking about the problem and came up with an idea. What if there were a device that drivers could control from the inside of the car to wipe away the rain, so that they could see the road?

Mary then made plans for such a device. The device had a lever inside the car—controlled by the driver—that caused an arm with a rubber blade to move across the windshield and back again, clearing away the rain, leaves, and snow.

The next step for Mary was to get a patent because if Mary had a patent, no one could steal her idea and make money off of her idea. Apparently, there were other devices like Mary's, but Mary's worked and the other ones didn't. Unfortunately for Mary, no one wanted her invention. For one thing, not a lot of people could drive a car back then. And because her idea was brand new, people laughed at it because they thought the wiper would make it difficult to see the road. Nevertheless, she tried to sell the idea to a company in Canada, but he didn't think anyone needed windshield wipers.

Mary's idea was forgotten about, but as people drove more and more, they realized they could really use them. By the 1950s, all cars came with windshield wipers.

Mary died in 1953, so she lived long enough to see her invention everywhere. Anyone who drives a car owes their thanks to Mary Anderson.

Option A

If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 11 through 16. If not, turn to Option B on page 12.

Pitcairn

(1) Pitcairn Island is one of the most remote inhabited places on Earth. (2) It lies in the Pacific Ocean, between New Zealand and Peru. (3) To get there from the U.S., one has to fly about nine hours from Los Angeles to Tahiti, and then you fly another four hours from Tahiti to the Gambiers in French Polynesia. (4) After that, you take a 330-mile sea voyage because there is no place for a plane to land on Pitcairn. (5) That's one reason why only 47 people live there now.

(6) No one knows for sure who first lived on Pitcairn. (7) However, in 1790, nine mutineers, from the H.M.S. *Bounty*, led by Fletcher Christian, landed there, with six Polynesian men and twelve Tahitian women. (8) The mutineers had been looking for a place to hide because the British Navy was looking for them. (9) The mutineers noticed that no one was living on the island, and Christian thought that they must have moved away or died. (10) Then Christian and his crew burned and sank their ship. (11) That way, the British couldn't find them.

(12) The British did land on the island later, but by then all but one mutineer had died. (13) Pitcairn then became a British colony. (14) Its population grew steadily. (15) By 1856 almost 200 people lived there. (16) That was too many people for a small island, so they all moved almost 3,500 miles to Norfolk Island, which was seven times as large as Pitcairn. (17) Most of the people stayed on Norfolk, but eventually, some of them moved back to Pitcairn.

(18) Even though Pitcairn is so remote, the people have many indispensable items—like TVs, DVD players, and toasters. (19) The island also has wi-fi, so someone can check their email and surf the Internet. (20) Pitcairn may be far away, but its people can still stay informed about what is happening in the rest of the world.

11

Which is the **best** way to revise sentence 3?

- A To get there from the U.S., you have to fly about nine hours from Los Angeles to Tahiti, and then another four hours from Tahiti to the Gambiers in French Polynesia.
- B To get there from the U.S., everyone flies about nine hours from Los Angeles to Tahiti, and then they fly another four hours from Tahiti to the Gambiers in French Polynesia.
- C To get there from the U.S., people fly about nine hours from Los Angeles to Tahiti, and then they have got to fly another four hours from Tahiti to the Gambiers in French Polynesia.
- D To get there from the U.S., you have got to fly about nine hours from Los Angeles to Tahiti, and then everyone has to fly another four hours from Tahiti to the Gambiers in French Polynesia.

12

Which is the **best** revision of sentence 7?

- A However in 1790, nine mutineers from the H.M.S. *Bounty* led by Fletcher Christian landed there, with six Polynesian men, and twelve Tahitian women.
- B However, in 1790 nine mutineers, from the H.M.S. *Bounty*, led by Fletcher Christian, landed there, with six Polynesian men and twelve Tahitian women.
- C However, in 1790, nine mutineers from the H.M.S. *Bounty*, led by Fletcher Christian, landed there with six Polynesian men and twelve Tahitian women.
- D Leave as is.

13

Which underlined word in sentence 9 should be replaced?

- A one
- B was
- C they
- D have

- 14** Which is the **best** way to revise sentences 13 through 15?
- A Pitcairn became a British colony and its population grew. Almost 200 people were there in 1856.
 - B Pitcairn then became a British colony. Its population grew steadily and, by 1856, almost 200 people lived there.
 - C Pitcairn became a British colony and its population grew steadily so there were almost 200 people there in 1856.
 - D Pitcairn then became a British colony, and in 1856, because Pitcairn's population grew, almost 200 people were living in Pitcairn.

- 15** What is the correct spelling of the underlined word in sentence 17?
- A eventualey
 - B eventually
 - C eventuely
 - D Leave as is.

- 16** Which sentence contains an error in grammar, usage, or mechanics?
- A sentence 1
 - B sentence 5
 - C sentence 12
 - D sentence 19

Option B

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

Pitcairn

Pitcairn Island is one of the most remote inhabited places on Earth. It lies in the Pacific Ocean, between New Zealand and Peru. To get there from the U.S., one has to fly about nine hours from Los Angeles to Tahiti, and then you fly another four hours from Tahiti to the Gambiers in French Polynesia. After that, you take a 330-mile sea voyage because there is no place for a plane to land on Pitcairn. That's one reason why only 47 people live there now.

No one knows for sure who first lived on Pitcairn. However, in 1790, nine mutineers, from the H.M.S. *Bounty*, led by Fletcher Christian, landed there, with six Polynesian men and twelve Tahitian women. The mutineers had been looking for a place to hide because the British Navy was looking for them. The mutineers noticed that no one was living on the island, and Christian thought that they must have moved away or died. Then Christian and his crew burned and sank their ship. That way, the British couldn't find them.

The British did land on the island later, but by then all but one mutineer had died. Pitcairn then became a British colony. Its population grew steadily. By 1856 almost 200 people lived there. That was too many people for a small island, so they all moved almost 3,500 miles to Norfolk Island, which was seven times as large as Pitcairn. Most of the people stayed on Norfolk, but eventually, some of them moved back to Pitcairn.

Even though Pitcairn is so remote, the people have many indispensable items—like TVs, DVD players, and toasters. The island also has wi-fi, so someone can check their email and surf the Internet. Pitcairn may be far away, but its people can still stay informed about what is happening in the rest of the world.

STOP



Literary Passage-Based Reading Items

Grade 6
Student Workbook

This passage is from a novel about Anjali, a Trinidadian-American girl who works in her parents' restaurant with her grandmother, Deema. Read the passage. Then answer questions 17 through 24.

An Excerpt from *Stir It Up!*

by Ramin Ganeshram

- 1 My heart pounds as I race around the kitchen with Deema, filling orders, trying not to get behind. It's a race that only we can win.

"Start the *pholouries!*" my father yells.

We are a jumble of bees—buzzing, bumping into each other, building something sweet and solid. Our tiny kitchen is our hive, and I feel like the busiest bee of all, working every bit of my wings to stay with the other workers—Deema and my dad. The air is thick with the smell of the different curries simmering on the stove. These spices are Deema's perfume. Her clothing and hair and even her skin are always rich with the sweet aroma. On me, the curries take on a thick mix of sweat and baby lotion and my favorite mango shampoo. It doesn't matter that Deema bleaches our aprons and my T-shirts in the laundry. I give my collar a sniff. Sure enough, I'm a walking curry cabinet.

The steam in our kitchen brings heat and wet to my face. There's a sheen on my forehead and cheeks and arms. My throat is like sandpaper, but who has time for even a gulp of water with my dad at the cash register, yelling back, "Hurry, Anjali! Customers not wanting to wait!"

- 5 Deema's hot, too, but she keeps moving. With the tail of her apron she pats the moisture from her neck each time she approaches the stove. I run my knuckles over my forehead.

I drop the *pholouries* into the fryer basket, jumping back when oil splashes and burns me with its hot droplets. The balls of dough bubble in the oil, and I pull them out as they turn light golden brown.

"*Pholouries* ready!" I yell.

I manage to gulp a sip of water. Even though it's tepid, the wet meets my throat and brings the promise of relief to my insides. My stomach is grateful for the water, but it calls to me with a sharp *grrruurrrahhhh*. I'm reminded that cooks don't stop to eat while preparing, even though I'm hungry enough to down every bit of dough in the middle of this busy hive. But if I stop, even for a moment, I won't be able to keep up.

"Quick, Anjali!" calls Deema. "Get more *pholourie* dough from the refrigerator."

- 10 The water in my belly sloshes and mixes with the *grrruurrrahhhh* as I reach into the fridge to pull out a tray of ground lentils and spices with both my arms. The push of cold coming from the fridge is a relief as it quick-dries my sweaty face.

Deema is holding a knife, thumb securely on its handle—chop-chopping so fast, in a blur. She considers me for a moment. "Don't just stand there—get those *pholouries* in the oil, girl, and while they are frying get another knife."

I follow and start in on an onion, slow at first. It doesn't take long for the onion sting to meet my eyes and force tears. I wipe my eyes with the bottom of the apron and focus. I chop steadily until I am moving almost as fast as Deema, who taught me how to use a knife back when I was eight by embracing me from the back to help me chop-chop. I smile as I remember being enfolded in her arms, hard muscle from years of work within soft skin, hugging me, taming back the onion sting. Together, we chop, and the smell of her curry perfume mixes with my own curry and shampoo. The knives and our hands move like twins, working fast to turn the onion into a mound of tiny white spicy pieces. "Good work," Deema encourages.

I take up a new knife, a smaller one. "I have an idea," I tell Deema. "One that doesn't involve onions."

Deema nods. "Okay, but easy does it."

- 15 I dash over to a tray of freshly fried bakes sitting by the stove, waiting to be wrapped up with an order of salted spiced codfish or mashed pumpkin. I slit the side of each small savory bread open, working as fast as I can so the steam that puffs out of them doesn't burn my fingers. I smooth pink guava jam over the bottom of each one, then close up the sandwich. To finish, I sprinkle superfine sugar and cinnamon on top of each. The bakes are still hot as I work. I lick my fingers to coax back the steam burns. The sugar and cinnamon melt nicely when they hit each fritter's surface. I smile at the warm smell of the cinnamon, though my stomach is still making its noise.

I put one of my creations on a small plate and bring it over to Deema, who looks at it, then at me, and smiles. She holds a metal bowl under the table and uses her hand to scoop the chopped onions inside. She sets aside the bowl and wipes her hand, picking up my creation with two fingers so it doesn't get oniony. Finally, Deema takes a bite of my invention. She closes her eyes as she chews and considers the flavors.

"Anjali, this is lovely!"

Deema knows good cooking when she tastes it. But we have little time to enjoy my creativity.

Up front in the restaurant, my father is taking more orders. The place is getting packed. "Anjali, come!" he calls. "I need help wrapping the rotis."

- 20 I untie my oil-splattered apron, grab a new one from the cubby near the register, and put it on. Customers don't want to see me dirty while I wrap up their food.

This is a typical sort of evening for my family. Me, Dad, Deema, sometimes my mom, and usually never my brother, Anand, take turns working in our roti shop, Island Spice, in Richmond Hill, Queens, where we live along with a million other Trinidadians and Guyanese families. On a busy night like this, it feels like every one of them comes through our shop.

It's hard work, but I love it better than anything because I get to try out my own culinary experiments whenever I want. I guess you could say that cooking is my hobby. Well, at least that's what my parents and teachers call it. But *hobby* is a lame word. For me, food is my soul's work. My dream is to be the youngest Food Network chef by the time I'm fifteen. That means I have two years to make it happen. I want to have my own show about Caribbean food. No one has done that yet. I'll be the first. There's a lot more to Caribbean cooking than jerk chicken. In Trinidad, we've got more kinds of food than anyone could imagine. Our main specialty is curry, and I'm ready to show that to all my viewers once I get the TV spotlight.

I've even got the name of my show all worked out: *Cooking with Anjali Krishnan*, or *The Curry Kitchen with Anjali Krishnan*.

But for now my only show is *showing up* for my family in this beehive of a shop.

“An Excerpt from *Stir It Up!*” by Ramin Geneshram. Copyright © 2011 by Ramin Geneshram. Reprinted by permission of Scholastic Inc.

17

Explain how Anjali’s description of learning to use a knife is important to the passage. Use details from the passage to support your response. Write your response on the lines below.

A large rectangular box containing 25 horizontal lines for writing a response.

18 What does Anjali’s creation with the baked bread reveal about her? Select **two** answers.

- A Anjali enjoys trying new ways of doing things.
- B Anjali has much experience working in a kitchen.
- C Anjali likes surprising customers at the restaurant.
- D Anjali would rather prepare sweet food than spicy food.

19 Which word in paragraph 22 helps the reader to know the meaning of the word culinary?

- A work
- B cooking
- C hobby
- D dream

20 Explain how Anjali responds when people say that cooking is her “hobby.” Write your response on the lines below.

21

In the passage, the author uses language to appeal to the five senses: sight, smell, sound, touch, and taste. Underline or highlight a sentence or phrase from the passage that appeals to **each** one of the five senses. Be sure to label each sentence you select with the appropriate sense.

22

Read the list of quotations from the passage. In the table below, write the number for the quotation or quotations that **most** clearly reveal each trait. If a quotation does not apply, write that number in the “Does Not Apply” column.

Anjali’s Father	Deema	Anjali	Does Not Apply
business-minded	highly skilled	very ambitious	

1. “Hurry, Anjali! Customers not wanting to wait!”
2. “*Pholouries* ready!’ I yell.”
3. “Deema is holding a knife, thumb securely on its handle— chop-chopping so fast, in a blur.”
4. “The knives and our hands move like twins, working fast to turn the onion into a mound of tiny white spicy pieces.”
5. “Deema nods. ‘Okay, but easy does it.’”
6. “I untie my oil-splattered apron, grab a new one from the cubby near the register, and put it on.”
7. “I want to have my own show about Caribbean food.”
8. “But for now my only show is *showing up* for my family in this beehive of a shop.”

23

Which theme is **best** reflected by Anjali's actions in the passage?

- A Kind words create confidence and respect.
- B Food tastes better when it is made with love.
- C People must make sacrifices to help their families.
- D People need to work hard to achieve their dreams.

24

Explain how the author develops Anjali's point of view in the passage. Write your response on the lines below.

A school assignment leads the narrator of this passage to make some unexpected discoveries. Read the passage. Then answer questions 25 through 32.

The Garden of Ethelbert Furlong

I

1 Dear Diary,

The assignment to interview a member of our community is due next week. I finally chose my subject. He lives three houses down from me. Dad told me his name, but I can't remember it. It's something strange. Dad said he was a gardener or something. He's really old.

We are allowed to choose the medium for our interviews (written, audio, or video), and I've decided to do mine as written. I doubt there will be anything good to video.

II

Dear Diary,

5 Today I met my subject. His name is Ethelbert Furlong. He is 93 years old. Mr. Furlong used to be a "landscape architect," which is someone who designs gardens and public parks. I never even thought about someone designing a garden.

Mr. Furlong told me that he designed Rosedale Park downtown. I love that park! We've been going to the Spring Festival there for as long as I can remember. The roses are all divided into neat rows based on color and species. The grass in the park is so neat it looks like a spotless green carpet. And the hedges look like they were trimmed using a protractor.

I'm going back for my second interview tomorrow. Mr. Furlong said that he would show me his own backyard garden. I'll bet it's amazing! Maybe I'll do a video interview instead.

III

Dear Diary,

Mr. Furlong wasn't home when I got there. Instead, I found a note on his front door that said he was going to be a little late and to make myself at home in his garden.

10 When I opened the back gate, I was shocked—and not in a good way. The garden was a mess. I expected it to look like a miniature Rosedale Park, but it was more like the Amazon jungle. The grass, bushes, and trees were so overgrown that I half expected to see an orangutan swinging from the branches. I actually felt embarrassed for Mr. Furlong, so I decided to leave before he got home.

I didn't shoot any video. Maybe a written interview would be best.

IV

Dear Diary,

Mr. Furlong called this morning to say that he was sorry he missed me. We rescheduled for this afternoon after school. What am I going to say to him? He's this famous landscape architect. Telling him that his garden looks like the forest primeval would destroy him.

I guess I'll just have to pretend I like it.



V

15 **An Interview with My Neighbor: Ethelbert Furlong**

Me: So, Mr. Furlong, please tell me about your garden.

Ethelbert Furlong: It's a mess, isn't it?

Me: It's not so bad. I mean, it's not really what I expected.

EF: You expected Rosedale, didn't you?

20 **Me:** Well, yeah. I guess I thought that, since this is where you live, you'd have a garden even more amazing than the ones you designed professionally.

EF: It used to be like that. At one time it was even more orderly than Rosedale. If you look closely, you can glimpse an outline of how it once was.

Me: What happened to it?

EF: Well, I've spent my whole professional life designing nature. I was never satisfied with a plain old hedge. I always had to place and shape them in such a way that satisfied me. And what satisfied me was order—everything in neat rows, everything trimmed just so.

Then one morning I woke up and looked out my window at my garden and I thought, "This isn't nature. Nature is not ordered by color and species. Nature is not clipped and pruned and mowed. Nature is wild and messy and uneven." So I decided to just let it grow.

25 **Me:** Do you like it better now?

EF: I do. Don't get me wrong—there is still a small part of me that wants to pick up some pruning shears and have at it. But if I did, look at everything I would miss out on. Take, for instance, this dandelion. In my former profession, the dandelion was the enemy. It has this huge ball on top that is irresistible to kids. They pick it, then blow on it, and the seeds fly off, spreading everywhere. I used to cringe whenever I saw a kid do that because it meant hundreds more dandelions would be springing up everywhere. I *hated* dandelions.

But after my decision to let the garden grow, I looked closely for the first time at a dandelion. What I discovered was nothing short of amazing. The perfectly round geometry of it satisfies that old part of me that wants order. It is also an ingenious way of multiplying—miniature seed parachutes that ride the wind in order to maximize their chances of survival. Brilliant! And beyond all that, it's just good fun! Watch this.

See that? Like snow in summer! Wonderful! The dandelion is just one of the things that I never would have tolerated, much less enjoyed, before. Now, I stand in awe of them.

Me: Your garden isn't what I expected, but it is filled with beauty. I wish I had brought my video camera. Thank you, Mr. Furlong.

30 **EF:** The pleasure has been all mine.

"The Garden of Ethelbert Furlong" © WestEd.

25

How does the first meeting between the narrator and Mr. Furlong affect the plot of the passage? Select **two** answers.

- A It creates a change in the attitude of the narrator.
- B It develops a connection between the two main characters.
- C It reveals details about the setting where the action occurs.
- D It introduces the central problem that the narrator must solve.

26

Read the sentence below from the passage.

I guess I'll just have to pretend I like it.

Explain what this sentence reveals about the narrator. Write your response on the lines below.

27

Why does Mr. Furlong's garden look different than Rosedale Park?

- A Mr. Furlong realized he was unable to control nature.
- B Mr. Furlong wanted to celebrate nature in its true form.
- C Mr. Furlong became interested in growing different plants.
- D Mr. Furlong came to fully regret his old ideas about plants.

28

Based on paragraph 27, what does the word ingenious mean?

- A slow
- B clever
- C beautiful
- D organized

29

Underline or highlight **two** sentences in the passage that show how the narrator feels at first about interviewing Mr. Furlong.

30

The author uses colorful and descriptive language in the passage. Select words and phrases from the boxes and use them to complete the table. Not all words and phrases will be used.

Literary Device
personification
exaggeration
comparison
repetition

Meaning of Sentence
The garden is growing freely.
The garden is a pleasant place.
The garden is hard to find.
The garden is carefully maintained.

Sentence from Passage	Literary Device	Meaning of Sentence
“And the hedges look like they were trimmed using a protractor.”		
“The grass, bushes, and trees were so overgrown that I half expected to see an orangutan swinging from the branches.”		

31

Explain an important lesson that the narrator learns in the passage. Write your response on the lines below.

32

Explain how the author’s use of two different text structures in the passage helps readers better understand the characters. Use details from the passage to support your response. Write your response on the lines below.

Lined writing area with 25 horizontal lines.

STOP



Literary Pairing Passage-Based Reading Items

Grade 6
Student Workbook

Different literary genres can address the same topic or theme. Read the following poem and passage about Native American and Korean grandfathers and grandsons. Then answer questions 33 through 41.

Grandfather

by Scott Plain Bull

1 Grandfather guides the car.
Like a roller-coaster, the car is
one with the road. He lets it roll.
Our minds are outside of us,
5 dancing around us. We are
still, but everything rushes
behind us.

The wrinkles around his eyes
pull together when
10 he looks ahead, the road grows
narrow, soon he will come
to the end of it. Beyond that
the horizon glows blue until
it sparkles. Grandfather knows
15 soon he will become one
of the stars.

Back when the gray on his hair
was black and the canyons
on his face were gone, he
20 guided a horse, he and his
horse were one, his pride
and his courage are still lit
like a candle,
still today.

My Korean Name

by Leonard Chang

- 1 My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the attic so that he had his own room.

He wore traditional Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish snacks that smelled up everything. He coughed a lot.

My grandfather spoke only Korean, so I never understood what he was saying. He scared me. I had never seen anyone so old so close.

“Take this tea up to your *halabogee*,” my mother told me soon after he had moved in.

- 5 “I don’t want to,” I said.

“He’s your grandfather,” she scolded. “Be nice to him.”

I brought up the steaming cup of tea, hearing him cough once, twice, and again. I peeked around the corner and said, “Here’s your tea.” He looked up at me, chewing his dried fish snack, and smiled.

He began speaking Korean to me, but I didn’t understand him. He waved me over and continued talking.

“What? What? I don’t understand Korean,” I said. “I never learned.”

- 10 “*Aigoo*,” he said, which was like “Oh my!” in Korean. My mother said that word to me all the time. He waved his finger at me and said, “Korean important. Yes?”

“I guess so,” I said, surprised. So he *did* speak a little English.

He smiled and nodded and sipped his tea loudly. He began speaking to me in Korean again. He talked for a long time, and I didn’t understand a single word. I said, “Grandpa, I *told* you I can’t understand you!”

But he just smiled and nodded and kept on talking. After a while, I just listened. I liked the sound of his raspy voice filling the warm attic.

My mother gave my grandfather a colorful shiny hand fan that he used to keep himself cool during the hot afternoons.

- 15 My father gave him a small transistor radio, which my grandfather listened to late at night, tuned to the Korean Gospel station.

My mother also gave him a goat-hair brush, rice paper, an ink stick, and an inkstone to practice his calligraphy, a special kind of writing.

One day I was watching him draw lines on the paper. He looked up and said, “You.” I was surprised. Another English word.



“Me,” I said.

He smiled, his face wrinkling.

20 “You,” he said again. “Won Chul.”

“Me,” I said. “Won Chul is my middle name.”

He nodded and dipped his brush in the inkstone, shaking off some of the extra ink. “You,” he said. “Won Chul.”

“I know my middle name,” I said, getting annoyed.

He talked to me in Korean again for a long time, then motioned for me to come closer.

25 I walked to him. He smelled like mothballs and fish.

He drew some stick figures overlapping each other, swirling his brush easily, quickly. “Won,” he said, pointing.

He drew another figure, this time going slowly. The brush made a *swish* sound on the thin rice paper. He pointed to this second figure and said, “Chul.” Bringing me nearer so that I could study the picture, he said, “Won Chul. You.”

“That’s my name?”

He nodded. “Won Chul.”

30 “That looks neat,” I said.

He pushed it toward me.

“For me?” I asked.

“For Won Chul,” he said.

My mother later told me that this was *hanja*, a special Korean way of writing using the Chinese alphabet. This was the *hanja* version of my Korean name. She said, “Your grandfather was once a famous artist. All the people in his town wanted him to draw their names.”

35 “Wow,” I said, holding the rice paper carefully.

“You know what your name means, don’t you?” she said. “It means ‘Wise One.’ Do you remember?”

“I remember,” I said. I held up my Korean name to the light, the paper so thin it glowed.

“Grandfather” by Scott Plain Bull. From *Native Peoples Magazine*, Winter 1995 issue. Copyright © 1995 by Scott Plain Bull. Reprinted by permission of Native Peoples Magazine. “My Korean Name” by Leonard Chang. From *Highlights for Children*, August 1999 issue. Copyright © 1999 by Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc.

33

Read the lines below from “Grandfather.”

**Our minds are outside of us,
dancing around us.**

What does the figurative language used in the lines suggest that the speaker and Grandfather are doing?

- A feeling confused
- B listening to music
- C talking to each other
- D enjoying the moment

34

Read the lines below from “Grandfather.”

**his pride
and his courage are still lit
like a candle,
still today.**

Explain what the lines show about Grandfather. Write your response on the lines below.

35 Underline or highlight the sentence in “My Korean Name” that most helps the reader determine the meaning of the word *halabogee*.

36 One major event in “My Korean Name” is when the narrator watches his grandfather draw with a brush. Which sentences **best** explain why this event is important to the plot of the passage? Select **two** answers.

- A It helps the narrator learn something new about his grandfather.
- B It changes the relationship between the narrator and his grandfather.
- C It suggests that the narrator will pursue the same craft as his grandfather.
- D It describes a favorite activity shared by the narrator and his grandfather.

37

Read the sentence below from “My Korean Name.”

I held up my Korean name to the light, the paper so thin it glowed.

Explain what the author’s word choice in the sentence shows about the narrator. Use details from the passage to support your response. Write your response on the lines below.

Lined writing area for student response.

A large rectangular area containing 25 horizontal lines for writing.

38

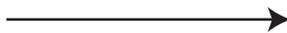
How does the narrator of “My Korean Name” change from the beginning of the passage to the end of the passage? Select details from the box and use them to fill in the graphic organizer.

says he does not want to take the tea to his grandfather
watches what his grandfather is doing
thankful
nervous
says the painting looks neat
surprised
tells his grandfather he does not understand him
uncomfortable

How the narrator feels:

How the narrator feels:

Beginning of the passage



End of the passage

How the narrator acts:

How the narrator acts:

39

Which sentence **best** explains how the grandfathers in the poem and the passage are similar?

- A They like to create works of art.
- B They used to live a different way.
- C They enjoy traveling to new places.
- D They are the leaders of their families.

40

Explain how the points of view used in “Grandfather” and “My Korean Name” affect how the information in the texts is shared with the reader. Write your response on the lines below.

41

Explain a theme that is developed in both “Grandfather” and “My Korean Name.” Use details from the poem and the passage to support your response. Write your response on the lines below.



Informational Passage-Based Reading Items

Grade 6
Student Workbook

A “double” is something that stands in for something else. But what could stand in for a dinosaur? This passage explains. Read the passage. Then answer questions 42 through 49.

Building a Dinosaur Double

by Suzanne McIntire

***Camptosaurus* was cracking up, but it was no joke!**

In Washington, D.C., a dinosaur skeleton has retired after 100 years on the museum stage. *Camptosaurus* was a plant-eating dinosaur with short front legs and a horny beak. Its bones were discovered in Wyoming, and it was mounted in the Dinosaur Hall of the Smithsonian Institution in 1911.

During the past century, the skeleton suffered bone-cracking vibrations, mostly from the pounding feet of excited kids and their families. Changes in temperature and moisture made the bones swell and shrink, causing tiny cracks. Affectionate fans broke some of its ribs.

This damage was in addition to the harm done by the original mount makers, when people knew little about how to preserve fossils. They had drilled holes into the bones to screw them to the skeleton’s steel frame.

Visitors who knew about dinosaurs noticed other problems with the skeleton. Its tail was dragging on the floor, in an old-fashioned idea of the way dinosaurs held their bodies. Plus the toes of the front feet were pointed out, like a clown’s.

And this wasn’t just any dinosaur specimen. It was one of the earliest *Camptosaurus* skeletons to be discovered and described in detail. That makes it one of the most important examples of *Camptosaurus*.

Scientists can learn more by studying important fossils up close, not from behind exhibit railings. So it was time to pull the valuable old dinosaur safely offstage and bring out a double.

Pete Kroehler is the museum’s specialist in preparing dinosaur fossils. He began the job of making an exact copy. In the exhibit hall, he carefully unscrewed the fossil bones from the metal framework and numbered each one. “Nowadays, we use brackets to cradle bones without drilling them,” he said.

Making Bone Molds

In a laboratory downstairs, Mr. Kroehler and his volunteers created a blue silicone mold for every bone. He didn’t try to “fix” the right hipbone, which was misshapen. The hipbone may have been injured by another dinosaur, and this *Camptosaurus* probably walked with a limp.

The team made more than 200 blue molds and labeled each one with numbers or letters to prevent mistakes. Nobody wanted anklebones in a wrist or tailbones in the wrong order!

When the molds were finished, the fossils were delivered to the “collections area,” where scientists study amid dinosaur horns and thighbones and the occasional toy dinosaur. Every fossil was placed in a fiberglass “jacket” or padded drawer. Now paleontologists can examine the bones up close.

Mr. Kroehler’s team mixed plaster of Paris with water to cast the duplicate bones. They poured the plaster into the molds and let them harden.



As each cast came out of the mold, the volunteers wrote the name or number of the bone on the white plaster. Paint would cover the marks later.

A New Dinosaur Pose

Dr. Matt Carrano, the curator (or “keeper”) of dinosaurs, helped decide on the dinosaur’s pose. The tail would be held high. Which way would the head turn? How would each foot be placed? A new steel framework was welded to fit a walking posture.

“We wanted it to look lifelike, according to new ideas of how dinosaurs moved,” Mr. Kroehler said as he wired plaster toes onto a foot. “This wasn’t a lumbering beast.” And it didn’t walk with its toes pointed outward. Even with its injured hip, the newly built dinosaur looked like it might run like the Jurassic wind.

Two coats of brown paint later, the plaster look-alike was ready for the Dinosaur Hall.

How does a 17-foot-long dinosaur take the elevator upstairs? Why, it takes off its tail, of course! The tail stood upright in what looked a bit like a Christmas-tree stand. Mr. Kroehler held the skull.

One morning, before museum visitors arrived, four people lifted the three sections over the exhibit railing, and Mr. Kroehler put them together. The *Camptosaurus* display had taken three years to finish, not long for a creature that died 150 million years ago.

A Spot for the Baby

There was still a small empty spot in the display, stage left. “That’s where the juvenile will go, after we cast it,” said Mr. Kroehler.

What do you know? The museum also has a baby *Camptosaurus*, waiting behind the scenes for its own dinosaur double!

“Building a Dinosaur Double” by Suzanne McIntire. From *Highlights for Children*, November 2012 issue. Copyright © 2012 by Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc.

42 What evidence does the author use to show that the original mount makers of the *Camptosaurus* skeleton knew less about fossils and dinosaurs than people know today? Select **two** answers.

- A Cracks appeared in the bones of the skeleton.
- B The ribs of the skeleton were broken in places.
- C Holes were drilled through the bones of the skeleton.
- D The skeleton was constructed with its tail low to the ground.

43 Read the sentence below from the passage.

Pete Kroehler is the museum’s specialist in preparing dinosaur fossils.

Based on the meaning of the word “special,” what is a specialist?

- A an expert
- B a specimen
- C an alternative
- D a tourist

44 Why did museum workers remove the *Camptosaurus* skeleton from the exhibit at the Smithsonian Institution?

- A to repair damage to the skeleton
- B to replace the skeleton with a model
- C to create a baby version of the skeleton
- D to change how the skeleton was standing

45 Explain why it was necessary to write numbers or letters on the molds of the bones. Write your response on the lines below.

46

Read the statement below.

The goal of the Smithsonian team was to make the plaster dinosaur as true to life as possible.

Underline or highlight **three** sentences from the passage that support this statement.

47

Read the sentence below from the passage.

***Camptosaurus* was cracking up, but it was no joke!**

Explain the double meaning of the sentence. Write your response on the lines below.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

A large rectangular area containing 25 horizontal lines for writing.

Is baseball in Denver just the same as baseball in Miami? Not if you ask a scientist. Read the passage. Then answer questions 50 through 57.

Why Batters Hit More Home Runs in Denver

by John Perritano

- 1 Denver's Coors Field is where even mediocre hitters find the muscle to smack home runs. [One year] 212 homers were slammed in Denver, and only 142 were hammered at Pro Player Stadium in Miami.

Why the difference? Denver sits 1.6 kilometers (1 mile) above sea level. Miami has an elevation of just 3.3 meters (11 feet) above sea level. Earth's atmosphere is less dense and has fewer gas molecules at high altitudes. Therefore, the drag, or resistance to motion that an object encounters moving through the air, is less at a high altitude than at a low altitude. A fly ball that travels 122 meters (400 feet) in Miami will travel 131 meters (430 feet) in Denver.

Baseball in Denver is a good illustration of how Earth's characteristics affect sports. Altitude, wind, air temperature, and even the shape of the planet influence sports to some degree. "It kind of depends on the sport," said Robert Adair, a professor of physics at Yale University and author of *The Physics of Baseball*. "Baseball players don't think much about [science] at all." Except at Coors Field, he said, where "they talk about it all the time and worry about it a lot."

Power Pitches

Perhaps athletes elsewhere should pay more attention to the forces of science. They may win more games. Power pitchers (those who overpower batters with straight, speedy pitches) fare better at high altitudes than do breaking-ball pitchers (those who throw curveballs). At high altitudes, curveballs are 25 percent less effective than at sea level, said Adair.

- 5 Why? Curveballs "bend" because they are thrown with spin. Combined with drag, the spinning creates a force that makes the ball curve. The greater the drag, the greater the curve. Therefore, in Denver, where there is less air and less drag, curveballs break less.

Hit balls also move faster in Denver, said Adair. A hard-hit gapper, a ball that falls between outfielders, will reach the 91-meter mark (300 feet) 0.3 seconds sooner in Denver than it will at sea level. Outfielders playing at high altitudes have less time to respond to such hits.

Smart Drag Racers

Though baseball players seldom take such scientific factors into account, drag racers use science to their advantage. Some use sophisticated computer software to increase the performance of their cars.

One important factor they consider is humidity, the amount of water vapor in the atmosphere. The more water in the air, the less oxygen is available for an engine to use. Fuel burns less efficiently with less oxygen.

Many racers have mobile weather stations that collect and decipher data. Humidity, wind speed, air resistance, and temperature are studied. Pit crews use that information to adjust a car's engine.

- 10 "If we don't make the necessary changes, we'll be noncompetitive," said Austin Coil, head crew chief for the John Forst Drag Racing Team.



Earth's Bulge

If you want to get a little more distance out of your shot-put toss, make sure the competition is held in Ecuador. Ecuador, which means “equator” in Spanish, is a better place to set a shot-put record than, say, Finland, Adair said.

Earth is a geoid—it is fatter at the equator than at the poles. Countries near the equator are farther from Earth’s center of mass. So gravity, the force of attraction between Earth and objects, is less near the equator, said Adair. The same shot put will travel 4 centimeters (1.6 inches) farther in Ecuador than in Finland, said Adair.

Baked Balls

[1998] was a banner year for home-run hitters in baseball. It was also hotter and more humid than normal in the United States. The combination of high air temperature and high humidity reduces the drag on a flying baseball, according to Adair.

Objects move through hot air more easily than through cold air because the heated air molecules are farther from one another, reducing drag. On the other hand, if the air is cold, the air molecules are packed together. A baseball will not travel as far in cold air because there is more drag inhibiting the ball’s forward motion.

- 15 Humid air is less dense than dry air. Light water vapor molecules in humid air displace the heavy molecules of other air gases. So drag is reduced on objects traveling through humid air. A hit ball can fly farther on a humid day because there is less air resistance.

Fifty years ago, baseball managers knew what changes in temperature could do to the elasticity of baseballs. Baseball legend has it that some managers gave the umpires balls that were stored in an icebox when a visiting team was up at bat. Deep-freezing a baseball to -23.3 degrees C (-10 degrees F) will take 7.62 meters (25 feet) off a 114.3-meter (375-foot) fly ball, said Adair. On the other hand, heat a ball in an oven to 65.5 degrees C (150 degrees F), and the same hit will travel 122 meters (400 feet).

You don’t need a Ph.D. in science to play sports. But it doesn’t hurt.

The factors listed below can add distance to a 120-meter (394-foot) fly ball hit to center field.

Condition	Distance Added
+300 meters of altitude	+2 meters
+5.5 degrees C air temperature	+1.2 meters
+5.5 degrees C ball temperature	+1.2 meters

“Why Batters Hit More Home Runs in Denver” by John Perritano. From *Current Science*, April 1999 issue. Copyright © 1999 by The Weekly Reader Corporation. Reprinted by permission of Scholastic Inc.

50 What is the **main** purpose of the passage?

- A to persuade readers to be more interested in sports
- B to teach readers how to improve their individual performances
- C to convince readers to learn how science affects their daily lives
- D to inform readers about the ways nature affects sports performances

51 Read the sentence below from the passage.

[One year] 212 homers were slammed in Denver, and only 142 were hammered at Pro Player Stadium in Miami.

Explain why the author uses the words slammed and hammered instead of the word “hit.” Write your response on the lines below.

52 In paragraph 4, what does the word effective mean?

- A working as intended
- B challenging to perform
- C following a straight path
- D traveling at a fast speed

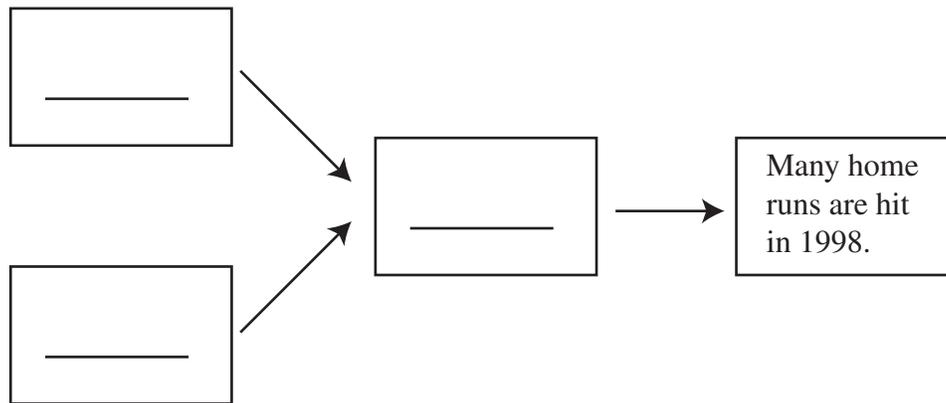
53 Which **two** sentences from the passage are supported by the information in the table?

- A “Earth’s atmosphere is less dense and has fewer gas molecules at high altitudes.”
- B “Altitude, wind, air temperature, and even the shape of the planet influence sports to some degree.”
- C “A baseball will not travel as far in cold air because there is more drag inhibiting the ball’s forward motion.”
- D “A hit ball can fly farther on a humid day because there is less air resistance.”

54

The diagram below shows why an unusual number of home runs were hit in 1998. Select the appropriate details from the box to complete the sequence of causes and effects in the diagram. Not all details will be used.

Causes and Effects of Weather on Batted Balls, 1998



high temperature	less drag on baseballs
high altitude	less gravity on baseballs
high humidity	

55

Read the statement below.

Technology can be used to improve sports performances.

Underline or highlight **two** sentences in the passage that support the statement.

56

Based on information in the passage, summarize why athletes should pay attention to the weather. Write your response on the lines below.

57

The author reveals a different attitude when writing about baseball players than when writing about drag racers. Explain the differences in the author’s attitude toward baseball players and drag racers. Use details from the passage to support your response. Write your response on the lines below.



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