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V. English Language Arts,  
Reading Comprehension, Grade 6

# Grade 6 English Language Arts

## Reading Comprehension Test

The spring 2007 grade 6 MCAS English Language Arts Reading Comprehension test was based on learning standards in the two content strands of the Massachusetts *English Language Arts Curriculum Framework* (2001) listed below. Page numbers for the learning standards appear in parentheses.

- Language (*Framework*, pages 19–26)
- Reading and Literature (*Framework*, pages 35–64)

The *English Language Arts Curriculum Framework* is available on the Department Web site at [www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html).

In *Test Item Analysis Reports* and on the Subject Area Subscore pages of the MCAS *School Reports* and *District Reports*, ELA Reading Comprehension test results are reported under two MCAS reporting categories: **Language** and **Reading and Literature**, which are identical to the two *Framework* content strands listed above.

### Test Sessions and Content Overview

The MCAS grade 6 ELA Reading Comprehension test included three separate test sessions. Each session included selected readings, followed by multiple-choice and open-response questions. Common reading passages and test items are shown on the following pages as they appeared in test booklets. Due to copyright restrictions, certain reading passages cannot be released to the public on the Web site. For further information, contact Student Assessment Services at 781-338-3625.

### Reference Materials and Tools

The use of bilingual word-to-word dictionaries was allowed for current and former limited English proficient students only, during all three ELA Reading Comprehension test sessions. No other reference materials were allowed during any ELA Reading Comprehension test session.

### Cross-Reference Information

The table at the conclusion of this chapter indicates each item's reporting category and the *Framework* general standard it assesses. The correct answers for multiple-choice questions are also displayed in the table.

# English Language Arts

## READING COMPREHENSION: SESSION 1

### DIRECTIONS

This session contains three reading selections with sixteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*Secret messages may seem like the stuff of spy novels, but “Invisible Inks” explains how you can create them in your own home! Read the selection and answer the questions that follow.*

### Invisible Inks

by Paul B. Janeczko

- 1 Just like many other code and cipher techniques and systems, the use of **invisible inks** can be traced to ancient times. There are records that the Greeks and the Romans used invisible inks that they extracted from plants and nuts. For example, Pliny the Elder, a Roman naturalist, used the “milk” of the thithymallus plant as an invisible ink. Since then, of course, invisible inks have become more sophisticated, even though they are not nearly as popular as they were during the Middle Ages and the Renaissance. Nevertheless, they have played a part in times of war.
- 2 There are two kinds of invisible inks. Some chemicals can be used as invisible inks, but they can be dangerous to use. These chemicals become invisible when they dry. Then they are “developed” with another chemical. This developing chemical is called a reagent, and could be something like iodine vapor or ammonia fumes. The other kind of invisible ink is organic, something easily obtained in nature. Believe it or not, onion juice and vinegar both make good invisible inks. These organic inks are developed by heat.
- 3 Before you start concocting your invisible inks, you need to realize that it may take a bit of experimenting before you get the ink so it works just right for you. So be patient as you work.
- 4 First of all, you will need some equipment. To write with your ink, you can use a quill (made by cutting the tip off of a feather), toothpicks, or a small brush, the kind you use for model painting or watercolors. While it takes some practice to write with a paintbrush, it does make a good “pen” for invisible ink because it will not leave indentations in the paper, a sure giveaway of your invisible secret. You might want to gather a few small jars to keep your ink in. Baby food jars or 35mm film canisters work well. As far as paper is concerned, you will want a fibrous paper,\* like school composition paper, rather than glossy paper that won’t absorb the ink. All of this equipment can be stored in your field kit.
- 5 Once you have your equipment, you can start working on your inks. Here are a few liquids that make good invisible inks.
  - apple juice
  - citrus juice (lemon, orange)
  - onion juice (it may take a few tears to mash enough onion to get some ink, but it works well)

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\* *fibrous paper* — a soft, non-shiny paper

vinegar  
sugar or honey  
salt or Epsom salts  
baking soda

- 6 As I said, you will need to experiment, particularly with the inks that require you to dissolve something in water. The juice inks may need to be diluted a bit if you can see their color on the paper.
- 7 There are other invisible inks. Cola drinks (not diet drinks because it is the sugar that makes the ink work) make good invisible inks if you can dilute them so the brown color doesn't show when you write your message. You can also use a styptic pencil, a sort of crayon that people dab on their skin to cover small nicks they get when they shave. Your mom or dad might have one that you can use.
- 8 When you write your message with one of these inks, it will become invisible when it dries. To develop the ink, you need to put some direct heat on the message. You can use a hair dryer, a small heater, an iron on a low setting, or a light bulb, about 150 watts or so. **Be careful when you use heat to develop your message.** You can get burned by any of these heat sources. If you use a light bulb or a heater, keep your message five or six inches away from the heat. Just give the heat time to work. If you iron your message, check constantly to make sure it isn't getting too hot.
- 9 Here are a couple of other invisible ink tricks:
1. You can use milk as an invisible ink. Instead of developing it with heat, rub some ashes across it and the message will appear.
  2. Have you ever noticed that when you press down very hard when you are writing with a pencil or pen, you leave indentations in the next sheet of paper? Well, that could be a sort of invisible message, although I would send the sheet that is two or three sheets beneath the one you wrote on. The indentations won't be as obvious. To "develop" such a message, rub the side of a pencil point across the message. You can also shine a light on the paper—slant the light and you should be able to see the message.
  3. A message written with starch will be invisible in daylight or electric light, but will become visible when placed under fluorescent light or ultraviolet light. Although fluorescent lights are common, you might need to see if a science teacher can help you find an ultraviolet light at school.
- 10 Once you have created your invisible inks, use them in a way that works best for you. One of the drawbacks of invisible ink is that you cannot send a lot of information because you need to find a way to hide all that information. In other words, if you are writing two pages of spy intelligence, you cannot simply send two blank pages. That will immediately draw close examination should it fall into unfriendly hands. Some spies wrote their invisible ink messages between the lines of a real letter. Others wrote the secret messages on the other side of the real letter. You could also put a dot of invisible ink over each letter in a newspaper article that, when taken in order, will spell out your message.

- 1 According to paragraph 2, which of the following is a reagent?
- A. cola drinks
  - B. onion juice
  - C. baking soda
  - D. iodine vapor
- 2 According to paragraph 2, what is the **main** advantage of using natural products to make invisible ink?
- A. Natural products may be safer than chemicals.
  - B. Natural products are easier to mix than chemicals.
  - C. Natural products dry more quickly than chemicals.
  - D. Natural products print more clearly than chemicals.
- 3 Based on paragraph 4, why is a paintbrush a good tool to use to write a message?
- A. It makes the ink dry faster.
  - B. It helps keep the message secret.
  - C. It makes the message seem like a picture.
  - D. It is easier to find than most other tools.
- 4 In paragraph 8, why is one sentence in **bold** print?
- A. It starts a new paragraph.
  - B. It is an important warning.
  - C. It defines an unfamiliar term.
  - D. It is something that a person said.

- 5 Based on paragraph 10, why should a message writer avoid sending blank pages that contain an invisible message?
- A. The blank pages will not heat well.
  - B. The blank pages will seem suspicious.
  - C. The blank pages will not show the ink.
  - D. The blank pages will be harder to send.

- 6 What are the “unfriendly hands” mentioned in paragraph 10?
- A. people who would try to send a secret message
  - B. people who would try to steal your ink formula
  - C. people who would expose your experiment to others
  - D. people who would read your message against your wishes

- 7 Read the sentence from paragraph 1 in the box below.

There are records that the Greeks and the Romans used invisible inks that they extracted from plants and nuts.

In the sentence, what does the word *extracted* **most likely** mean?

- A. ate
- B. grew
- C. colored
- D. removed

- 8 Read the sentence from paragraph 3 in the box below.

Before you start concocting your invisible inks, you need to realize that it may take a bit of experimenting before you get the ink so it works just right for you.

Based on the sentence, what is the **most likely** meaning of the word *concocting*?

- A. reading
- B. creating
- C. reviewing
- D. concealing

Question 9 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 9 in the space provided in your Student Answer Booklet.

- 9 The instructions in “Invisible Inks” might be easier to follow if the selection used headings for different sections.
- a. Break the selection into **three** sections. Using the paragraph numbers, identify where each section will begin.
  - b. Write an appropriate heading for **each** of the three sections you identified in part (a). Explain why **each** heading is appropriate.

Support your answer with important details from the selection.

*What is a boggart? Not many people know, but the Volniks—Robert and Maggie, and their children, Emily and Jessup—are about to find out that they have a boggart in their house. Read the selection to find out more about this interesting character. Then answer the questions that follow.*

from **THE**  
**BOGGART**

\* \* \*

by Susan Cooper

1 THE BOGGART began his tricks gently. Over his centuries of mischief, he had learned not to rush things. The temptation was, of course, to dive into someone's life like a puppy running rampage in a tidy room; to turn everything upside down, all at once, in a great gleeful eruption of trickery. But that was like gobbling a whole bag of candy in five minutes. In the long run, there was much more fun to be had by taking your time.

2 So in a leisurely, temperate way, he started by hiding things. Robert left his razor on the bathroom window sill as usual after his morning shave, came back next morning and reached for it sleepily—and found it gone. He turned the whole bathroom upside down in a furious unsuccessful search, and only when he was frustrated, cross and late for an appointment did Maggie come across the razor quite by accident in the bedroom.

3 *Where did you find it?*

4 *On your bedside table.*

5 *What on earth was it doing there?*

6 *I guess you put it there, honey. . . .*

7 And the Boggart sat there listening, smiling. He would not play another trick on Robert until he had similarly removed Emily's algebra book from her bedroom desk to the kitchen vegetable rack, Maggie's favorite hat from the hallway coatrack to the upstairs linen cupboard, and Jessup's hockey stick to the basement laundry room. And in a careful patterning these tricks would be interspersed with others.

8 For instance, the Boggart enjoyed moving a chair or a lamp two feet away from its customary<sup>1</sup> place, so that it had to be moved back, usually by Robert, with muttered threats against the life of the once-a-week cleaning lady. If Emily tidied a bedroom drawer, the Boggart jumbled things up again. When Jessup organized all the books on his shelves alphabetically, by subject and author, the Boggart moved them into a different order overnight—using what he felt was an artistic pattern, with all the vowels lumped together in the middle of the alphabet. And when Maggie filled the sugar bowl with sugar one day, she found next morning that it was full of salt. The discovery was rather noisy, since Robert had just put a heaping spoonful into his breakfast coffee, stirred it briskly and taken a large gulp.

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<sup>1</sup> *customary* — usual

9 The family reacted to all this in a satisfyingly predictable manner. At first each of them blamed himself or herself, for absent-mindedness. *How could I have been dumb enough to leave that there?* they would think, helplessly. But after a while they began privately to suspect that the absentmindedness belonged to someone else. *It was Maggie who moved my razor, but she's forgotten.* Slowly this became a mutual irritation, and as the Boggart's tricks became progressively more obvious, it grew into a conviction, in everyone's separate mind, that some other member of the family was deliberately playing practical jokes.

10 *Em, I wish you'd stop changing the books on my shelves. It's not funny.*

11 *I haven't touched your books.*

12 *You must have—who else would do it?*

13 The Boggart hugged himself as he listened to the spurts and flares of impatience. This was the first part of the game, the prelude. This beginning time was his private pleasure, the time in which only he knew what was really happening. Very soon they would all move to the next: to the moment when he would push them over the edge, into the delicious discovery of the real inventor of all the tricks and jokes. After that there would come a different pleasure; they would realize that they had a boggart in the house, and live with him according to the time-honored rules. He would keep them from becoming bored; they would, on the whole, enjoy him. And he would be part of the family, like a quirky<sup>2</sup> but valued relative.

...

14 So the Boggart looked ahead in happy anticipation, not knowing that he was living now in a world which no longer believed in boggarts, a world which had driven out the Old Things and buried the Wild Magic deep under layers of reason and time.

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<sup>2</sup> *quirky* — strange, unusual

- 10 What does paragraph 1 **mostly** suggest about the Boggart?
- A. He has stolen candy as part of his tricks.
  - B. He has developed a method for his trickery.
  - C. He likes to play tricks quickly and then leave.
  - D. He likes to blame family pets for his trickery.
- 11 What do paragraphs 3–7 suggest?
- A. The family often argues about the Boggart.
  - B. The family is unaware that the Boggart is with them.
  - C. The Boggart enjoys bringing happiness to the family.
  - D. The Boggart helps the family when items are missing.
- 12 In paragraph 9, what does the phrase “mutual irritation” show about how the family members react to the Boggart’s tricks?
- A. They have become suspicious of each other.
  - B. They pretend that the tricks will stop happening.
  - C. They feel that the Boggart is becoming too dangerous.
  - D. They have become determined to get rid of the Boggart.
- 13 What does the Boggart’s reaction in paragraph 13 indicate about his mood?
- A. He is planning to move out of the house.
  - B. He is looking forward to what will occur next.
  - C. He is beginning to regret that he upset the family.
  - D. He is hoping to find someone to help him with his work.

*T. S. Eliot's poem "The Old Gumbie Cat" describes a side of cats with which you may be familiar. But wait—there is more than meets the eye! Read the poem and answer the questions that follow.*

## THE OLD GUMBIE CAT

Students read a selection titled "The Old Gumbie Cat" and then answered questions 14 through 18 that follow on pages 121 and 122 of this document.

Due to copyright restrictions, the selection cannot be released to the public over the Internet. For more information, see the copyright citation below.

"The Old Gumbie Cat" from OLD POSSUM'S BOOK OF PRACTICAL CATS, copyright 1939 by T.S. Eliot and renewed 1967 by Esme Valerie Eliot, reprinted by permission of Harcourt, Inc. Illustration from OLD POSSUM'S BOOK OF PRACTICAL CATS by T. S. Eliot, copyright © 1982 by Edward Gorey, reproduced by permission of Harcourt, Inc.

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- 14 What do lines 1–6 suggest about the cat during the day?
- A. She is lazy.
  - B. She is angry.
  - C. She is lonely.
  - D. She is annoyed.
- 15 In lines 7–14, how does the cat attempt to improve the manners of the mice?
- A. by keeping them busy
  - B. by chasing them around
  - C. by giving them a lecture
  - D. by teaching them to cook
- 16 Based on the poem, what is the cat's work?
- A. to sleep away hours in the sun
  - B. to create an organized household
  - C. to surprise the humans in the house
  - D. to make friends with other creatures
- 17 In the poem, which word **best** describes the speaker's attitude toward the cat?
- A. amused
  - B. hopeful
  - C. resentful
  - D. confused

**Question 18 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 18 in the space provided in your Student Answer Booklet.**

- 18** Based on the poem, explain how the cat is different at night from how she is during the day. Support your answer with important details from the poem.

# English Language Arts

## READING COMPREHENSION: SESSION 2

### DIRECTIONS

This session contains one reading selection with eight multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*Meg, Jo, Beth, and Amy March are well-known sisters from Louisa May Alcott's classic tale Little Women. They live in New England at the time of the Civil War with their mother, whom they call "Marmee." In this selection, Jo abandons Amy to go skating with her best friend, Laurence, or "Laurie." Their trip to the river meets with frightening results. Read the selection and answer the questions that follow.*

from **Little  
Women**

by Louisa May Alcott

Students read a selection titled *Little Women* and then answered questions 19 through 27 that follow on pages 125 and 126 of this document.

Due to copyright restrictions, the selection cannot be released to the public over the Internet. For more information, see the copyright citation below.

Reprinted with the permission of Aladdin Paperbacks, an imprint of Simon & Schuster Children's Publishing Division from LITTLE WOMEN by Louisa May Alcott.  
Copyright © 1994 by Columbia Pictures Industries, Inc.

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- 19 Based on the selection, what **most likely** occurred before Jo met Laurie to go skating?
- A. She had a quarrel with Amy.
  - B. She told Amy where to find them.
  - C. She tested the ice to see if it was safe.
  - D. She invited her family to go with them.
- 20 What is the “ear-splitting crack” in paragraph 10?
- A. the fence rail being pulled out
  - B. a tree limb falling near Laurie
  - C. a skate slapping against the ice
  - D. the ice breaking underneath Amy
- 21 What does the description in paragraph 11 indicate about Jo?
- A. She has tripped on the ice.
  - B. She has fallen into the water.
  - C. She is too frightened to react.
  - D. She is too far away to be heard.
- 22 In the selection, why does Jo feel responsible for what happens to Amy?
- A. Jo forgot Amy was not old enough to be on the river.
  - B. Jo challenged Amy to race across the center of the river.
  - C. Jo convinced Amy to skate on the weak part of the ice.
  - D. Jo was annoyed with Amy and pretended not to notice her.

- 23 Why does Meg speak to Jo with a “mock scolding voice” in paragraph 25?
- A. Meg wants Marmee to be proud of Jo.
  - B. Meg hopes that Marmee will punish Jo.
  - C. Meg is teasing Jo to make her feel better.
  - D. Meg wants Jo to admit she made a mistake.

- 24 What does the conversation between Jo and Amy in paragraphs 27–31 **best** suggest about them?
- A. They play tricks on one another, even though they sometimes get hurt.
  - B. They care about one another, even though they argued.
  - C. They try to get along for the good of the family.
  - D. They are still angry about their argument.

- 25 Which event is a major turning point in the selection?
- A. when Laurie sees the thin ice
  - B. when Jo hears a splash
  - C. when Jo crawls toward Amy
  - D. when Laurie carries Amy home

- 26 Read the sentence from paragraph 27 in the box below.

“I’m so sorry,” Jo said in a low voice, leaning close to her sister.

Which meaning of the word *low* is used in the sentence?

- A. quiet or soft
- B. nearly used up
- C. mean or coarse
- D. of lesser quality

**Question 27 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 27 in the space provided in your Student Answer Booklet.**

- 27 Based on the selection, describe Jo’s character traits. Support your answer with important details from the selection.

# English Language Arts

## READING COMPREHENSION: SESSION 3

### DIRECTIONS

This session contains two reading selections with twelve multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*Have you ever thought of starting your own business? “Getting Down to Business” explains some of the basic things you should know if you are thinking about starting a business to earn extra money. Read the article and answer the questions that follow.*

# Getting Down to Business

by Neale S. Godfrey

## What’s in a Business?

- 1 You are part of the national economy. You use goods and services, so you are a consumer. But how can you be a producer? You can be by running or being part of a **business**. A business brings in money by selling goods or services. There are two basic types of businesses. A manufacturing business, like an in-line skate factory, makes and sells a product. In a service business, such as dry cleaning or home construction, someone does work in exchange for money or goods. What types of businesses have you been involved in?
- 3 Starting a business is hard work. It takes creativity, organizational skills, and courage. It means taking a **risk**. But it can be very rewarding if the business is a success. Many people are happy to run small businesses, and sometimes a small business can grow into a multimillion-dollar company!

## It’s Not Just Busy-ness

- 2 Have you ever started your own business? If so, you are an **entrepreneur**. An entrepreneur is someone who creates a business and often hires workers to help him or her. An entrepreneur makes the best use of natural resources as well as the talents and energies of workers to try to create a successful business.
- 4 Do you have an idea for a business? How are you going to get it up and running? First you’ll want to find out if your business has a chance of succeeding. One way to check is by doing a **market survey**. A market survey asks people questions about their likes and dislikes. It asks what goods or services people would use, and how much they’d be willing to pay for them. The answers people give to the survey help business people decide whether or not to move forward with their plans.

## Mind Your New Business

# This Business Is for the Dogs!

5 Suppose you wanted to start a dog-walking service. You have the time and you like dogs. But you're not sure if people need this service in your area, and if they do, what specific needs they have. Here's a market survey you could use to find out.



### MARKET SURVEY

- |                                                                     | yes                      | no                       |
|---------------------------------------------------------------------|--------------------------|--------------------------|
| • Do you have a dog? .....                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do you walk your dog more than twice a day? .....                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Are you often too bone-tired to play with your dog? .....         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Does your dog need more exercise? .....                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Would you pay someone to exercise your dog? .....                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Would you pay for this service more than once a week? .....       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Would you be interested in weekend sessions? .....                | <input type="checkbox"/> | <input type="checkbox"/> |
| • Do you know others who would be interested in this service? ..... | <input type="checkbox"/> | <input type="checkbox"/> |

# What's the Plan?

6 You started your dog-walking business. After a few weeks, and only a few customers, you panic. You haven't made back the money you spent! Look back. Did you make a business plan? A business plan tells what product or service will be sold and how it will be sold. It tells who the customers will be, how much it will cost to start the business, how much it will cost to run the business, and what the profits are expected to be.

# Figuring It All Out

7 You'll also need a budget to work out the financial details of your business. You need to know how many dogs you are going to walk each week and how much to charge each customer. You need to consider how much you are going to spend on advertising. In addition to all these items are your **start-up costs**. Most of these are one-time purchases, such as dog leashes, made before you open your business.

# Sharing the Spotlight

8 Suppose a friend decides to go into the dog-walking business in your neighborhood, too. You now have **competition**. When you start a business, you have to think about competition. Are there already businesses selling what you want to sell? Where are they? What are their products or services and their prices like? You may have to change your plan altogether.

## Putting in the Time— and the Money

- 9 The market survey is done, the business plan is finished, and you've prepared a budget. But there's still more work to do! You need to contact new customers and make schedules. And you have to actually start walking some dogs! Starting a business is a big **investment**.

...

### A Matter of Fact

You might think that a new ice-cream company might not be very successful with all the competition around. Well, with a \$12,000 investment (\$4,000 of it borrowed), Ben Cohen and Jerry Greenfield opened an ice-cream shop in a renovated gas station in Burlington, Vermont. In 1997, Ben & Jerry's ice cream was sold worldwide, and the company was making a profit of about \$6 million a year!

## Keeping Tabs on Your Business

- 10 Once your business is off and running, you'll want to check to see how it's doing. You'll need to see if you are making a profit or experiencing a **loss**. If your expenses for walking the dogs are more than the money the business has taken in, you'll have a loss. If you have money left over after your business expenses are paid, you've made a profit and can consider yourself a successful entrepreneur!
- 11 Why do some businesses succeed while others fail? Sometimes a business fails due to poor planning or poor management. Sometimes there are other factors. Many people would agree that the secret of success lies not in having the right answers, but rather in asking the right questions, such as *Do people want to buy what I want to sell? Is there any competition for my business? How can I make my business more attractive to customers? Do I have enough money to start the business? How long can I wait before I need to start making a profit?*

- 28 Based on the article, why is a dog-walking business called a “service”?
- A. It is an example of someone being a consumer.
  - B. It is an example of someone manufacturing a product.
  - C. It is an example of someone using organizational skills.
  - D. It is an example of someone doing work in exchange for money.

- 29 Based on paragraphs 4 and 5, a person who wanted to start a new business would **most likely** do a market survey with which group?
- A. people who might work for the business
  - B. people who have the same kind of business
  - C. people who might be customers of the business
  - D. people who have experience in starting a business

- 30 Based on paragraph 6, what is the **main** purpose of a business plan?
- A. to inform customers that a business is starting
  - B. to create an outline of how the business will run
  - C. to help a business owner create a work schedule
  - D. to keep track of the number of customers that a business has

- 31 Read the sentence from paragraph 7 in the box below.

You’ll also need a budget to work out the financial details of your business.

- Based on paragraph 7, the term “financial details” **mainly** refers to
- A. money.
  - B. problems.
  - C. schedules.
  - D. advertising.

- 32 Based on paragraph 8, which of the following is a result of competition?
- A. having too much business to handle
  - B. having other people take business away
  - C. having people who want to work as partners
  - D. having too much money tied up in the business
- 33 Based on paragraph 10, which of the following is considered a profit?
- A. a business owner spending all of his time running his business
  - B. a business owner keeping good records of his business expenses
  - C. a business owner having more customers than a competitor has
  - D. a business owner making more money than he spends on his business
- 34 What is the **main** purpose of the information in the box titled “A Matter of Fact”?
- A. to give an example of a successful business that started small
  - B. to provide practical advice to people starting businesses
  - C. to show that restaurant businesses usually succeed
  - D. to explain how a family business is run
- 35 Which words **best** describe the author’s tone in the article?
- A. strict and serious
  - B. humorous and joking
  - C. friendly and informative
  - D. persuasive and powerful

Question 36 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 36 in the space provided in your Student Answer Booklet.

- 36 Based on the article, explain why a market survey, business plan, and budget are important parts of starting a new business. Support your answer with important information from the article.

*In 1938, the actor and director Orson Welles broadcast a radio play titled Invasion from Mars. The play was so lifelike and convincing that people all over the country panicked, thinking that the country was being invaded from outer space. This selection is part of that broadcast. Read the selection and answer the questions that follow.*

*from* **Invasion from Mars**  
by Howard Koch

Students read a selection titled *Invasion from Mars* and then answered questions 37 through 40 that follow on page 136 of this document.

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- 37 What is the **most likely** purpose of lines 1–6?
- A. to describe the setting
  - B. to give stage directions
  - C. to explain earlier events
  - D. to introduce the characters
- 38 In lines 25–33 of the selection, who are the VOICES?
- A. people describing the radio play
  - B. people pretending to witness the strange event
  - C. people listening to the fake broadcast
  - D. people recalling the extraterrestrial visit
- 39 In lines 47–49, why does Phillips move to “a new position”?
- A. to keep a safe distance from the creature
  - B. to be closer to the police and the professor
  - C. to be able to hear the reactions of the people
  - D. to make room for a reporter and a cameraman
- 40 In lines 76–78, what does Announcer Two indicate?
- A. He is controlling the eerie events at the field.
  - B. He is unsure of what has happened.
  - C. The newsman will soon return.
  - D. The event is fictional.

**Grade 6 English Language Arts  
Reading Comprehension  
Spring 2007 Released Items:  
Reporting Categories, Standards, and Correct Answers**

Item No.	Page No.	Reporting Category	Standard	Correct Answer (MC)*
1	113	<i>Reading and Literature</i>	8	D
2	113	<i>Reading and Literature</i>	8	A
3	113	<i>Reading and Literature</i>	13	B
4	113	<i>Reading and Literature</i>	13	B
5	114	<i>Reading and Literature</i>	13	B
6	114	<i>Reading and Literature</i>	13	D
7	114	<i>Language</i>	4	D
8	114	<i>Language</i>	4	B
9	115	<i>Reading and Literature</i>	13	
10	118	<i>Reading and Literature</i>	8	B
11	118	<i>Reading and Literature</i>	12	B
12	118	<i>Language</i>	4	A
13	118	<i>Reading and Literature</i>	12	B
14	121	<i>Reading and Literature</i>	14	A
15	121	<i>Reading and Literature</i>	14	A
16	121	<i>Reading and Literature</i>	14	B
17	121	<i>Reading and Literature</i>	15	A
18	122	<i>Reading and Literature</i>	14	
19	125	<i>Reading and Literature</i>	8	A
20	125	<i>Reading and Literature</i>	15	D
21	125	<i>Reading and Literature</i>	12	C
22	125	<i>Reading and Literature</i>	12	D
23	126	<i>Reading and Literature</i>	12	C
24	126	<i>Reading and Literature</i>	12	B
25	126	<i>Reading and Literature</i>	12	B
26	126	<i>Language</i>	4	A
27	126	<i>Reading and Literature</i>	12	
28	130	<i>Reading and Literature</i>	8	D
29	130	<i>Reading and Literature</i>	13	C
30	130	<i>Reading and Literature</i>	13	B
31	130	<i>Language</i>	4	A
32	131	<i>Reading and Literature</i>	13	B
33	131	<i>Reading and Literature</i>	8	D
34	131	<i>Reading and Literature</i>	13	A
35	131	<i>Reading and Literature</i>	15	C
36	132	<i>Reading and Literature</i>	13	
37	136	<i>Reading and Literature</i>	17	A
38	136	<i>Reading and Literature</i>	17	B
39	136	<i>Reading and Literature</i>	8	A
40	136	<i>Reading and Literature</i>	17	B

\* Answers are provided here for multiple-choice items only. Sample responses and scoring guidelines for open-response items, which are indicated by shaded cells, will be posted to the Department's Web site later this year.

