

## End of Grade 6 Reading Table of Contents

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| <b>Supplemental Information about Text Passages Used for End of Grade 6</b>   |  |  |
|---|--|--|
| <b>Title of Passage</b>   | <b>Text Type</b>                                   | <b>Text Descriptors</b>  |
| <b>“Dream Variation,”<br/>by Langston Hughes</b>  | <b>Literary<br/><br/>Poetry</b>                    | <ul style="list-style-type: none"> <li>❖ Vocabulary generally familiar; use of descriptive/ metaphoric language and imagery (e.g., pale evening, the white day, night – dark like me)</li> <li>❖ Use of (narrator’s) voice – told in first person</li> <li>❖ Content builds from familiar experience (dream) with abstract perspective (night is dark like me)</li> <li>❖ Straightforward text structure; Use of repetition and rhyme</li> <li>❖ Range of punctuation used – comma, period, dash, exclamation, ellipses</li> </ul> |
| <b>“A Century in the<br/>Sky,” by Kathryn<br/>Satterfield from <i>Time<br/>for Kids 2003</i></b>  | <b>Informational<br/><br/>Magazine<br/>Article</b> | <ul style="list-style-type: none"> <li>❖ Includes information presented through factual details and brief summaries</li> <li>❖ Varied but familiar vocabulary; content-specific terms (e.g., wing warping) are described or explained in context</li> <li>❖ Content requires general background knowledge about who the Wright brothers were and what they did</li> <li>❖ Text features include subheadings and timeline of events to support understanding</li> </ul>   |
| <p><b>For more information about “Increasing Text Complexity,” see NECAP Reading GLEs Grades 3-8 – Appendix F</b></p> <p><b>For more information about Suggested Informational and Literary Texts, see NECAP Reading GLEs Grades 3-8 – Appendix A</b></p> |  |  |

| <b>Stand-Alone Reading Items</b>   |   |
|--|---|
| <b>Sample Reading Items for End of Grade 6</b>   | <b>Information about the Items</b>  |
| <p>1. Which word sounds the same as <u>cereal</u>?</p> <p>A. cellar<br/>B. surreal<br/>C. serial<br/>D. ceiling</p>  | <p><b>R-6-3.1 (homonym/homophone)</b> <span style="float: right;"><b>Key: C</b></span></p> <p><b>Item Type:</b> MC – stand alone</p> <p><b>Alignment to GLE R-6-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</b>Identifying homonyms/ homophones</p> <p><b>Depth of Knowledge:</b> Level 1 - Read words in isolation and in connected text; Read multi-syllabic words</p>  |
| <p>Use the thesaurus entries below to answer the question.<br/><b>grand</b> – 1. well-known. 2. fantastic 3. fine 4. large</p> <p>2. “The abandoned house was <u>grand</u> with 12 rooms on the first and second floors.” Which meaning of <u>grand</u> is being used in the previous sentence?</p> <p>A. meaning 1<br/>B. meaning 2<br/>C. meaning 3<br/>D. meaning 4</p> | <p><b>R-6-3.2 (multiple meanings)</b> <span style="float: right;"><b>Key: D</b></span></p> <p><b>Item Type:</b> MC – stand alone</p> <p><b>Alignment to GLE R-6-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</b> Selecting appropriate words or explaining the use of words in context, including words with multiple meanings</p> <p><b>Depth of Knowledge:</b> Level 2 - Use context cues or resources to identify the meaning of unfamiliar words</p> |

*Read the poem “Dream Variation” by the famous African-American poet Langston Hughes. Then answer the questions that follow.*

**Dream Variation**  
**By Langston Hughes**

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| <b>Passage-Related Reading Items for Literary Text: “Dream Variation”</b><br>SEE END OF GRADE 7 for additional sample items for this passage.   |   |
|---|---|
| <b>Sample Reading Items for End of Grade 6</b>  | <b>Information about the Items</b>  |
| <p>1. The speaker can be <b>best</b> described as</p> <p>A. wanting to live life to the fullest.<br/>           B. wishing he had more energy.<br/>           C. enjoying time with other people.<br/>           D. wanting to travel the world.</p>                                    | <p><b>R-6-5.2 (character motivation)</b> <span style="float: right;"><b>Key: A</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b> Describing <u>characters’ traits or motivation</u></p> <p><b>Depth of Knowledge:</b> Level 2 - Make basic inferences or draw basic conclusions about information presented in text; Recognize appropriate generalizations about text</p> |
| <p>2. Explain the speaker’s dream. Use details from the poem to support your response.</p>  | <p><b>R-6-5.2 (character motivation)</b> <span style="float: right;"><b>Key: Scoring Guide</b></span></p> <p><b>Item Type:</b> CR – related to passage</p> <p><b>Alignment to GLE R-6-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b> Describing <u>characters’ traits or motivation</u></p> <p><b>Depth of Knowledge:</b> Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>  |
| <p>3. Which line from the poem <b>best</b> suggests the theme of the poem?</p> <p>A. “To fling my arms wide” (line 1)<br/>           B. “Then rest at cool evening” (line 5)<br/>           C. “While night coming gently,” (line 7)<br/>           D. “That is my dream!” (line 9)</p> | <p><b>R-6-5.5 (theme/message)</b> <span style="float: right;"><b>Key: D</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-5.5: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b> Identifying author’s message or theme</p> <p><b>Depth of Knowledge:</b> Level 2 - Make basic inferences or draw basic conclusions about information presented in text; Recognize appropriate generalizations about text</p>                     |

| <b>Passage-Related Reading Items for Literary Text: “Dream Variation”</b><br>SEE END OF GRADE 7 for additional sample items for this passage.  |   |
|--|---|
| <b>Sample Reading Items for End of Grade 6</b>   | <b>Information about the Items</b>  |
| <p>4. In the last two lines of the poem, the poet <b>most likely</b> uses the simile, “Night coming tenderly/Black like me” to</p> <p>A. contrast the environment with the speaker’s feelings.<br/>           B. show that the night is an exciting time.<br/>           C. suggest the similarities between the night and the speaker.<br/>           D. show that the night surprises the speaker.</p> | <p><b>R-6-6.1 (author’s craft - simile) Key: C</b></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by...</b><br/>           Demonstrating knowledge of use of literary elements and devices (i.e., imagery, <u>simile</u>) to analyze literary works</p> <p><b>Depth of Knowledge:</b> Level 3 - Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>   |
| <p>5. The poet uses a metaphor throughout the poem to compare the speaker and the night. Explain the poet’s purpose for doing this and its effect on the reader. Use details from the poem to support your answer.</p>   | <p><b>R-6-6.1 (author’s craft - metaphor) Key: Scoring Guide</b></p> <p><b>Item Type:</b> CR – related to passage</p> <p><b>Alignment to GLE R-6-6.1: Analyze and interpret author’s craft, citing evidence where appropriate by...</b><br/>           Demonstrating knowledge of use of literary elements and devices (i.e., imagery, <u>metaphor</u>) to analyze literary works</p> <p><b>Depth of Knowledge:</b> Level 3 - Analyze or interpret use of author’s craft (literary devices) to analyze or critique a literary text; Explain, generalize, or connect ideas, using supporting evidence from the text; Describe how word choice, point of view affects the interpretation of a reading selection</p> |

*This article published in 2003 discusses the first flight of the Wright brothers and the 100-year anniversary of the flight. Read the article and then answer the questions that follow.*

## **A Century in the Sky**

### **The Wright Flights in 1903 Changed the World**

1           The morning of December 17, 1903, was cold and windy in Kitty Hawk, North Carolina. It was not a good day to go the beach, but two very determined brothers headed there anyway.

2           Orville and Wilbur Wright hoped to get their latest invention off the ground. They had built an engine-powered plane, called the flyer, in their bike shop in Dayton, Ohio. No human had ever flown such a craft before. But that didn't stop them.

3           At 10:35 a.m., with Orville piloting, the flying became airborne. Orville stayed in the air for 12 seconds. He flew only 120 feet, but it may have been the most remarkable journey in history. He was the first person ever to fly in a machine-powered aircraft.

4           The Wright brothers made three more flights that day. The last one was the longest: Wilbur stayed in the air for 59 seconds and traveled 852 feet. So began a new age of discovery.

5           This year (2003) marks the 100<sup>th</sup> anniversary of the brother's flight. From December 12 to 17, Orville and Wilbur will be honored with a centennial celebration in Kitty Hawk. Science and technology have propelled us well beyond that first bumpy trip. Our planes are now safer, sleeker and much speedier.

### **The Sky's the Limit**

6           "Though different, the Wright airplane is the father of every thing that flies today," says Ken Hyde, a pilot and airplane mechanic who founded the Wright Experience. Hyde recently finished building a reproduction of the Wright flyer, which will be flown during the celebration.

7           To make the new Flyer, Hyde and his team analyzed information that the Wright brothers left behind. Hyde and his team also studied the original Flyer, which now hangs in the Smithsonian National Air and Space Museum, in Washington, D.C. At first, Hyde says, the brothers' plans looked simple. But as he read them more closely, he couldn't help wondering, "How did these guys know that?"

### **The Wright Stuff**

8           Orville and Wilbur first looked to the sky as young boys, playing with kites and a flying toy. Their interest took off in 1896, when Orville was 25 and Wilbur was 29. They were fascinated by reports of Otto Lilienthal, who was

- flying gliders in Germany. After Lilienthal died in a glider accident, the Wright brothers became determined to unlock the mysteries of flight.
- 9 Orville and Wilbur studied the records of people who had gone before them. They made gliders and, in 1901, built a wind tunnel to test wings of different shapes and sizes. Then they turned to the real experts. “We got plenty of flying fever watching the birds,” Orville said.
- 10 The resulting ideas helped them to succeed where others had failed. They created “wing warping,” twisting the wings to make turning easier. With wing warping, the craft could be steered and controlled. Instead of copying boat propellers, as others had done, the Wrights made curved propellers that worked like rotating wings. These propellers helped to lift and move the plane forward—right into history.
- 11 On December 17, 2003, a flyer will take off once more. Hyde hopes that the Wright Experience will help young inventors find their wings. “If we can get another Orville or Wilbur Wright out of this generation,” he says, “that would be a great payoff.”
- 12 **Think!** What would life be like if the Wright brothers had not invented the airplane?

Continued on next page ...

## Timeline

### It's All Up in the Air

People reached for the sky long before the Wright brothers did; but powered air travel didn't take off until their successful flight. Since then, soaring inventions have taken us to new heights.

- **1500** After studying birds in action, Leonardo da Vinci sketches a flying machine.
- **1783** On November 21, in Paris, France, the Montgolfier brothers launch the first manned balloon.
- **1903** Orville and Wilbur Wright take the first controlled flights in an engine-powered aircraft.
- **1914** Fighter airplanes take to the skies during World War 1. They are first used to spy and later for battle.
- **1920s** U.S. airlines begin to deliver mail and carry passengers. The earliest passenger planes are remodeled World War 1 bombers.
- **1927** Charles A. Lindbergh, an American, makes the first nonstop solo flight across the Atlantic Ocean.
- **1932** American Amelia Earhart becomes the first woman to fly solo across the Atlantic Ocean.
- **1939** A jet-powered airplane flies for the first time.
- **1947** U.S. Air Force pilot Chuck Yeager flies faster than the speed of sound.
- **1961** Soviet cosmonaut Yuri Gagarin become the first person to travel into space.
- **1976** British Airways and Air France begin speedy passenger flights on planes that travel faster than sound.
- **2003** The U.S. Air Forces X-47A, a pilotless fighter plane, flies for the first time in a test over California.

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| <b>Passage-Related Reading Items for Informational Text: “A Century in the Sky”</b>  |  |
|--|--|
| <b>Sample Reading Items for End of Grade 6</b>   | <b>Information about the Items</b>   |
| <p>1. Knowing the meaning of the prefix <i>re</i> helps the reader know that <u>reproduction</u> means</p> <p>A. an object with two sides.<br/>                     B. something with many uses.<br/>                     C. an object that is common.<br/>                     D. a copy of something.</p>  | <p><b>R-6-2.1 (prefix knowledge)</b> <span style="float: right;"><b>Key: D</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-2.1:</b> Students identify the meaning of unfamiliar vocabulary by... Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words)</p> <p><b>Depth of Knowledge:</b> Level 1 - Use language structure (pre/suffix) to determine meaning of words</p>   |
| <p>Use the thesaurus entries below to answer the question.<br/> <b>mark (v)</b> – 1. score 2. stain 3. indicate 4. celebrate</p> <p>2. “This year <u>marks</u> the 100<sup>th</sup> anniversary of the brothers’ flight.” Which meaning of <u>mark</u> is used in the previous sentence?</p> <p>A. meaning 1<br/>                     B. meaning 2<br/>                     C. meaning 3<br/>                     D. meaning 4</p> | <p><b>R-6-3.2 (multiple meanings)</b> <span style="float: right;"><b>Key: D</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-3.2:</b> Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by... Selecting appropriate words or explaining the use of words in context, including words with multiple meanings</p> <p><b>Depth of Knowledge:</b> Level 2 - Use context cues or resources to identify the meaning of unfamiliar words</p> |
| <p>Use the thesaurus entries below to answer the question.<br/> <b>craft (n)</b> – 1. expertise 2. vehicle 3. trade 4. something made</p> <p>3. “No human had ever flown such a <u>craft</u> before.” Which meaning of <u>craft</u> is used in the previous sentence?</p> <p>A. meaning 1<br/>                     B. meaning 2<br/>                     C. meaning 3<br/>                     D. meaning 4</p>                    | <p><b>R-6-3.2 (multiple meanings)</b> <span style="float: right;"><b>Key: B</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-3.2:</b> Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by... Selecting appropriate words or explaining the use of words in context, including words with multiple meanings</p> <p><b>Depth of Knowledge:</b> Level 2 - Use context cues or resources to identify the meaning of unfamiliar words</p> |
| <p>4. In paragraph 5, what does <u>propelled</u> mean?</p> <p>A. driven<br/>                     B. compared<br/>                     C. given<br/>                     D. slowed</p>  | <p><b>R-6-3.2 (use context)</b> <span style="float: right;"><b>Key: A</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-3.2:</b> Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by... Selecting appropriate words or explaining the use of words in context</p> <p><b>Depth of Knowledge:</b> Level 2 - Use context cues to identify the meaning of unfamiliar words</p>  |

| <b>Passage-Related Reading Items for Informational Text: “A Century in the Sky”</b>  |  |
|--|--|
| <b>Sample Reading Items for End of Grade 6</b>   | <b>Information about the Items</b>   |
| <p>5. The information in the timeline is <b>most likely</b> included to</p> <p>A. show how important Lindberg was.<br/>           B. show what the Wright brothers did.<br/>           C. describe flying history in an organized way.<br/>           D. prove that flying is very popular.</p>  | <p><b>R-6-7.1 (use text features – graphic organizer) Key: C</b></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-7.1: Demonstrate initial understanding of informational texts (expository) by...</b><br/>           Obtaining information from text features (e.g., graphic organizers, charts)</p> <p><b>Depth of Knowledge:</b> Level 2 - Obtain information using text features of informational text; Describe the characteristics or features of various types of text</p>   |
| <p>6. According to the timeline, which event happened after U.S. airlines began delivering mail?</p> <p>A. Fighter planes are used in war.<br/>           B. The Montgolfier brothers launch a hot-air balloon.<br/>           C. The Wright brothers fly 852 feet.<br/>           D. A jet-powered airplane flies for the first time.</p> | <p><b>R-6-7.1 (use text features – graphic organizer) Key: D</b></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-7.1: Demonstrate initial understanding of informational texts (expository) by...</b><br/>           Obtaining information from text features (e.g., graphic organizers, charts)</p> <p><b>Depth of Knowledge:</b> Level 2 - Obtain information using text features of informational text; Locate information to answer questions related to explicit or implicit central ideas in informational texts</p> |
| <p>7. Some words in the article are in <b>bold print</b> and <u>underlined</u> to show that they</p> <p>A. are words the Wright brothers said.<br/>           B. are titles of different sections.<br/>           C. explain the main arguments of the author.<br/>           D. indicate where the new articles start.</p>                | <p><b>R-6-7.1 (use text features – bold print) Key: B</b></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-7.1: Demonstrate initial understanding of informational texts (expository) by...</b><br/>           Obtaining information from text features (e.g., bold or italicized text)</p> <p><b>Depth of Knowledge:</b> Level 2 - Obtain information using text features of informational text; Describe the characteristics or features of various types of text</p>   |

| <b>Passage-Related Reading Items for Informational Text: “A Century in the Sky”</b>   |   |
|---|---|
| <b>Sample Reading Items for End of Grade 6</b>  | <b>Information about the Items</b>  |
| <p>8. According to the article, what part of the Wright brothers’ plane caused them to be successful?</p> <p>A. the curved wings<br/>B. the kite-shaped wings<br/>C. the wind tunnel<br/>D. the gas-powered propeller</p>   | <p><b>R-6-7.2 (key details)</b> <span style="float: right;"><b>Key: A</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-7.2: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b> Using information from the text to answer questions related to key details</p> <p><b>Depth of Knowledge:</b> Level 1 - Locate or recall facts or details explicitly presented in text</p>   |
| <p>9. What <b>first</b> caused Wilbur’s interest in flying?</p> <p>A. a toy<br/>B. a bird<br/>C. his father<br/>D. Otto Lilienthal</p>  | <p><b>R-6-7.2 (key details)</b> <span style="float: right;"><b>Key: A</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-7.2: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b> Using information from the text to answer questions related to key details</p> <p><b>Depth of Knowledge:</b> Level 1 - Locate or recall facts or details explicitly presented in text</p>   |
| <p>10. Explain the meaning of Ken Hyde’s quotation, “If we can get another Orville or Wilbur Wright out of this generation, that would be a great payoff.” Use specific information from the article to support your response.</p>  | <p><b>R-6-8.1 (connect information in text)</b> <b>Key: Scoring Guide</b></p> <p><b>Item Type:</b> CR – related to passage</p> <p><b>Alignment to GLE R-6-8.1: Analyze and interpret informational text, citing evidence as appropriate by...</b> Connecting information <i>within</i> a text</p> <p><b>Depth of Knowledge:</b> Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>  |
| <p>11. Based on the information in the article, the author <b>most likely</b> believes that</p> <p>A. flying is difficult to learn to do well.<br/>B. flying was a significant and exciting invention.<br/>C. the Wright Brothers were the world’s best inventors.<br/>D. the Wright Brother’s planes should be duplicated.</p> | <p><b>R-6-8.3 (author’s message)</b> <span style="float: right;"><b>Key: B</b></span></p> <p><b>Item Type:</b> MC – related to passage</p> <p><b>Alignment to GLE R-6-8.3: Analyze and interpret informational text, citing evidence as appropriate by...</b> Drawing inferences about text, including author’s message</p> <p><b>Depth of Knowledge:</b> Level 2 - Make basic inferences or draw basic conclusions about information presented in text; Recognize appropriate generalizations about text (e.g., possible titles, main ideas)</p> |