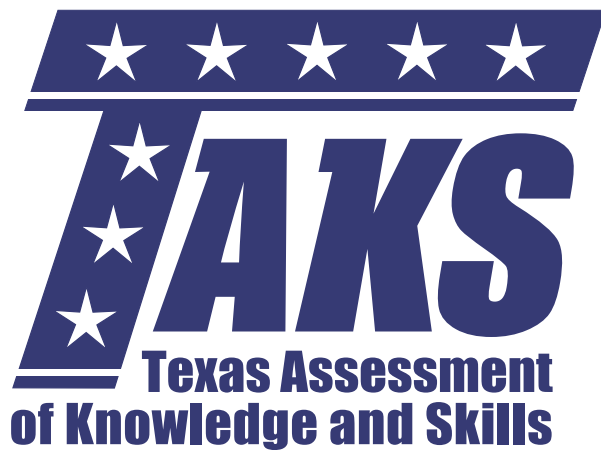


STUDENT NAME _____



**GRADE 6
READING**

Administered April 2009

READING

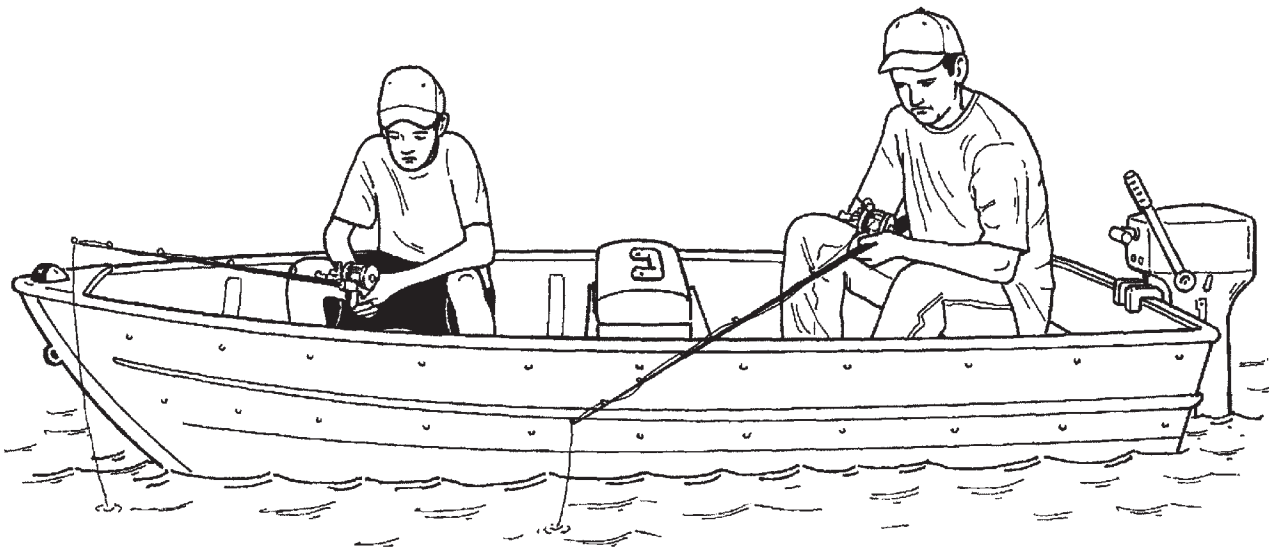
Tangled Lines

- 1 The early-morning August sun was rising over the mountains across the lake. Alan sat next to his father in the small metal boat. He and his father had been to this fishing spot many times over the summer. Alan usually loved being here, but today his heart was heavy.
- 2 Alan's father leaned back and sighed comfortably. "I'm really glad we were able to have one last fishing weekend before you have to go back to school. It's a perfect day to relax," he said. His fishing line started to jerk. "And a perfect day to catch a big fish," he added. Alan's father reeled in a large catfish and scooped it up with the net. He held up the fish like a trophy.
- 3 "Dad expects everything to be the best," thought Alan. "I wonder what he'll say when I tell him I don't want to try out for the football team this year." Alan tried to push the thought out of his mind and concentrate on putting the worm on the hook.
- 4 "Here, Alan, let me show you a better way to get that bait on your hook," Dad said, reaching for Alan's fishing pole.
- 5 "I've got it, Dad," Alan answered, pulling away as he roughly put the worm onto the hook, nearly tearing it to pieces.
- 6 "O.K., but try to be a little more careful. You don't want it to fall apart," his father said, looking at the mangled bait. "Now, let me show you how to cast just right so you can catch the biggest fish."
- 7 "No, thanks," Alan mumbled.
- 8 "C'mon, you can do it! Just try," Dad said. "Watch how I do it." He demonstrated a perfect cast. Then he leaned back in the boat and pushed his hat down low over his forehead. "Now, you try."

My notes about what I am
reading

- 9 *You can do it! Just try. Watch how I do it.* The words rang over and over in Alan's mind. It seemed to Alan that they were the only words his father had said all summer. Alan had told his father at the beginning of summer that he was thinking about trying out for his school's football team. Although Alan hadn't played much football before, he knew Dad would be pleased if he made the team. Dad always talked about how he had played football in high school and college. He was more than willing to help Alan learn the game.
- 10 The first day they practiced, Dad had thrown the ball to Alan. "You can catch it! Just try!" his father had called. Alan had run as fast as he could to catch the ball, but it hit his chest hard and bounced out of his hands. He stumbled and fell to the ground.
- 11 "Don't worry, Alan. You'll get it next time. Here, watch how I hold my hands to catch the ball," Dad had told him. All summer he and Dad had practiced football in the yard. Over and over again Alan would miss, and Dad would try to show him how to improve his skills. By the beginning of August, Alan had made some improvement, but he had also begun to loathe the game. He couldn't even stand the sight of a football.
- 12 Alan tried to bring his thoughts back to fishing. He raised his pole and threw the line out into the water, where it immediately became intertwined with his father's line. Alan tried to pull his line free from his father's, but the tangle only got worse.
- 13 "See, I can't! I don't want to! And I don't want to play football, either!" Alan blurted out. The words escaped before he knew it. Instantly he wished he could take them back.
- 14 "But I thought you liked football! You were getting really good at it," his father said.
- 15 "No, Dad, I just wanted to try it because you liked it. You were the one who was good at it, not me." Alan looked down at the water. "You always told me that I had to be the best. Well, I'm not the best."

- 16 His father shook his head sadly. "Son, I never said, 'Be the best.' Don't you remember? I always say, 'Do your best.'"
- 17 Alan sank farther down into his seat. The small boat rocked and then calmed. All around, everything was still and silent. Neither Alan nor Dad said a word in the uncomfortable silence.
- 18 It was probably only a few minutes, but it seemed like hours before either of them spoke. Finally Alan's father took out his pocketknife. "I guess we'll just have to cut these lines and start over," Dad said. With a quick tug of his knife, he cut the tangled lines and began pulling them in.
- 19 Alan reached into the tackle box and then fixed his line. He attached new bait to the hook, being more careful this time, and cast the line out as far as he could. Before long the bobber went under, and his line tightened.
- 20 "You've got a bite!" his father said, pointing. Alan jerked the pole to set the hook and began reeling in the line. But the line slackened, and the hook came up empty.
- 21 "It got away," Alan said, sighing.
- 22 "That's O.K.," Dad said as he cast his own line. "You can't expect to catch them all."
- 23 Alan glanced over at his father with a smile.



- 1 What happens at Alan's first football practice with his father?
- A Alan listens to his father's football stories.
 - B Alan misses the ball and then falls.
 - C Alan asks his father to take him fishing.
 - D Alan starts to improve his catching skills.

- 2 What are paragraphs 9 through 11 mainly about?
- F Why Alan wants to try out for football
 - G How Dad played football in school
 - H How Alan grows to dislike football
 - J Why Dad knows so much about football

- 3 The author probably wrote this story to —
- A highlight the challenges of learning to play a sport
 - B show the importance of communicating
 - C describe a boy's day from beginning to end
 - D persuade fathers and sons to get along

- 4 Which sentence from the story shows Alan's true feelings about football?
- F *All summer he and Dad had practiced football in the yard.*
 - G *Alan had told his father at the beginning of summer that he was thinking about trying out for his school's football team.*
 - H *It seemed to Alan that they were the only words his father had said all summer.*
 - J *He couldn't even stand the sight of a football.*

- 5 What does intertwined mean in paragraph 12?
- A Caught before
 - B Moved forward
 - C Pulled against
 - D Joined together

6 Which of these best summarizes the story?

- F** On an early morning in August, Alan and his father go fishing. Alan's father catches a big catfish, but Alan has trouble putting the worm on his hook. Alan finally gets a bite on his line but loses the fish.
- G** Alan and his father go on their last fishing trip before school starts. Alan thinks about all the difficulties he has had practicing football with his father. When they tangle their fishing lines, Alan tells his father how he really feels.
- H** When Alan tells his father that he is thinking about trying out for the football team, his father helps him practice. While on a fishing trip, Alan argues with his father. They sit in silence for a long time.
- J** While on a fishing trip, Alan's father tries to show him how to make the perfect cast to catch the biggest fish. However, Alan cannot put the worm on his own hook. Alan becomes upset because he is thinking about how he feels about football.

7 Why does the author have Alan remember his first practice with his father?

- A** To show the reader how good Dad was at football
- B** To explain why Alan is angry about having to go fishing
- C** To demonstrate that Dad is an able coach
- D** To help the reader understand how discouraged Alan is with football

8 At the end of the story, the reader can conclude that Alan's father will —

- F** encourage Alan to try out for a different sport
- G** try harder to understand how Alan feels
- H** apologize to Alan for the things he has said
- J** help Alan improve his skills as a fisherman

9 Which sentence from the story shows that Alan's father is trying to be helpful?

- A** *"I'm really glad we were able to have one last fishing weekend before you have to go back to school."*
- B** *"But I thought you liked football!"*
- C** *Finally Alan's father took out his pocketknife.*
- D** *Over and over again Alan would miss, and Dad would try to show him how to improve his skills.*

10 How does Alan's attitude change by the end of this story?

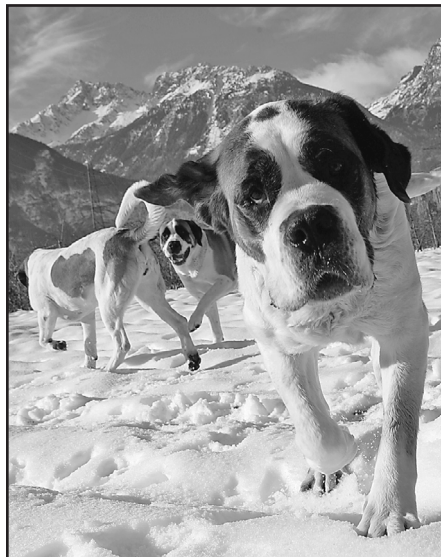
- F** He believes that his father thinks he is improving at football.
- G** He realizes that his father just wants him to try to do his best.
- H** He understands why his father wants him to make the football team.
- J** He sees that he should be happy to be like his father.

Good to the Bone

1 Have you ever seen a dog fetch a stick, “shake hands,” or roll over on command? These tricks may be entertaining, but dogs are capable of much more. With their keen senses, sharp instincts, and loyalty to their owners and trainers, dogs are not just steadfast companions. For hundreds of years, humans and dogs around the world have worked together to save the lives of both people and animals.

My notes about what I am
reading

2 The breed most closely associated with rescue work is the Saint Bernard. These large dogs are named after Bernard of Montjoux, a monk who pursued a life of religious study and service. Around the year 1050, Bernard of Montjoux built a rest house for people traveling through the Alps, a mountain range that runs through Switzerland. The rest house was built high in a mountain pass, about 8,000 feet above sea level.



Dogs of the Saint Bernard breed play in the Alps of Switzerland.

© Olivier Maire/epa/CORBIS

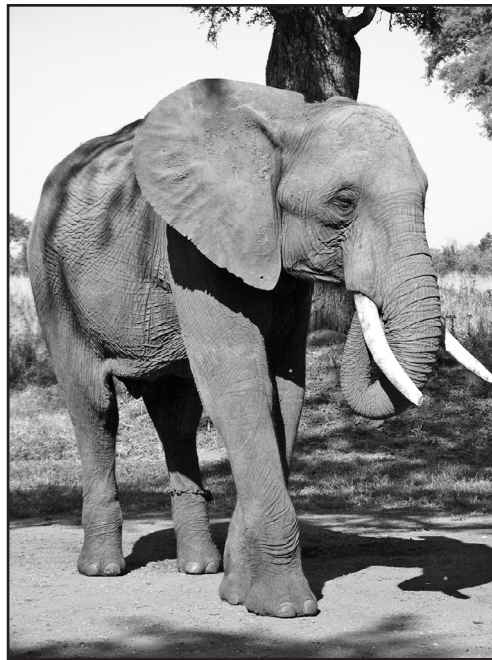
3 The route through the Alps held many dangers for travelers, including bandits and robbers. In addition, the mountain trails could be very steep, and in wintertime they were slippery and difficult to follow. Some people became lost in snowstorms and fog while trekking along these treacherous paths. Others were trapped by falling snow and rocks. The monks from the rest house rescued as many lost or injured travelers as they could.

4 It is believed that sometime between the sixteenth and eighteenth centuries, the monks started using dogs

to protect themselves from bandits. By 1750 the large dogs that eventually came to be known as Saint Bernards were also being used to aid travelers. These strong mountain dogs could clear paths through the snow and lead the monks on rescue missions. The dogs' excellent sense of direction was especially valuable in blinding snowstorms and fog. The dogs could also smell victims trapped as far as 20 feet beneath the snow. The monks and their dogs together saved the lives of more than 2,000 people over the years.

- 5 Dogs are still used to save people's lives, but more recently people have started using dogs to save the lives of endangered animals. In Kenya, Africa, the elephant population decreased from 170,000 in 1963 to less than 16,000 in 1989. This decline was largely the result of illegal hunting, or poaching. Elephant tusks are a major source of ivory. Because ivory is so valuable, people kill elephants and sell their tusks. Although many people in Kenya tried to stop them, some poachers were able to hide the evidence of their crimes. In 2001, the Kenyan government decided it was time to try something new. That's when they brought in Mouser, Charlie, Blair, Megan, Jason, and Vicky.

- 6 These dogs were brought in from far away to join the fight against the poaching of elephants. Most of the dogs were former strays in London, England. They were chosen by the British army and trained at a special school for three months. The dogs learned to find ivory, rhino horn, and even weapons. Then the dogs and two British trainers made the trip to Naivasha, Kenya. The Kenya Wildlife Service (KWS) assigned 12



The KWS dog team helps protect the lives of elephants like this one.

© iStockphoto #961630

people to care for the dogs and take them out on ivory searches. One group of dogs was assigned to sniff for ivory and other illegal materials at airports and seaports. The dogs in the other group were trained to search Kenya's national parks for the poachers killing the elephants.

- 7 The dogs working in the parks used their natural hunting ability to lead police to poachers and those selling ivory. Because dogs rely on their sense of smell to locate their quarry, they can find people who have managed to hide their visible tracks. The Kenya Wildlife Service collected information about possible locations of illegal hunters. Then they took the dogs to the identified areas and ordered the dogs to "seek on." When the dogs caught the scent of ivory, they stood in that spot and barked.
- 8 People and dogs have lived together for centuries. The strong instincts of dogs have not only benefited humans but have also come to the aid of other animals as well, making the partnership between humans and dogs likely to continue for years to come.

11 According to the selection, the weather in the Swiss Alps was often so severe that people could not —

- A** visit the rest house
- B** find their way through the mountains
- C** hear the dogs barking at them
- D** call out to the monks for help

12 Why are dogs often able to locate poachers better than people can?

- F** Dogs are able to follow signs that are not visible.
- G** People are not able to endure lengthy searches.
- H** Dogs do not become fearful in dangerous situations.
- J** People are more often injured during ivory searches.

13 Which words from paragraph 3 best help the reader understand what treacherous means?

- A** *trekking along*
- B** *from the rest house*
- C** *in wintertime*
- D** *held many dangers*

14 How can the reader conclude that the problem of illegal poaching became more serious between 1963 and 1989?

- F** The Kenya Wildlife Service began training dogs to search for poachers.
- G** The elephant population decreased from 170,000 to less than 16,000.
- H** Many poachers learned how to conceal their crimes.
- J** The British army trained dogs at a special school.

15 Look at the following chart.

Tasks of St. Bernards in Switzerland	Tasks of Dogs in Kenya
Clearing snowy paths	Seeking out illegal ivory
	Signaling humans when ivory is found

Which information belongs in the empty space?

- A** Searching airports and seaports
- B** Attending special schools
- C** Navigating through snow and fog
- D** Discovering evidence of poachers

16 This selection is best described as —

- F** informative
- G** humorous
- H** persuasive
- J** expressive

17 The author organizes this selection by —

- A** relating the history of humans training dogs over thousands of years
- B** describing situations in which dogs and humans have achieved success together
- C** listing the breeds of dogs that are best known for assisting humans
- D** summarizing the stories of several rescue missions involving dogs

18 As used in paragraph 7, the word quarry means —

- F** the command of a trainer
- G** a wild animal
- H** the object of a search
- J** hidden food

19 Which sentence from the selection best supports the idea that people and dogs can do valuable work?

- A** *The monks and their dogs together saved the lives of more than 2,000 people over the years.*
- B** *When the dogs caught the scent of ivory, they stood in that spot and barked.*
- C** *These large dogs are named after Bernard of Montjoux, a monk who pursued a life of religious study and service.*
- D** *People and dogs have lived together for centuries.*

20 The reader can conclude that Saint Bernards made good rescue dogs mainly because they —

- F** had great strength and a strong sense of direction
- G** enjoyed searching for lost travelers
- H** knew how to avoid robbers and bandits
- J** knew the mountain paths better than the monks

Terun's Climb

1 Terun awoke and listened carefully. The village was dark and silent except for the call of a few night birds. "It's time," he thought as he stood up and carefully stepped over his older brother Nipawe. Across the tent their father, a stern Apache warrior, stirred in his sleep. Terun waited. He didn't want anyone to know of his plan, although his father would no doubt be pleased—if Terun succeeded.

My notes about what I am
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2 Terun stepped outside as the slender crescent moon peeked through the patchy clouds. He knew that morning was at least an hour away. "Should I wait?" he wondered, noting the scent of rain on the breeze. Terun looked around the sleeping village. "No," he decided. "I must go now."

3 Terun had noticed the eagle's nest two days earlier while hunting with his father and brother. Fearing that Nipawe would claim it, Terun had said nothing. Nipawe was nearly a man, strong and confident like their father. Nipawe often teased Terun, telling him that he was still a child. Terun longed to prove himself as a hunter and warrior, but his heart was troubled by a secret.

4 Terun shuddered as he recalled a hunting trip last season. While his father and Nipawe were scouting ahead for game, a mountain lion had suddenly pounced at Terun from behind a rock. Its menacing teeth and angry snarl had locked Terun in the grip of fear. His heart had been pounding, and he was unable to move. Then as quickly as it had appeared, the animal raised its head and darted into the thick brush. Thankfully the mountain lion left. Fearing that it would come back, Terun was fumbling with his bow when his father and brother returned. They had heard the mountain lion's roar.

5 "Did you hit him?" Terun's father had asked.

6 "No, Father," he answered, hanging his head.

7 "I am still proud," his father said, surprising Terun.

“You have found your courage.” That night his father bragged that Terun had scared away a mountain lion. The men of the village grunted their approval.

My notes about what I am
reading

8 “You’re not fooling me,” Nipawe growled later when he and Terun were alone. “How is it that you returned with all of your arrows?” Ashamed, Terun said nothing. His brother was right. He had not found his courage.

9 The sun was climbing the rim of the canyon when Terun arrived at the cliff. “There it is,” he whispered, spotting the nest on a ledge. As a boy, the chief of Terun’s tribe had taken a feather from an eagle’s nest. People said that the chief possessed the great bird’s courage. Terun wished for such courage. He too would snatch an eagle feather. Slowly but with great determination, he climbed to the nest.

10 Once he reached the nest, Terun knew he must hurry. If the eagle returned, it would attack, and Terun could fall to his death. He looked inside the nest and saw a single feather snagged in the twisted sticks. He grabbed it and quickly started down.



11 About halfway down the cliff, Terun reached an area where the rock was smooth. He searched frantically for a crack or ledge below him but could not find one. Although he held tightly to the crack above, he could feel his hands slipping. He looked down, and the air rushed from his lungs. He was paralyzed by fear. Then he remembered his father's words: "You have found your courage." Terun closed his eyes and breathed deeply. Feeling along the rock, he found a small indentation. Gripping it, he lowered himself and searched carefully for another place to put his hand.

12 That afternoon Terun strode through his village with the feather. Terun walked up to his father and presented the feather to him. Even Nipawe seemed to approve. Terun realized he had found his courage—not in the feather but in himself.

The Cry of the Wolf

1 Siniwai crouched behind a tree and watched the wolf pack. His breath came in short, hurried gasps, and his heart fluttered in his chest. He knew it was too late now. The wolves had seen him. If they attacked, he would try to outrun them. He closed his eyes briefly and tried to steady his body. He hoped the wolves would forget about him and begin their hunt. Then he would do what he had come to do. He remembered the wise old chief's words.

2 "Wolves know no fear," the chief had said. "They know only the hunt."

3 Siniwai had come to seek the chief's advice. Siniwai, a young Blackfoot warrior, had recently joined the tribe's hunting party. He was as skilled with the bow and arrow as any of the tribe's warriors, yet he had not been successful in his hunts. The sounds of the rushing river, the howling wind, and the rustling leaves of trees became the roars of mountain lions, the cries of wolves, and the growls of bears. Siniwai had worried so much that he couldn't concentrate on the hunt.

4 "To defeat your fears, you must become like a wolf. You must run with wolves and hunt with them," the chief had said.

5 "But they will hunt me," Siniwai had protested.

6 "Wolves do not hunt their own kind," the old man had said.

7 And so it was that Siniwai journeyed deep into the forest, not to hunt the wolves but to hunt with the wolves.

8 Siniwai spotted the pack leader, which was larger and more aggressive than the others. Then following an unseen and unheard command, the wolves began to move, swiftly but silently in a loping gait. They were running toward Siniwai! His legs weak and shaky

My notes about what I am
reading

beneath him, Siniwai wondered whether the leader would attack him. The chief's words came back to him: "Wolves do not hunt their own kind."

My notes about what I am
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9 Siniwai stood as tall as he could, trying to show no fear. The pack leader raced past him. The wolves did not attack. Siniwai turned and ran with them. He accidentally stepped on a brittle tree branch, and the snap seemed to echo throughout the forest. The leader turned his angry eyes on Siniwai and growled, chastising him for his carelessness.

10 Siniwai understood what he had done. He ran faster and closer to the pack. Siniwai knew that they had found the scent of their prey. The wolves ran faster, with mouths slightly open and teeth gleaming in the moonlight. He was among them now, close enough to see and feel the fire in their yellow eyes. Ahead a frightened animal desperately tried to escape. The lead wolf sounded the cry, and the pack joined in, barking and yelping. They were at full speed now, and Siniwai was one of them. His fear gone, he had become a wolf, singing the song of the hunter—the cry of the wolf!



Use “Terun’s Climb” (pp. 15–17) to answer questions 21–24.

- 21** Terun is able to overcome his anxiety on the cliff because he —
- A** has climbed the cliff once before
 - B** remembers what his father said to him
 - C** thinks of how surprised his brother will be
 - D** knows someone will help him down from the cliff
- 22** Nipawe knows that Terun —
- F** plans to sneak out alone during the night
 - G** is braver than he is
 - H** did not shoot any of his arrows
 - J** was unable to find an eagle’s nest
- 23** Paragraphs 4 through 8 are important to the story because they —
- A** explain the reason Terun decides to get the eagle feather
 - B** create a feeling of anger between Terun and his brother
 - C** contrast the differences between Terun and his father
 - D** describe the similarities between the eagle feather and the mountain lion
- 24** Which sentence from the story shows that Terun has learned from his experience?
- F** *That afternoon Terun strode through his village with the feather.*
 - G** *Terun realized he had found his courage—not in the feather but in himself.*
 - H** *That night his father bragged that Terun had scared away a mountain lion.*
 - J** *He didn’t want anyone to know of his plan, although his father would no doubt be pleased—if Terun succeeded.*

Use “The Cry of the Wolf” (pp. 18–19) to answer questions 25–29.

- 25** Siniwai knows he must hunt with the wolves in order to —
- A** speak with the chief
 - B** become a successful warrior
 - C** join the tribe’s hunting party
 - D** learn how wolves attack their prey
- 26** What are paragraphs 9 and 10 mostly about?
- F** Siniwai becoming a part of the wolf pack
 - G** What the lead wolf does to Siniwai
 - H** Siniwai trying not to show fear
 - J** Why Siniwai cries with the wolves
- 27** Siniwai angers the wolf leader when he —
- A** challenges the wolf’s right to lead the pack
 - B** makes noise that could alert the prey
 - C** is in the way as the pack begins to run
 - D** is in a part of the woods where only animals live
- 28** The reader can conclude that the wolves —
- F** run past Siniwai out of fear
 - G** do not notice Siniwai hiding in the woods
 - H** accept Siniwai as a fellow hunter
 - J** do not want Siniwai along on the hunt
- 29** What does the word aggressive mean in paragraph 8?
- A** Fierce
 - B** Quiet
 - C** Trusting
 - D** Anxious

**Use “Terun’s Climb” and “The Cry of the Wolf”
to answer questions 30–32.**

30 The resolutions in both of these stories occur when Terun and Siniwai —

- F** win the approval of their village
- G** decide to go hunting alone
- H** conquer their fears
- J** face danger for the first time

32 Both stories end with a feeling of —

- F** frustration
- G** accomplishment
- H** concern
- J** relief

31 What do the main characters learn in these stories?

- A** To respect their elders
- B** To hunt as an animal hunts
- C** To use their weapons with greater skill
- D** To believe in themselves

Ride On, Sybil

Many inspiring stories and legends have their origins in the American Revolution, a conflict between the British and their American colonies. In the late 1700s, the colonists began their fight for independence from British rule. This is the legend of Sybil Ludington, a courageous 16-year-old who rode more than 20 miles on horseback to help defend her country.

- 1 Sybil had been riding her horse Star all night—more on this night than in the last two weeks combined. Despite his exhaustion, Star seemed to understand the urgency of the night and raced on. The dirt roads had turned to mud under the heavy rain, making it hard for Sybil to see.
- 2 Scrapes from low-hanging tree branches covered Sybil's face and arms. However, treating them would have to wait until morning when she had completed her task. Her father, Colonel Ludington, was counting on her to inform the colonial soldiers of a British attack. Although the task was dangerous, Sybil was intent on helping her father, a man she fiercely admired. She was proud of his role in the fight for American independence.

My notes about what I am
reading



- 3 Sybil thought back to earlier that evening when she was tucking her brothers and sisters into their beds. She and her mother had heard approaching hoofbeats. They had looked at each other in alarm and gone quietly to the front door, trying not to disturb the children. With the war in progress, any unexpected visitor might be an unwelcome guest.
- 4 As soon as the rider caught sight of the women, he began to yell, “Colonel Ludington! Fetch Colonel Ludington! I must speak to him at once!” Sybil recognized the rider as one of her father’s soldiers. An urgent message like this could mean only one thing—the British were attacking!
- 5 Sybil ran to find her father, her heart pounding in her chest. The colonel was in the back room studying a map that was laid out across his sturdy oak desk. His eyeglasses sat low on his nose. As Sybil entered the room, Colonel Ludington glanced up and saw the fear in his daughter’s eyes. He quickly followed her to the front yard and calmly greeted the messenger. Sybil felt better just hearing the quiet authority in her father’s voice.
- 6 The messenger was out of breath and soaking wet. “The news isn’t good,” he said, his hat pressed to his chest. He told them that the British had raided Danbury, Connecticut, the town where American military supplies had been hidden. The British confiscated everything they could use, destroyed the remainder of the supplies, and set fire to the town. The British were now marching to their ships, hoping to slip away with the stolen goods before the colonial soldiers caught them.
- 7 “We need to inform our men right away,” Colonel Ludington responded. “If we can gather in time, we can prevent the British from reaching their ships. But our soldiers are scattered all over Putnam County and beyond. Are you fit to ride, son?”
- 8 The messenger, still gasping for air, said, “I can try, sir.”
- 9 Sybil interrupted. “Father, let me ride. I know where to go, and you are needed here. Star and I are both rested.”
- 10 Her father studied his 16-year-old daughter solemnly. Sybil stood tall and waited for his answer. “Very well,” Colonel Ludington said. “Ride on, Sybil.”

- 11 Nervous and excited, Sybil raced to the barn and forced herself to focus on saddling Star. She was not going to allow emotion to interfere with her mission. Her hands shook as she slipped the worn leather strap through the brass buckle.
- 12 Her mother entered the barn and offered her a bundle. “Take this cheese and rye bread. I’ve filled your father’s canteen with water, and—” Her mother’s eyes filled with tears. She embraced Sybil and returned to the warm glow of the house.
- 13 Sybil wished she could vanish into that safe light and nestle under the quilt on her bed. Everything was happening so quickly. Would she be able to alert the men in time? Would the British stop her?
- 14 “Time to go, boy.” Sybil patted her horse, swung one leg over his back, and flew out into the darkness.
- 15 That had been hours ago. Now, despite her fatigue and rain-soaked clothing, Sybil urged Star on, aware that with each passing minute the British were getting farther away. Darkness enveloped her like a blanket, protectively surrounding her. She thought of her father’s confidence in her, and her courage was renewed.
- 16 The rain slowed, and the moon finally appeared from behind wispy black clouds. It shone brightly, illuminating Sybil’s path. She tried to memorize its appearance. The moon was her companion, reaching out with its soft light and whispering encouragement to her.
- 17 Sybil continued to gallop from town to town, banging on closed shutters and alerting the men in charge. She was aware of the significance of her ride. She knew of Paul Revere’s heroic ride just two years earlier, in 1775. When her journey ended, Sybil would have ridden nearly twice as far as Revere.
- 18 The sun was beginning to rise when Sybil reached the last house on her route. She patted Star and turned wearily to begin the long journey home. From a distance she heard marching boots and a British officer shouting orders. Sybil slowed her horse, hoping to go unnoticed. They would probably never suspect her—she looked like an ordinary young girl out for an early ride—but it was best to be safe.

33 Which words from paragraph 5 help create an anxious feeling?

- A** *ran, pounding, fear*
- B** *studying, sturdy, glanced up*
- C** *map, authority, calmly*
- D** *back room, entered, followed*

34 What are paragraphs 11 and 12 mostly about?

- F** The way Sybil saddles her horse
- G** The food Sybil's mother brings her
- H** Why Sybil's hands are shaking
- J** How Sybil prepares for her journey

35 Sybil slows her horse as she passes the British camp because she wants to —

- A** keep from raising the enemy's suspicion
- B** listen to the sounds of marching
- C** give her horse the chance to regain his strength
- D** find out what the enemy soldiers are doing

36 Read this sentence from paragraph 3.

Sybil thought back to earlier that evening when she was tucking her brothers and sisters into their beds.

The author uses this sentence to —

- F** set up a flashback
- G** provide suspense
- H** foreshadow an event
- J** establish the setting

- 37** How does the author organize the selection?
- A** By comparing Sybil's ride to Paul Revere's ride
 - B** By listing the reasons why Sybil supports the war
 - C** By giving the cause and listing the effects of the ride Sybil makes
 - D** By describing Sybil's legendary ride and the events that led up to it

- 38** Which of these is the best summary of the story?
- F** Sybil is upset when a soldier arrives at her door. She turns to her father and offers her help. Her father allows her to ride her horse throughout the night.
 - G** Sybil is worried when one of her father's soldiers comes to their house with news of the British troops. Sybil offers to alert the colonial soldiers. By making a daring night ride, she is able to spread the news before morning.
 - H** Sybil helps her father in the Revolutionary War. He agrees to let her ride her horse on a mission. Sybil knows she must get news to the soldiers.
 - J** Sybil loves to ride and knows the roads in Putnam County. When her father needs someone to make a long journey, Sybil tells him that she and Star can do the job. Sybil rides her horse farther than Paul Revere did in his legendary ride.

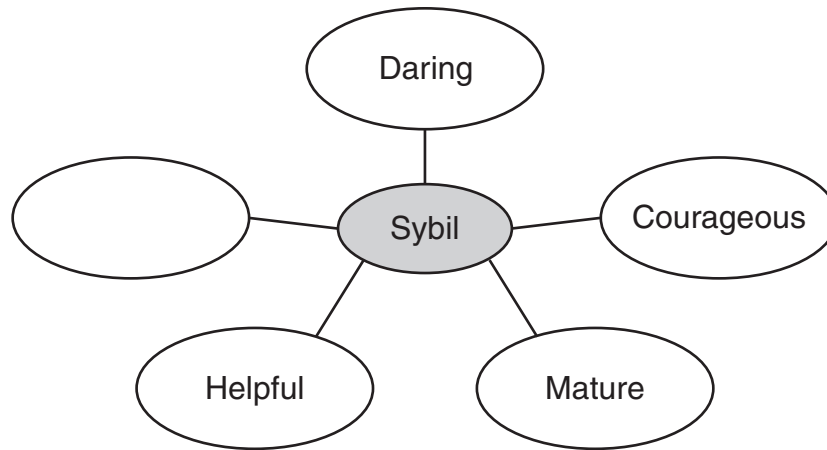
- 39** Read this sentence from paragraph 11 of the story.

She was not going to allow emotion to interfere with her mission.

This sentence shows Sybil's —

- A** patience
- B** surprise
- C** hesitation
- D** determination

40 Look at the graphic organizer.



Which character trait best completes the graphic?

- F** Annoyed
- G** Humorous
- H** Quiet
- J** Responsible

41 What is Sybil's biggest conflict in the story?

- A** Completing her task in time
- B** Motivating Star to gallop faster
- C** Avoiding capture by the British troops
- D** Persuading her father to let her go

42 In paragraph 6, the word confiscated means —

- F** pushed around
- G** buried
- H** took control of
- J** replaced

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



