

# **GRADE 6**

## **Reading**

### **Modified**

**Administered April 2014**

# **RELEASED**



# READING





## Sixth Grade Forever

This is a story about two friends named Chase and Marty who begin middle school together. Marty thinks sixth grade is harder than fifth grade, but Chase thinks it is easy. Read the story to find out what Chase learns during his first year of middle school.

# Sixth Grade Forever

- 1 It was the third week of school. When the bell rang at the end of the day, the middle school students stampeded through the hallways like animals just released from their cages. Chase found Marty at his locker. He was stuffing notebooks in his backpack. "Are you ready to go?" Chase asked. Then he noticed the look on Marty's face. "What's wrong?" Chase said.
- 2 "For the past three nights, I have worked a ton of math problems with my dad, but I got only a 79 on the math test!" Marty said. "What did you make?"
- 3 "One hundred," Chase said. "I remembered a lot of that stuff from last year."
- 4 "One hundred? You didn't even study!" Marty frowned and pushed open the front door of the school. Marty kicked rocks and sticks out of his way as he and Chase walked home.
- 5 Chase told jokes, trying to make Marty laugh, but Marty just stared straight ahead as he walked. The boys turned onto their street, and Chase said, "Hey, do you want to come over and play my new video game, Football Fever?"
- 6 "I wish I could," said Marty. "But my history project is due tomorrow. I'll see you in the morning."



- 1** In paragraph 1, the author uses the word stampeded to show that the students are —
- A** happy to be in middle school
  - B** confused about where to go
  - C** eager to leave school

- 
- 2** Why is Marty upset about getting a 79 on his math test?
- F** He studied very hard for the test.
  - G** He usually receives better grades in math.
  - H** He does not want to tell his parents about the grade.

- 7 Chase and Marty had been next-door neighbors since they were two years old. They had played on the same baseball team, liked the same video games, and loved peanut-butter-and-marshmallow sandwiches. They had been in the same class every year except third grade. They did almost everything together and had always performed about the same—until sixth grade.
- 8 At the end of fifth grade, everyone was giving Chase advice about what to expect in middle school.
- 9 “You will need to study more next year,” his math teacher had said.
- 10 “Get ready to read more books and write longer reports,” his English teacher had warned.
- 11 “You will have to write down your assignments and turn your work in on time,” his father had reminded him.
- 12 But then school started. Chase thought his classes were easier than they had been in fifth grade. He had hardly opened a book to study. He seemed to be doing just fine. The grade on his first math test proved that.
- 13 But Marty had done almost nothing except study. It seemed like Marty was always reviewing his history notes, reading, or studying for a math test. He had very little time to play video games with Chase after school or to go to the movies on the weekends.



- 3** Why did Chase expect sixth grade to be difficult?
- A** He did not enjoy his schoolwork in fifth grade.
  - B** He was warned that it would be harder.
  - C** Marty had so much trouble with his studies.

14 Then came report card day.

15 Chase walked home with Marty as usual. He opened the front door and dumped his backpack on a chair before heading to his room. His mother's voice stopped him in his tracks. "Chase Philip Morgan, come here this minute."

16 "What's up?" Chase asked. He tried to sound like he thought nothing was wrong. Mom never called him by his full name unless he was in trouble. She was standing in the kitchen, holding an official-looking white card.

17 "You tell me," Mom said. She pushed the report card into Chase's hand. He looked at the card.

18 Chase's cheeks turned red. His hands began to sweat. He looked again at the name on the report card. Unfortunately, the name was still his.

19 "Well? What do you have to say for yourself?" Mom asked. She looked as angry as a bull about to charge.

20 "Uh, I d-d-don't know," Chase stuttered.

21 "You don't know?" Mom said in an angry voice. "Would this have anything to do with Football Fever? Or watching TV? Or talking on the phone? Are you planning to stay in sixth grade forever?" With that, Mom turned and stormed out the back door. Chase watched as she began yanking weeds out of the flower bed. Chase imagined the weeds begging for mercy.

22 Chase went to his room and threw himself on his bed. He stared at the numbers on his report card. The numbers stared back. Chase tried to think about how he had let his grades get so low.



## Lawndale Middle School Report Card

Student: Chase Philip Morgan

Math	72
Science	71
History	63
English	67
P.E.	94

- 4 The reader can conclude that when Chase first sees his report card, he —
- F thinks his mother will take away his video games
  - G cannot believe it is really his
  - H knows his teachers made a mistake

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**personification**—when the author gives human qualities to an object, animal, or idea

- 5 Read the following sentence from paragraph 21.

*Chase imagined the weeds begging for mercy.*

The use of **personification** in this sentence helps show —

- A how to care for a garden
- B Chase's need to apologize
- C how angry Chase's mother is

- 23 Sixth grade had started off so easily. Then Chase remembered how he had forgotten to do his vocabulary homework because he stayed up late playing Football Fever. Another night he did not finish his science homework because he was talking on the phone. The teacher gave him a lower grade when he turned his homework in late. He did not finish reading the book for his English class and had failed the test. And he put his history project together in 30 minutes the night before it was due.
- 24 Chase had done so well on his first math test that he did not think he needed to study for the second one. The day after the test, Marty was gloating about his grade of 94. Chase was too embarrassed to admit that he had made a 60. Deep down, Chase knew that Marty wasn't really bragging about his grade. Marty had studied and was happy he had done so much better than on his first test.
- 25 After school the next day, Marty waited at his locker for Chase.
- 26 "Sorry I'm late," Chase said. "I had to get a couple of books out of my locker. I have some homework to do tonight. Do you want to work on our science projects after school?"
- 27 Marty smiled. "I was wondering when you were going to figure out that summer vacation was over. What happened to Football Fever?" he asked.
- 28 "Let's just say that the game's been canceled," Chase said with a little smile.

6 What does the word gloating mean in paragraph 24?

- F Acting triumphant
- G Complaining to
- H Praising

**Use the whole story “Sixth Grade Forever”  
on pages 6–12 to answer questions 7 and 8.**

**theme**—the central idea, message, or moral  
of a story, poem, or play

**7** What is the main **theme** of this story?

- A** Taking responsibility
- B** Setting goals
- C** Asking for advice

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**8** Which of these is the best summary of the story?

- F** Chase and Marty have been friends for most of their lives. They used to do many things together. When they enter middle school, they have less free time to spend together. They decide to do homework together after school.
- G** Chase and Marty have been good friends for a long time. They start middle school together. Marty works hard, but Chase thinks his grades are fine without studying. Chase’s mother shows him his poor grades on his report card. Chase realizes his mistake and asks Marty to study with him after school.
- H** Chase and Marty are good friends. They start sixth grade together. Chase spends his time playing video games and watching movies. Marty works on his homework. Chase’s mother knows that Chase has not been spending enough time on his schoolwork.







## Indianapolis 500

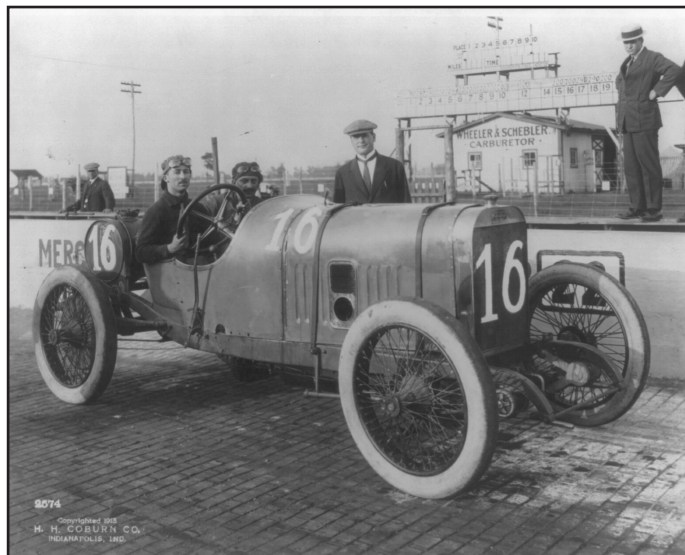
This article is about the 500-mile race called the Indianapolis 500. This automobile race, also known as the Indy 500, is held every May at the Indianapolis Motor Speedway. Race cars complete 200 laps around the track, which is equal to 500 miles. Read the article to learn about the history and traditions of the race and how it has changed over the past 100 years.

# Indianapolis 500

- 1 Every May for nearly a hundred years, more than 250,000 people have gathered at the Indianapolis Motor Speedway to watch the Indy 500, the world-famous 500-mile car race. The announcer cries, "Ladies and gentlemen, start your engines!" Immediately 33 race cars roar to life. Fans sit in the stadium seats that surround the racetrack. They are eager to see who will be the first to finish 200 laps around the track.

## In the Beginning

- 2 Indy cars have always had their own special style—low to the ground, open to the sky, and painted in bright colors. The Indy cars of the past raced at an average speed of about 75 miles per hour. They were no faster than today's passenger cars.
- 3 The early Indy cars had two seats, one for the driver and one for a mechanic. The mechanic's main job was to report to the driver the location of passing cars. When the car had problems, a pit crew made quick repairs in an area of the track designated for that purpose. This area is called the pit.
- 4 The winner of the first Indy 500 was also the first driver to race without a mechanic. Because he did not have someone beside him to watch for passing cars, a new invention, the rearview mirror, was added to the car. Even though the driver made stops for repairs and tire changes, he was able to win the race because the car did not have the weight of another person. Over time, mechanics stopped riding with the drivers.



The driver of the winning car in 1913 is sitting behind the wheel. His mechanic is seated to his left.

Courtesy of Library of Congress # LC-USZ62-55917



**9** Which words from paragraph 3 help the reader understand the meaning of designated?

- A** *passing cars*
  - B** *report to the driver*
  - C** *for that purpose*
- 

**10** Why did mechanics eventually stop riding in the race cars?

- F** The mechanics decided they would be safer in the pits.
  - G** Drivers saw that the cars could go faster without an additional person.
  - H** The Indy race cars had only two seats.
- 

**11** Which sentence supports the idea that the Indy 500 is a very popular race?

- A** *Every May for nearly a hundred years, more than 250,000 people have gathered at the Indianapolis Motor Speedway to watch the Indy 500, the world-famous 500-mile car race.*
- B** *Fans sit in the stadium seats that surround the racetrack.*
- C** *Indy cars have always had their own special style—low to the ground, open to the sky, and painted in bright colors.*

## Cars Today

- 5 Modern-day Indy cars are built to reach speeds of more than 220 miles per hour. The giant engines leave little room inside the car for the driver. The place where the driver sits is so small that the steering wheel must be removed before the driver can climb into the seat. The seat is molded into the exact shape of the driver's body. When the driver is buckled in, the steering wheel is put back in place and secured.
- 6 With cars reaching such high speeds, safety is very important for Indy drivers. Neck pads and helmets are used to keep drivers in place as they whip in and out of curves on the racetrack. Fireproof suits protect drivers in case of a crash. However, the thick clothing causes the driver's body temperature to rise and the driver to sweat from the heat. This makes sitting in the car for over three hours difficult. Drivers must drink plenty of liquids to stay hydrated. To make this easier, helmets have built-in straws that connect to water bottles.
- 7 The race cars are also designed with safety in mind. Being driven at such high speeds could cause a car to lift off the track. Metal wings on the front, back, and sides of the car help pull it to the ground. Wide, smooth tires help the car grip the road. And roll bars are built into the car to form a protective cage around the driver in case of a crash.

**12** According to the article, why do modern race cars have wide tires?

- F** The tires last longer, so the cars make fewer pit stops.
- G** The tires help keep the cars from slipping on the road at high speeds.
- H** The tires allow the cars to move more quickly around the track.

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**13** What does hydrated mean in paragraph 6?

- A** Supplied with water
- B** Chilled with water
- C** Sprayed with water

## Teamwork Until the Finish

- 8 A lot can go wrong with cars during the race. Keeping Indy cars in good condition is important for winning. Each driver has a team of six mechanics, the pit crew, that helps maintain the car. These mechanics work in the pit area beside the track. During the race the driver talks to the pit-crew chief through a radio in the driver's helmet. The driver pulls into the pit when the car needs more fuel, a change of tires, or a repair.



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- 9 The driver and the pit crew are not the only members of the Indy racing team. Competing in the race is expensive. Each car and driver usually have sponsors, people or companies that help pay the team's expenses. When one race car can use up to 140 tires in a single race, it's easy to understand why racing costs can add up quickly. In exchange for their financial support, the sponsors' names are on the sides of the cars and on the driver's suits. Even though the driver gets most of the glory for winning the race, there are many others who also help make the win possible.

- 14** The reader can infer that the main reason modern pit crews have six mechanics is so they can —
- F** complete repairs as quickly as possible
  - G** advertise the sponsors of the team
  - H** communicate better with the driver

## Lasting Traditions

- 10 Winning the Indianapolis 500 is a feat that has been honored for years. The winner's name has been engraved on the sterling silver trophy every year since 1936. Winners also receive a wreath decorated with 33 flowers and 33 small flags to represent the number of cars participating in the race.
- 11 Along with these honorary gifts, the winner is also awarded a cold bottle of milk. This tradition began in 1936 when one of Indy's most famous drivers drank buttermilk after winning his third race. A man who worked for a dairy company saw the photo of the driver drinking the buttermilk. He thought it would be good advertising for the dairy, so he promised that milk would be given out after every race.
- 12 Although the Indianapolis 500 has changed over the years, some traditions remain the same. Winning the race still requires a team effort. The race continues to be a celebration of the automobile. Every driver is a hero, every fan pays tribute, and every race is a heart-stopper.

15 What does the word feat mean as it is used in paragraph 10?

- A An annual event
- B A difficult question
- C A remarkable achievement

**Use the whole article “Indianapolis 500”  
on pages 16–22 to answer questions 16 and 17.**

**16** Which sentence best shows that racing teams must prepare for unexpected events?

- F** *Over time, mechanics stopped riding with the drivers.*
- G** *When the driver is buckled in, the steering wheel is put back in place and secured.*
- H** *A lot can go wrong with cars during the race.*

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**17** What is the best summary of the article?

- A** The Indianapolis 500 takes safety very seriously. Drivers wear special helmets and must be buckled into their seats carefully. Drivers must be protected in case of accidents that could occur during the high-speed race.
- B** Fans have attended the Indianapolis 500 for almost 100 years. During this time, the race has undergone many changes. The cars have become faster and safer. The pit crews have become more efficient. One thing that has not changed is the thrill of seeing the winner cross the finish line.
- C** The Indianapolis 500 was a very different race when it began almost 100 years ago. Those cars were much slower. The mechanics usually rode with the drivers. The mechanics watched for the location of passing cars for the drivers.









## Full Day

The speaker of this poem is a passenger on an airplane. Read the poem to see how a pilot's announcement causes the speaker to reflect on what traveling was like long ago for pioneers in covered wagons.

# Full Day

*by Naomi Shihab Nye*

The pilot on the plane says:  
In one minute and fifty seconds  
we're going as far  
as the covered wagon went  
5 in a full day.

We look down  
on clouds,  
mountains of froth and foam.  
We eat a neat  
10 and subdivided lunch.

How was it for the people in  
the covered wagon?  
They bumped and jostled.  
Their wheels broke.  
15 Their biscuits were tough.  
They got hot and cold and old.  
Their shirts tore on the branches  
they passed.

But they saw the pebbles  
20 and the long grass  
and the sweet shine of evening  
settling on the fields.  
They knew the ruts and the rocks.  
They threw their furniture out  
25 to make the wagons lighter.  
They carried their treasures  
in a crooked box.

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**imagery**—when the author uses details and descriptions that appeal to the reader’s senses

**18** Read stanza 2 from the poem.

We look down  
on clouds,  
mountains of froth and foam.  
We eat a neat  
and subdivided lunch.

The poet uses **imagery** in this stanza to —

- F** contrast what’s outside the plane with what’s inside
- G** explain why people choose to travel by plane
- H** show that a plane is the fastest type of transportation

- 19** Which line from the poem suggests that people in covered wagons lived closely with the land?
- A** Their biscuits were tough.
  - B** They knew the ruts and the rocks.
  - C** They threw their furniture out

- 
- 20** The poet organizes the poem as she does in order to —
- F** explain why people travel in planes
  - G** describe the changes in travel throughout history
  - H** show how travel today is different from travel in the past

**21** Why does the poet include stanzas 3 and 4?

- A** To suggest that travel by wagon had both advantages and disadvantages
- B** To explain why pioneers wanted to cross the prairie by wagon
- C** To prove that traveling by wagon was more fun than traveling by plane

---

**imagery**—when the author uses details and descriptions that appeal to the reader’s senses

**22** Read these lines from the poem.

But they saw the pebbles  
and the long grass  
and the sweet shine of evening  
settling on the fields.

The **imagery** in these lines creates a feeling of —

- F** playfulness
- G** peacefulness
- H** pride







## California Teen Climbs to Incredible Heights

This is a newspaper article about a teenager named Samantha Larson and her father. At 12 years of age, Samantha began her mountain-climbing adventures when she and her father reached the summit of Mount Kilimanjaro, the highest peak in Africa. Through the years Samantha continued to climb other mountains in North and South America, Europe, Australia, Antarctica, and Asia. Read the article to find out how Samantha's mountain-climbing experiences prepared her to climb Mount Everest.



## California Teen Climbs to Incredible Heights

by Mara Sims

- 1 On May 16, 2007, 18-year-old Samantha Larson became the youngest American to reach the summit of Mount Everest. Samantha and her father braved temperatures that were below freezing and very strong winds to stand where few others have stood—at the highest point on Earth.
- 2 After the climb Samantha described how she felt when she reached the top of the mountain. "I was really happy to be there, and I was happy to be going down, too. There were a lot of difficult moments. It was a long trip. It was hard in general."
- 3 For Samantha and her father, climbing Mount Everest was part of a larger endeavor. By reaching Mount Everest's peak, the Larsons succeeded in reaching their goal. They had climbed the highest mountain on each of the world's seven continents. These peaks are known as the seven summits.



Samantha Larson smiles after climbing Mount Everest.

© Associated Press/Binod Joshi



**23** What does the word endeavor mean in paragraph 3?

- A** Contest
- B** Responsibility
- C** Effort

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**24** At the age of 18, Samantha became known for —

- F** having traveled to all seven continents
- G** her ability to climb in cold temperatures
- H** being the youngest American to reach the summit of Mount Everest

- 4 Climbing the seven summits was not the Larsons' original goal. When Samantha was in middle school, her father wanted to find a way to stay fit. He thought the whole family might enjoy mountain climbing. But he and Samantha were the only ones who enjoyed it.
- 5 Samantha and her father began training indoors at a gym with man-made climbing walls. They took lessons with experienced climbers and practiced in a safe place. The Larsons also began hiking on a small mountain near their home in California.
- 6 Samantha and her father trained for many months before they were ready to try their first big climb. When Samantha was 12, they climbed the tallest peak in Africa. Looking back on the experience, Samantha said, "It seemed easy, a walk in the park."

**25** Paragraphs 4 and 5 are mostly about —

- A** how Samantha and her father first began climbing
- B** man-made climbing walls in indoor gyms
- C** where Samantha and her father live

- 7 For their next adventure Samantha and her father chose to climb South America’s highest peak. But the Argentine government required climbers to be at least 14 years old. Luckily, a local climbing guide knew about Samantha’s climbing experience and ability. He was able to vouch for her skills. He assured the government that Samantha was a skilled climber, so she was allowed to make the climb.
- 8 Samantha had to miss school to make the trip to South America. But she proved that she was as dedicated to her studies as she was to climbing. Samantha packed her schoolbooks along with special clothing such as spiked boots, heavy gloves, coats, and goggles to protect her eyes. She even packed her oboe because she had to practice for a band concert.
- 9 It took Samantha and her father nearly two weeks to reach the summit. Climbing down the mountain was easier—it took only two days. They were in a hurry to get home because Samantha had to play her oboe in the band concert the day after they returned.

**26** Which word from paragraph 7 helps the reader know what vouch means?

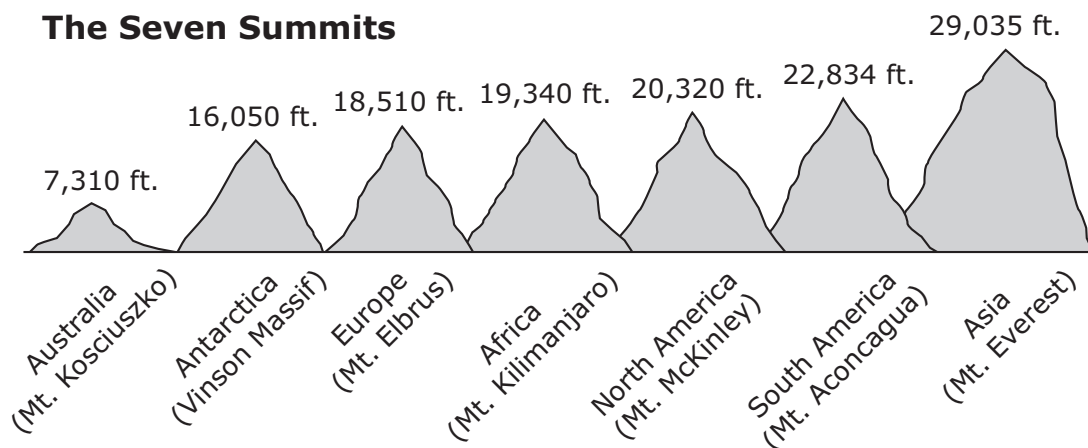
- F** *chose*
- G** *assured*
- H** *required*

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**27** Why does the author include paragraph 8 in the article?

- A** To show that Samantha was determined to succeed both in mountain climbing and in her schoolwork
- B** To explain why climbers need special clothing and gear
- C** To stress how important education is to people who decide to become mountain climbers

- 10 Over the next three years, Samantha and her father continued climbing new summits. When Samantha was 14 years old, she and her father climbed the highest peak in Europe. The next year they climbed North America's highest mountain. Later Samantha called it the "toughest mountain besides Everest."
- 11 One of the guides who helped Samantha on the climb praised her ability, saying, "Larson was an equal player on the climb. She always held her own."
- 12 Samantha thought of her next challenge—Australia's highest mountain—as being "just like a day hike." On the other hand, climbing Antarctica's highest mountain was quite daunting because of the severe weather conditions. The Larsons made the climb during the summer, which meant that they had nearly 24 hours of daylight. But the temperatures on the mountain never rose above freezing. Often they fell to 30 degrees or more below zero.
- 13 Samantha had climbed six of the seven highest peaks in the world. She was not going to skip the highest mountain of them all—Mount Everest in Asia. She decided to start college later so that she could train for her most demanding challenge.



- 14 Several pieces of equipment are needed in order to climb Mount Everest. Climbers must carry oxygen tanks to help them breathe when the air becomes too thin at the highest altitudes. The severe weather conditions on Mount Everest also require climbers to be completely covered in protective clothing.

- 15 Even though by this time Samantha was an experienced climber, she admitted that Everest had “a lot of difficult moments.” It was “much harder, longer, and higher” than any of the other peaks. Samantha described extreme temperatures that were well below freezing. Also, the high altitude affected her body. She drank water, but she couldn’t eat anything for several days.
- 16 When Samantha and her father reached the summit of Mount Everest, she was tired. “I actually cried in a mix of exhaustion, taking in the beauty of my surroundings, and recognition that I had just achieved my goals of not only climbing Everest, but all of the seven summits,” Samantha said.

**28** What are paragraphs 10 through 12 mainly about?

- F** The highest peak in North America
- G** The severe weather conditions Samantha and her father faced
- H** The climbs that Samantha and her father made over three years

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**29** The author included the diagram most likely to —

- A** explain why Samantha and her father climbed the mountains
- B** provide a way to compare the heights of the mountains Samantha and her father climbed
- C** show the paths that Samantha and her father took to reach each summit

**Use the whole article “California Teen Climbs to Incredible Heights” on pages 32–37 to answer questions 30–32.**

**30** What can readers conclude about experienced mountain climbers?

- F** They live in mountainous areas.
- G** They do not need guides to assist them.
- H** They are in excellent physical condition.

---

**31** From the information in the article, the reader can tell that the author —

- A** is a friend of Samantha and her father
- B** admires Samantha’s determination and achievements
- C** knows more about mountain climbing than Samantha does

**32** The reader can conclude that Samantha's father —

- F** trusted his daughter's ability to climb even though it was dangerous
- G** was angry that the other family members were not interested in mountain climbing
- H** wanted his daughter to spend more time doing her homework









## Leaving Home Again

This is a story about a young man named Jay who is going away to college and moving into a dorm for the first time. His mom, Mrs. Watts, leaves Jay an envelope full of postcards that he wrote one summer while at horse camp. Read the story to find out how the memories in those postcards help Jay.

# Leaving Home Again

- 1     “You know I’m so proud to see you starting college,” Mrs. Watts said. She was looking into her son’s eyes with tears in her own.
- 2     “Me too, Mom. I can’t believe I’m finally here. What if I can’t do the work? What if I don’t like it?” Jay asked.
- 3     “You just got here. Give it time. Think about your future. And remember where you have been,” his mom said. She set a large brown envelope down on one of the beds. She gave Jay a quick hug. Then she left Jay alone in his new college dorm room.
- 4     Jay looked around. He wondered how he and his new roommate could live and study in such a small space. He sighed and said, “Coming here was probably a mistake.”

**33** Which sentence shows that Jay does not yet feel comfortable at college?

- A** *"I can't believe I'm finally here."*
- B** *She gave Jay a quick hug.*
- C** *He sighed and said, "Coming here was probably a mistake."*

5 Jay sat down on his bed and picked up the envelope. He quickly tore open the flap. He guessed that his mother had bought something new for him because she never saved anything. She cleaned out the house every spring. Jay or his sister often had to rescue something important from the trash before the garbage truck could carry it away.

6 Jay pulled out a small stack of postcards from the envelope. The top one showed a picture of a horse rearing up on its back legs. Jay turned the card over and saw his mother's name in the address line. He also saw some words scribbled across the message side of the postcard. "These are the postcards I sent to Mom the first summer I went to horse camp," he said to himself. "Maybe she keeps some things after all." He read the first postcard.

7

*Dear Mom,*



*We have to send a weekly report to our parents. I would like to report that the food is bad. The staff members are clueless. And my horse is as dumb as his name—Rock. The first night I had to wash dishes by myself because I missed roll call. I hate it here!*

*Jay*

8 Jay smiled. Then he shook his head as he thought about what he was like as a 12-year-old. He opened a window, and fresh air rushed in. It brought back memories of the camp's grassy meadows. He could almost smell the horses and the hay. Jay remembered how much he had hated horse camp—until he had learned to love it.

**34** Why is Jay surprised to see the postcards?

- F** He knows his mother usually throws things away.
- G** He doesn't remember writing any postcards at camp.
- H** He thought he had lost them.

- 9 Jay remembered the morning when he got on a bus with 14 other young people. They were going to the horse camp just outside their hometown. Everyone was silent as the bus moved through familiar streets and neighborhoods. Some of the people on the bus had had minor scrapes with authority, either at home or at school. They sat with angry looks on their faces. It did not seem like they wanted to go to horse camp any more than Jay did.
- 10 Jay was not happy, but he knew why he was going there. He had been in trouble many times at school. His mother wanted Jay to make better choices and for his behavior to improve. She had signed Jay up for the horse camp the day she heard about it. She came home that same afternoon with gray T-shirts and new jeans for Jay to wear while he was there. She showed Jay a flyer that described a day at the camp. He instantly felt sick to his stomach.
- 11 When Jay first got to camp, he wanted to go home. He just wanted to hang out with his friends. He wanted a free and easy summer. Instead his summer would now be full of rules. His discontent had not gone away after the first week of camp. The second postcard in the stack proved it.

12

Mom,

*Nobody wants to be here, not even the horses.  
Dumb-as-a-Rock threw me off his back yesterday. You  
should get me out of here before I really get hurt.*

*Jay*



- 13 "Ugh," Jay groaned. He shook his head at the thought of having written those words. He honestly could not remember the camp being that bad.

**35** What does the word discontent mean in paragraph 11?

- A** Curiosity
- B** Excitement
- C** Unhappiness

14 The third postcard was very different from the first two.

15

Mom,



*I think Rock is glad that I'm here. He seemed to be looking for me when we went out to the barn this morning to get the horses. That might be because I sneaked an apple to him yesterday. Rock really is the best horse here. I think we are going to lead the other riders in the Fourth of July parade next week.*

*Jay*

16 The next postcard described how Jay and Rock had led the other horses and riders in the parade. Jay bragged to his mother about how well Rock had behaved, even though there were crowds of people and loud noises along the way. At the bottom of the card, Jay wrote, "I think Rock will miss me when I come home."



**36** Which sentence best shows that Jay feels a closer bond with his horse Rock?

- F** *Nobody wants to be here, not even the horses.*
- G** *I think we are going to lead the other riders in the Fourth of July parade next week.*
- H** *Jay bragged to his mother about how well Rock had behaved, even though there were crowds of people and loud noises along the way.*

17 Jay turned over the last postcard. The message was short:

18

*Dear Mom,*

*Can I come back next year?*

*Love,*

*Jay*



19 Jay smiled as he placed the postcards back in the envelope. He looked around his dorm room for a pen and some paper. He sat down at his new desk chair and began to write.

20 *Dear Mom . . .*

**37** Jay shows that he appreciates his mother's gift of the postcards by —

- A** thinking about her
- B** starting a letter to her
- C** calling to thank her

**Use the whole story "Leaving Home Again"  
on pages 42–50 to answer question 38.**

**38** Why is it important that the story is set in Jay's college dorm room?

- F** It presents another situation in which Jay must face new experiences by himself.
- G** It proves that Jay will be a successful college graduate.
- H** It shows the influence that Jay's mother had on his decision.

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



**STAAR MODIFIED**  
**GRADE 6**  
**Reading**  
**April 2014**