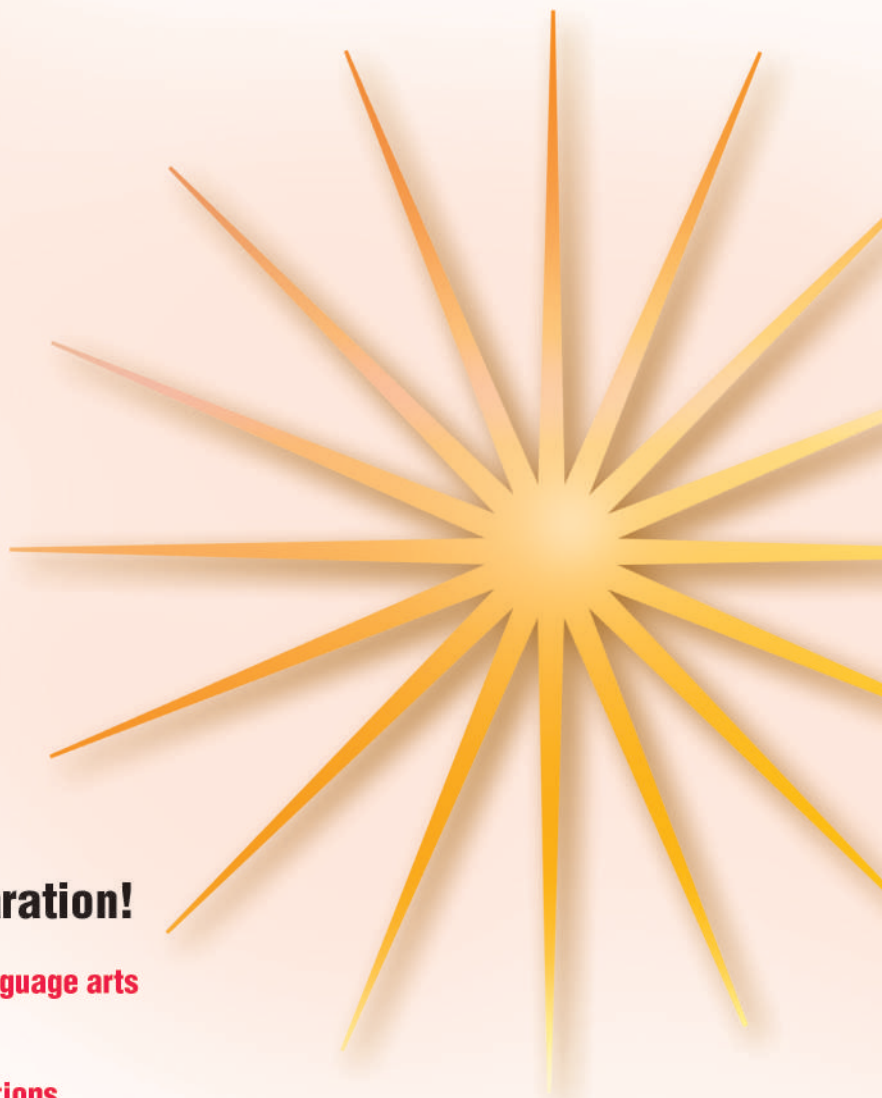


**SPECTRUM**<sup>®</sup>

# Test Prep

GRADE

**6**



**Excellent Tool for  
Standardized Test Preparation!**

- **Strategy-based activities for language arts and math**
- **Test tips to help answer questions**
- **Encourages critical thinking and reasoning**
- **Answer key**

# Cite Text Evidence to Support Inferences

Reading: Literature

**DIRECTIONS:** Read the story.

## Time to Win

[1] In one of the closest games of the season, the teams were so evenly matched that neither team had been able to score, and now, time was running out. [2] No score would mean exciting (and exhausting) overtime play, but fans and players knew that one precise kick would settle the competition. [3] Justin's feet pounded the soccer field toward the goal, and his heart pounded along with the rhythm of his steps.

[4] "I'm open!" he shouted. [5] "Pass the ball!" [6] He scanned the field, searching for a player from his team.

[7] "Brian, over here!" [8] Marco kicked the ball toward Justin, but before Justin could reach it, one of the opponents darted in and booted the ball away. [9] "Don't worry—we'll get it next time!" hollered the coach, as Marco sprinted back to regain possession of the ball. [10] This time, Marco dribbled out the wing, beating opponent after opponent. [11] He centered the ball, and Justin bolted just in time to kick it toward the goal. [12] The vigilant goalie, alert to possible game-ending shots, scooped up the ball and threw it back into play.

[13] "Nice try! [14] You almost had it!" shouted the coach as the team rushed back down the field to counter their opponents, who now had possession. [15] An opposing player slipped past the first defender and took a shot at the goal but missed.

[16] "Make this one count!" bellowed the goalie as he kicked the ball to his team. [17] Marco marshaled his energy and focus, determined to shake up the scoreless game while the clock relentlessly ticked down. [18] As he darted down the field, he could hear the fans in the background roaring, "Go! Score!"

[19] Hurling their remaining strength into a last effort, the whole team charged down to help him. [20] They passed the ball around the opponents, maneuvering closer and closer to the goal. [21] Justin passed the ball to Marco, who took aim at the goal and blasted the ball with all the force he could muster just as the final seconds flickered across the field clock. [22] The shot was good—the team had won!

[23] "Congratulations! [24] You guys were great! [25] What a game! [26] What a team!" cheered the fans. [27] Justin and Marco exchanged a traditional high five and beamed with pride as the exultant team headed over to congratulate their opponents on a fiercely fought match.

## Strategy

Use details about the characters' actions, words, and thoughts to make inferences about the characters.

1. At the beginning of the story, Justin hopes to score the winning goal. At the end of the story, Marco scores the winning goal. What evidence supports the inference that Justin is not disappointed? Choose two correct answers.

- (A) Justin's shot is intercepted by the goalie.
- (B) Justin's coach yells encouraging words to him.
- (C) Justin's teammates congratulate their opponents.
- (D) Justin and Marco exchange a high five after the game.
- (E) Justin passes the ball to Marco as the clock ticks down.

# Cite Text Evidence to Support Inferences

Reading: Literature

**DIRECTIONS:** Use the story to choose or write the correct answer.

## Strategy

To make an inference, ask yourself what you don't know about characters or events.

## Test Tip

Make an inference by using what you already know from experience and common sense, and what happens in the story.

2. What detail in the story helps to clarify the meaning of vigilant in Sentence 12?

- (A) Justin's heart pounds as he rushes the goalie.
- (B) Marco's game-winning goal gets past the goalie.
- (C) The goalie is "alert to possible game-ending shots."
- (D) The goalie bellows at his team to "Make this one count!"

3. Write a sentence that makes an inference about Justin and Marco's coach. Include quoted words from the story to support your inference.

## Test Tip

Be sure to quote the words exactly and place them inside quotation marks.

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4. Which detail most strongly suggests that all the players on the field are talented?

- (A) The fans cheer, "What a game!" after the winning goal.

- (B) Both teams have prevented goals for most of the game.
- (C) The winning team congratulates the losing team after the game.
- (D) The narrator describes overtime play as "exciting (but exhausting)."

5. Choose two sentences that readers could cite to support the inference that the players are exhausted as the game time runs out.

- (A) Sentence 1
- (B) Sentence 9
- (C) Sentence 17
- (D) Sentence 19
- (E) Sentence 20

Write how you know.

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6. Explain why it is important to use quotes from the story when making an inference.

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# Determine Theme and Summarize

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

[1] Daedalus felt the walls closing in around him, but he pushed his fears down. [2] He could not let his son, Icarus, see his panic; he had to comfort the boy and keep him safe. [3] Yet, trapped in his own trap, Daedalus knew their situation was dire.

[4] Years ago, the great inventor and architect had created the Labyrinth for King Minos. [5] It was hard to turn a person of Minos’s power down, but if Daedalus had known Minos’s intentions, he would have fled before agreeing to do the work. [6] The Labyrinth’s twisting paths could not be retraced; someone thrown into the prison died there able to see the sky above but never reach it. [7] And now that someone was Daedalus, the latest victim of the king’s rage.

[8] But, being Daedalus, he was never far from a plan of action. [9] “Icarus,” he said gently, so as not to frighten the child, “gather as many feathers as you can find.” [10] The boy played at finding feathers fallen from birds as they soared over the serpentine prison, and the father molded them into wings held in place by warmed candle wax. [11] Soon, two pairs of wings were ready. [12] Daedalus attached wings to himself and his son, warning, “Icarus, fly low, near the water, as we escape. [13] The sun will melt the wax if you fly too high.” [14] Alas, as he flew, the joy of escape and the delight of soaring like a bird inspired Icarus to fly up, up, up—until the heat made his wings melt away, and he plunged into the sea forever, as his grieving father flew on to safety.

## Strategy

Identify plot elements to help summarize a story, and identify its theme or themes.

1. Explain in your own words the problem Daedalus faces.

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2. Which two sentences tell readers why Daedalus does not give up as he faces the problem?

- (A) Sentence 2
- (B) Sentence 3
- (C) Sentence 6
- (D) Sentence 8

# Determine Theme and Summarize

Reading: Literature

**DIRECTIONS:** Use the story to choose or write the best answer.

## Strategy

Ask, *What do the characters' struggles suggest about life or about being human?* The answer to this question helps you determine the theme.

3. Which statement captures a theme of the story of Daedalus and Icarus?

- (A) Powerful kings are easy to anger.
- (B) Inventions solve many life problems.
- (C) Freedom is more important than a king's favor.
- (D) Children should heed their parents' wise advice.

Write how you know.

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## Test Tip

Outline a story's three main sections by asking, *What problem do the characters face? What challenges must the characters face as they try to solve the problem? How do the characters solve the problem?* These questions help you summarize the story.

4. Summarize the story of Daedalus and Icarus. Include the major plot events only.

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# Interpret Figurative Language

Reading: Literature

**DIRECTIONS:** Read the poem. Then, answer the questions.

**from *The Jungle Book*  
by Rudyard Kipling**

NOW this is the law of the jungle, as old and as true as the sky,  
And the wolf that shall keep it may prosper, but the wolf that shall break it must die.

As the creeper<sup>1</sup> that girdles the tree trunk, the law runneth forward and back;  
For the strength of the pack is the wolf, and the strength of the wolf is the pack.

Wash daily from nose tip to tail tip; drink deeply, but never too deep;  
And remember the night is for hunting and forget not the day is for sleep.

The jackal may follow the tiger, but, cub, when thy whiskers are grown,  
Remember the wolf is a hunter—go forth and get food of thy own.

<sup>1</sup> creeper—vine

## Strategy

Identify examples of figurative language and interpret them to better understand the meaning of a story or poem.

## Test Tip

Remember that metaphors, similes, and personification all compare seemingly different things to show how they are alike. Identify what is being compared, and determine how the writer uses the comparison.

**1. Part A: Which word in Line 2 shows that the meaning of prosper contrasts with the meaning of die?**

- (A) wolf
- (B) keep
- (C) but
- (D) must

**Part B: Choose three actions that are the actions of a wolf that prospers.**

- (A) lives a short life
- (B) follows the tiger
- (C) keeps itself clean
- (D) hunts successfully
- (E) creeps around a tree
- (F) obeys the law of the jungle

**Write how you know.**

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**2. What do the last two suggest about the narrator of the poem? Explain who is narrating and why.**

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# Interpret Figurative and Connotative Language

Reading: Literature

**DIRECTIONS:** Read the poem. Then, answer the questions that follow.

**from "The Brook"**  
**by Alfred, Lord Tennyson**

I steal by lawns and grassy plots,  
I slide by hazel covers<sup>1</sup>;  
I move the sweet forget-me-nots<sup>2</sup>  
That grow for happy lovers.

I slip, I slide, I gloom, I glance,  
Among my skimming swallows;  
I make the netted sunbeam dance  
Against my sandy shallows.

I murmur under moon and stars  
In brambly wildernesses;  
I linger by my shingly bars<sup>3</sup>;  
I loiter round my cresses<sup>4</sup>;

And out again I curve and flow  
To join the brimming river,  
For men may come and men may go,  
But I go on for ever.

<sup>1</sup> covers— thick, intertwined vines

<sup>2</sup> forget-me-nots—small flowers

<sup>3</sup> shingly bars— covered in pebbles

<sup>4</sup> cresses — leafy plants

## Strategy

Use literal or dictionary definitions to understand the meaning of words and phrases. Then, ask yourself what else the word or phrase means to find the deeper, connotative meaning.

## Test Tip

Connotative meanings go beyond the dictionary definitions. For example, *He placed the book on the counter* has a neutral connotation, while *He slammed the book on the counter* has a negative connotation.

1. What does the word *steal* mean in the context of first line?

- (A) a useful and strong metal
- (B) to move cleverly and quietly
- (C) to take what belongs to another
- (D) a good price for something valuable

2. Personification allows \_\_\_\_\_ to speak in the poem.

- (A) the poet
- (B) the brook
- (C) a happy child
- (D) a skimming swallow

Write how you know.

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3. How would this poem be different if the brook wasn't the narrator or character? What if the author chose not to use personification and just describe the brook himself?

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# Describe Connections Among Plot Events

Reading: Literature

**DIRECTIONS:** Read the story.

## The Escape

[1] Into the shady glen, the small figure rode on a pony little larger than a dog. [2] The green-mantled figure patted the neck of the beast, whispering words of comfort into the animal's ear.

[3] "We've left the raiders behind, old friend," said Rowan, as she removed her hooded mantle. [4] Rowan was one of four daughters of Sylvia, guide of all wood folk.

[5] Suddenly, shouts of rough men cut through the glade's peace.

[6] "In here, I tell ya. [7] The maid's gone to hiding in this grove."

[8] "Nah, ya lunk. [9] She'd never wait for us here. [10] Not after she dunked old Stefan at the marsh. [11] No! [12] She's a gone on to her crazy folk, don'tcha know."

[13] The two gray-cloaked riders dismounted, still arguing as they examined the earth for traces of the child's flight. [14] "Who was the lout who let her escape?" asked the first.

[15] "'Tis one who no longer breathes the air so freely," returned the second grimly.

[16] "The lord nearly choked the fool, even as the knave begged for mercy. [17] Ah, there's little patience for one who lets a mystic escape, to be true!"

[18] Five nobly dressed horsemen wove through the trees to the clearing where these two rustics still squatted. [19] In the lead came the fierce lord, a huge form with scarlet and gray finery worn over his coat of mail.

[20] "What say you?" he roared. [21] "Have you found the trail of Rowan?"

[22] "No, sire," spoke the first gray, trembling, "though I was certain the child headed into this wood. [23] Shall I continue to search, Lord?"

[24] "Aye, indeed," replied the master calmly, controlled. [25] "She is here. [26] I know it too. [27] You have a keen sense for the hunt, Mikkel. [28] Be at ready with your blade. [29] And you too, Short Brush! [30] Though a child, our Rowan is vicious with her weapon."

[31] "Yes, sire," agreed Mikkel and Short Brush.

[32] The two grays beat the bushes in the search. [33] Closer and closer they came to the child's hiding place, a small earthen scoop created when the roots of a wind-blown tree pulled free of the earth. [34] The evil lord and his lot remained mounted, ready to pursue should the young girl take flight once more. [35] And so, they were not prepared for the child's play.

[36] Rowan softly, softly sang, "You wind-whipped branches, shudder, shake. [37] You oaks and cedars, tremble. [38] Take these men and beasts who do us wrong. [39] Not in these woods do they belong."

[40] As a mighty gust of wind roared, nearby trees slapped their branches to the point of breaking, reaching out and grasping the mounted men. [41] As their lord, seeing the danger, spurred his horse to flee, an immense gaping cavern opened in the trunk of an ancient oak and swallowed his surprised mail-clad men whole.

[42] Mikkel and Short Brush, meanwhile, were lifted high into the air by a white pine and a blue spruce. [43] Lifted high . . . held high . . . for a while.

[44] "Return from whence you came. [45] Go to your families, and tell them of the wrath of Sylvia," commanded Rowan. [46] "She would not wish you to come to her land again!"

[47] The pine and spruce tossed the two gray trackers over the trees of the forest and into the field beyond. [48] The field was already harvested and soggy with the rains of autumn. [49] Mikkel and Short Brush, unhurt but shaken by their arboreal flight, rose and fled immediately to tell their master of the strange doings of this wood.



# Describe Connections Among Characters and Plot Events

Reading: Literature

**DIRECTIONS:** Use the story to answer the questions.

## Strategy

As you read a story, ask questions that help you make connections between events. Ask yourself, *Why do events happen? What causes one event, and what happens next?* Think about how one event leads to others.

## Test Tip

When you need to answer questions about plot, read the story twice—first, to read it as a whole story, and second, to outline the plot. Group events under three main sections of plot: introduction of characters and conflict, development of conflict, and resolution of conflict.

1. Who are the characters in the story?

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Write how you know.

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2. Describe the setting of the story.

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**Part B: Which sentence from the story contains details that explain why the lord is hunting for Rowan?**

- (A) Sentence 10
- (B) Sentence 17
- (C) Sentence 30
- (D) Sentence 33

3. **Part A: Why is the lord who wears scarlet and gray hunting for Rowan?**

- (A) Rowan is related to the lord.
- (B) Rowan has mystical powers.
- (C) Rowan stabbed one of his men.
- (D) Rowan has been taken prisoner by Sylvia.

4. **Part A: Why do the trackers and mounted pursuers obey the lord without question? Choose two.**

- (A) They admire and trust him.
- (B) They share his anger at Rowan.
- (C) They fear he will be angry with them.
- (D) They know he will reward those who aid him.

# Describe Connections Among Characters and Plot Events

Reading: Literature

**DIRECTIONS:** Use the story to answer the questions.

## Strategy

As you read, ask yourself, *Who are the people in this story? What are they like?*

## Test Tip

A character's traits shape how they respond to events in a story. A forgiving character may overlook a mistake, for example, or a proud character may react badly to an insult.

**Part B: Write a detail from the story that supports your answer to Part A.**

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**5. As Rowan deals with the story's conflict, what actions does she take that reveal her unusual powers? Use at least two details from the story to support your answer.**

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**6. How can kidnapping Rowan help the fierce lord? Use details about the characters in the story.**

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**7. Which sentence describes the relationship Rowan has with nature?**

- (A) She can control weather and plants.
- (B) She avoids natural elements.
- (C) She is afraid of the trees and wind.
- (D) She wants nature to be afraid of her.

**Write how you know.**

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**8. Knowing what you know about the character Rowan, are other characters afraid of her?**

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# Describe Connections Among Characters and Plot Events

Reading: Literature

**DIRECTIONS:** Use the story to answer the questions.

## Strategy

While reading, identify events that build on each other, such as events that are suspenseful or exciting, or events that are caused by characters or setting.

**9. What inference can readers make about why Rowan “dunked old Stefan at the marsh”?**

- (A) Stefan attacked her pony.
- (B) Stefan wanted to use her magic.
- (C) She was playing games with Stefan.
- (D) She was trying to escape from Stefan.

**What details helped you make this inference?**

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**11. What will Mikkel and Short Brush, who land in the field “unhurt but shaken,” likely advise the lord to do when they report to him?**

- (A) Help his men escape from the oak tree.
- (B) Return to the forest to hunt Rowan.
- (C) Respect the power of Sylvia and leave Rowan alone.
- (D) Take more knights with him the next time he enters the forest.

**What details support your answer?**

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## Test Tip

A story’s plot includes the events that happen to characters. Sometimes, events happen on their own, because of who the character is. Sometimes, characters actions cause events to happen.

**10. Explain the plot of the story. Use details from the story.**

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