



UNIT 2 ASSESSMENT

Reading Informational Text; Vocabulary; Clauses; Sentence Structures; Primary & Secondary Sources; Fragments & Run-ons; Non-Restrictive Elements; Verb Types; Non-Fiction Text Features; Pronouns; Expository Extended Response



2015

SAMMY MCCLURE MIDDLE SCHOOL
6th Grade Language Arts

DIRECTIONS: Read this article. Then answer questions 1-6.

Ring of Horses

by Cindy Seiffert

You hand the man your ticket. The round platform rocks slightly as you step onto it. Spying your favorite mighty steed, you rush toward it, weaving your way past the other horses. As you scramble into the sky-blue saddle, the bouncy cadence of the organ makes you smile. You hold on tightly to the shiny gold pole in front of you as your horse begins to move up and down, round and round. The world whirls around you, the horse galloping through it. What a wonderful ride!

15 You've probably ridden a carousel at least once, maybe many times. Did you ever wonder who decided to make pretend horses spin in a circle with people riding them?

The origins of the carousel can be traced all the way back to games played on horseback by Arabian and Turkish men in the 1100s. In one game riders played catch with clay balls filled with scented oil or water. In another the men held a lance while riding and tried to run it through a small ring dangling by ribbons from a tree or pole. If a rider was successful, the
20 ribbons would pull off the tree and stream behind the ring on his lance like a waving rainbow.

Hundreds of years later, Italian and Spanish travelers observed these games and brought them to Europe. The contests were called *garosello* by the Italians and *carosella* by the Spanish. Both words mean "little war." The English word carousel comes from those words.

25 The first carousel-like contraption was created in France and was designed to help men practice for their "little war" games. It didn't look as fancy as the carousels you see today, but the structure was similar. The umbrella-like construction had a wooden pole with spokes radiating from the top. Chains hanging from the spokes held carved wooden horses. Men, real horses, or mules turned the center pole while riders practiced putting their lances through a
30 brass ring hanging to one side.

In the late 1700s carousels like the ones we know today began to appear throughout Europe. Rather than being used for training, these were enjoyed for the sheer thrill of the ride. In the beginning the carousel was ridden mostly by grownups, not children. Light and small, these first carousels were designed to be easily spun by man or mule.

35 Gustav Dentzel began building the first carousels in America in the 1860s. Powered by steam engines, these carousels moved faster and held more weight than the old model, allowing for a more lavishly decorated machine. Dentzel's company is famous for having carved and painted a variety of animals for his carousels, including cats, lions, ostriches, pigs, rabbits, and even a kangaroo! For those who could not or did not want to straddle a horse or other animal, he created handsome chariots.

40 Remember the game of tilting a lance through a brass ring? The early carousel designers had this game in mind when they hung brass rings on a wooden arm next to many of their carousels. As the carousel turned, riders would try to grab the ring; if they succeeded, they won a free ride. Today you'd be lucky to find a carousel with a brass ring arm—only a handful in the United States still feature them.

45 Carousels were so popular that nearly 4,000 were built from 1860 to 1930. But when hard times came upon America during the Great Depression in the 1930s, few people had money to spend on extras. Many carousels stopped being used and fell into disrepair, and no one could afford to fix them. Some were even taken apart and put into storage.

50 These beautiful machines had nearly disappeared when, in the 1970s, people began to realize the importance of keeping the magic of the carousel alive for future generations. Enthusiasts formed the National Carousel Association and the American Carousel Society to raise money, restore, and preserve wooden carousels. Thanks to their efforts, today about 150 antique carousels are back in service.

1. Which phrase **best** explains why people first created carousels?

- A to provide people with a thrilling ride
 - B as training devices for soldiers
 - C to display carved animals
 - D as a game for horses
-

2. What made more elaborate carousels possible?

- A new kinds of animals
 - B a new source of power
 - C the addition of a chariot
 - D the inclusion of brass rings
-

3. Based on the entire article, the word “lavishly” in line 29 shows that the carousels were

- A faster than they had been
 - B larger than they had been
 - C fancier than they had been
 - D stronger than they had been
-

4. How do the details about the Great Depression in lines 38 through 41 contribute to the development of the article?

- A by helping readers form a mental image of an abandoned carousel
 - B by describing for readers the costs involved in running a carousel
 - C by creating curiosity about where the carousels were stored
 - D by providing an explanation for the decline of carousels
-

5. What does the history of the word “carousel” reveal about the modern-day carousel?

- A Carousels were once used for training; now they have been put into storage.
 - B Carousels were once celebrated for their beauty; now they have fallen into disrepair.
 - C Carousels were once used for military practice; now they are used for entertainment.
 - D Carousels were once appreciated for their decoration; now they are used for amusement.
-

6. Which statement best expresses the author’s point of view in the article?

- A The carousel is an exciting and fascinating piece of history.
- B The work to restore and preserve carousels has been completed.
- C The first carousels in Europe were more beautiful than later ones.
- D The National Carousel Association can do more to save the carousel.

DIRECTIONS: Read this article. Then answer questions 7-11.

Olykoeks

by Sue Larson Pascoe

Most people have eaten doughnuts. Have you ever wondered where the first doughnuts were made? Who thought up the idea of a fried pastry with a hole in the center?

No one knows for sure who made the first doughnuts. Some people think that doughnuts probably began in the 1800s as Dutch “olykoeks” or “oily cakes.” In those days, a cook would not want to waste any scraps of food. Leftover pieces of bread dough were put into hot oil and fried. Olykoeks were tasty on the outside, but soggy and uncooked in the center.

Some people say that the mother of a New England sea captain invented the first real doughnut. Her name was Elizabeth Gregory. She replaced the soggy center with spices and nuts. But, Elizabeth’s son, Captain Gregory, did not like nuts. He punched out the center, and the outcome was the first hole in a doughnut. Others say the real story is that Captain Gregory had difficulty steering his ship while trying to eat doughnuts. He asked the ship’s cook to make his doughnuts with holes so he could hang them on the pegs of the steering wheel! Others think that Captain Gregory saw holed pastries in Europe and brought the idea back to America with him.

During World War I, homesick American soldiers in Europe were served doughnuts by the Salvation Army. These brave women volunteering for the job were called “Doughnut Girls.” They often worked in dangerous conditions near the soldiers, so the Doughnut Girls wore helmets and uniforms. The women made doughnut cutters out of a large can with a smaller can inside it to cut out the hole. They could set up a kettle of hot oil to fry the dough almost anywhere.

In the 1920s, doughnut machines were invented. Doughnuts were produced faster and easier than ever before. Still, many people preferred to make their favorite doughnut recipes at home.

Today, doughnuts are available at markets, bakeries, and coffee shops. Most people have a favorite type. You might like sugar-glazed doughnuts, doughnuts dipped in chocolate, or doughnuts covered in sprinkles. Perhaps you prefer doughnuts that don’t even have holes, like maple bars, twisted cinnamon, or jelly-filled doughnuts. Then again, when you go to the bakery, you might just like to eat the doughnut holes. Yum!

7. According to the article, the first Dutch “olykoek” may have been invented because

A people did not like to eat fried foods

B cooks did not like to waste leftover food

C sea captains needed a way to eat while steering a ship

D soldiers needed food that could be eaten in dangerous conditions

8. Which statement from the article expresses an **opinion**?

A “During World War I, homesick American soldiers in Europe were served doughnuts by the Salvation Army.”

B “In the 1920s, doughnut machines were invented.”

C “Today, doughnuts are available at markets, bakeries, and coffee shops.”

D “You might like sugar-glazed doughnuts, doughnuts dipped in chocolate, or doughnuts covered in sprinkles.”

9. According to the article, Elizabeth Gregory improved doughnuts in the 1800s when she replaced the uncooked center section with

A sugar glaze

B jelly filling

C spices and nuts

D leftover bread dough

10. According to the article, what was **most** dangerous about the conditions under which the Doughnut Girls worked?

A They worked aboard a ship.

B They worked near battlefields.

C They used untested machines

D They used kettles of hot oil.

11. Read this sentence from the article.

He punched out the center, and the outcome was the first hole in a doughnut.

In this sentence, the word “outcome” means

- A action
- B damage
- C problem
- D result

DIRECTIONS: Read each sentence. Determine which word correctly fills in the blank.

12. I've missed you _____ you left town.

- A sense B cents C since D scents

13. Carter could _____ someone standing on the stairs.

- A sense B cents C since D scents

14. Emmy was about to cross the street, but _____ she saw a car.

- A thine B then C thus D than

15. This test is more important _____ you think.

- A thine B then C thus D than

16. The pirate's legend suggests _____ is buried treasure out there somewhere.

- A there B their C they're D their

17. I wonder if _____ planning on hitting all the big sales on Black Friday.

- A there B their C they're D their

18. The Trapp family always takes _____ puppy with them on vacation.

- A there B their C they're D their

19. Are you the one _____ eaten all of the cake?

- A whose B whos's C whose's D who's

20. I don't remember _____ turn it is.
A whose B whos's C whose's D who's
-

DIRECTIONS: Read each sentence. Determine if the underlined words are dependent or independent clauses or a phrase.

21. The teacher who lives next door to Rob is Mrs. Johnson.
A Dependent Clause B Independent Clause C Phrase
22. Our dog will run away if the gate is left open.
A Dependent Clause B Independent Clause C Phrase
23. We'll see you next week, after the game.
A Dependent Clause B Independent Clause C Phrase
24. Because the storm knocked out the power, school will be canceled on Thursday.
A Dependent Clause B Independent Clause C Phrase
25. This is the homework assignment that you missed last week.
A Dependent Clause B Independent Clause C Phrase

DIRECTIONS: Read each sentence. Determine if the sentence is a simple or compound sentence or a fragment or run-on sentence.

26. On Saturday morning, we ate French toast in the breakfast nook.
A Simple B Compound C Fragment D Run-on
27. I can't come over after school today because my mom is mad at me for not cleaning my
room we won't be able to play ultimate Frisbee until next week.
A Simple B Compound C Fragment D Run-on
28. Until we finish the novel, which I'm not sure we will ever do.
A Simple B Compound C Fragment D Run-on
29. The rabbit went under the fence, and the wolf could not follow it.

A Simple

B Compound

C Fragment

D Run-on

30. We try to do our best in everything we do.

A Simple

B Compound

C Fragment

D Run-on

31. The chair rocked back and forth the windows slammed shut.

A Simple

B Compound

C Fragment

D Run-on

DIRECTIONS: Read each description. Determine the type of resource being described.

32. A diary titled "Life in the Mines" from a miner named Lucky Noah who lived in Idaho in the

1870's

A Tertiary

B Secondary

C Primary

D None of the

Above

33. A magazine article from 2011 titled "Mining in the Old West in the 1860's to the 1890's"

A Tertiary

B Secondary

C Primary

D None of the

Above

34. A chapter in your world history textbook about the Ancient Aztecs

A Tertiary

B Secondary

C Primary

D None of the

Above

35. The diary of Anne Frank (a young girl who lived in hiding during the Holocaust)

A Tertiary

B Secondary

C Primary

D None of the

Above

36. An original World War I uniform worn by your great grandfather

A Tertiary

B Secondary

C Primary

D None of the

Above

DIRECTIONS: Read each set of sentences. Determine which sentence shows correct punctuation of the non-restrictive element.

37. A My father, who drives a red car, was late to pick me up.
B My father who drives a red car, was late to pick me up.
C My father, who drives a red car was late to pick me up.
D My father who drives a red car was late, to pick me up.
38. A The letter which was written in blue ink, told Eugene the location of the key.
B The letter, which was written in blue ink told Eugene the location of the key.
C The letter which was written in blue ink told Eugene the location of the key.
D The letter, which was written in blue ink, told Eugene the location of the key.
39. A Keenan asked Victor (who was in his class if he could have a ride.
B Keenan asked Victor)who was in his class(if he could have a ride.
C Keenan asked Victor who was in his class if he could have a ride.
D Keenan asked Victor (who was in his class) if he could have a ride.
40. A That puppy is going to grow up to be enormous–check out the size of his paws and
will eat us out of house and home.
- B That puppy is going to grow up to be enormous–check out the size of his paws–and
will eat us out of house and home.
- C That puppy is going to grow up to be enormous check out the size of his paws–and
will eat us out of house and home.

D That puppy is going to grow up to be enormous check out the size of his paws and
will eat us out of house and home.

41. A Could she should she even try to-borrow money from her aunt?
B Could she-should she even try to borrow money from her aunt?
C Could she-should she even try to-borrow money from her aunt?
D Could she should she even try to borrow money from her aunt?
42. A Saving endangered animals- elephants, tigers, manatees- is the goal.
B Saving endangered animals elephants, tigers, manatees- is the goal.
C Saving endangered animals- elephants, tigers, manatees is the goal.
D Saving endangered animals elephants, tigers, manatees is the goal.

DIRECTIONS: Read each sentence. Determine which type of verb is the underlined word.

43. The new teacher was a young man from England.
A Action B Helping C Linking
44. On the way to lunch, the students stopped at the bathrooms.
A Action B Helping C Linking
45. The children were sad about summer ending.
A Action B Helping C Linking
46. We must do something to stop teachers from giving homework over school breaks!
A Action B Helping C Linking

47. Adrienne should not worry about getting a ride to practice.

A Action

B Helping

C Linking

DIRECTIONS: Read each situation. Determine which type of text feature would provide the most help.

48. You want to know if your social studies textbook has a section about the Holocaust.

A glossary

B captions

C charts & graphs

D index

49. You read the list of vocabulary words at the beginning of a chapter in your textbook and want to find one of the words used in the passage.

A font style

B diagrams

C table of contents

D headings

50. You see a photograph in an article, but don't understand what it is showing.

A glossary

B captions

C charts & graphs

D headings

51. You are selecting resources to use to write a research paper. You pick up a reference book

on killer whales, but want to know if the book has chapters of information about each of your key points.

A font style

B diagrams

C table of contents

D headings

52. You know the topic you want to read about is in chapter 12 of the book, but you don't know

in which part to start looking.

A glossary

B captions

C charts & graphs

D headings

DIRECTIONS: Read each sentence. Determine which pronoun correctly fills in the blank.

53. Jackson and Cailee can go with _____ tomorrow.

- A we B us C our D ourselves

54. Jenny's mother brought a sandwich for _____ lunch.

- A she B her C hers D herself

55. When someone calls and asks, "Is Malorie there?" I make sure to reply by saying,

"This is

_____."

- A she B her C I D myself

56. He called the store, but _____ was on a lunch break.

- A they B them C their D everyone

57. Aunt Kay and _____ baked him a delicious chocolate cake.

- A I B me C my D myself

58. Ms. Kalb told him and _____ we could not play paper baseball anymore.

- A I B me C my D myself

DIRECTIONS: Read this passage. Then answer the extended response question.

Windblown

by Britt Norlander

When howling winds whip up in Earth's largest deserts, it's time to head for cover. Billowing gusts kick up sand, forming walls of fast-moving dust that can block the sun. "You can't see anything that's more than a few meters away," says Joseph Prospero, an atmospheric chemist at Florida's University of Miami, who studies dust storms.

Grains of sand pelt against your skin like thousands of piercing needles, and musty smelling grit coats your mouth and nostrils. "The amount of dust that gets in the air feels suffocating," says Prospero.

For people who live in and around the deserts along Earth's midsection—such as Central Asia's Gobi Desert and Africa's Sahara Desert—dust storms frequently disrupt daily routines. "When a storm kicks up, you just have to go inside and wait it out," says Prospero. But scientists have discovered that the effects of dust storms extend much farther than the deserts' sandy borders.

Global winds lift dust from Asia and Africa and carry it to other continents thousands of miles away, including North America. Now, many scientists are concerned that the grimy visitor may be putting people and other organisms in danger. Hoping to learn more about the storms' potential health risks, researchers are following the dust trails.

WORLD TOUR

During the Asian dust storm season—from March through May—winds frequently blow dust clouds eastward across the Pacific Ocean. In just a week, the dust can complete a journey from Asia, over the Pacific, and across the entire United States.

As Asia's storms settle, windstorms begin kicking up dust in Africa's deserts. Between May and October, African dust drifts westward across the Atlantic Ocean, making its way toward the southeastern coast of the U.S. and islands in the Caribbean Sea.

FOUL CLOUDS

The billows of traveling dust disrupt air quality—creating hazy skies along their routes. Eventually, the winds slow and can no longer keep the sandy particles airborne. The dust drops from the sky, depositing a gritty film on every exposed surface.

Studies have shown that this falling desert dust is actually an important nutrient for plants. "Researchers think that rain forests in the northern Hawaiian Islands are nurtured by Asian dust events," says Dale Griffin, a microbiologist with the U.S. Geological Survey.

But the same falling dust that is welcomed by plants can cause health problems for humans and other animals that inhale it.

HITCHHIKERS

Many scientists are now concerned that dust storms are also carrying harmful chemical pollutants. In many areas around deserts, farmers sprinkle artificial herbicides and pesticides onto the soil. When that soil blows skyward, these dangerous chemicals can hitch a ride too.

By examining Asian dust that has been dumped on the U.S., scientists have also discovered that soot and other air pollutants can latch on to the particles. In New England, scientists analyzed the material left behind after dust from a Gobi Desert storm passed by in 2001. They discovered that the airborne particles contained the toxic gas carbon monoxide—probably emitted by a power plant in Asia. “As a dust storm generated in Asia passes over urban areas, polluted air gets mixed with the dust, and it all gets transported at the same time,” explains Robert Talbot, an atmospheric chemist at the University of New Hampshire.

DRIED OUT

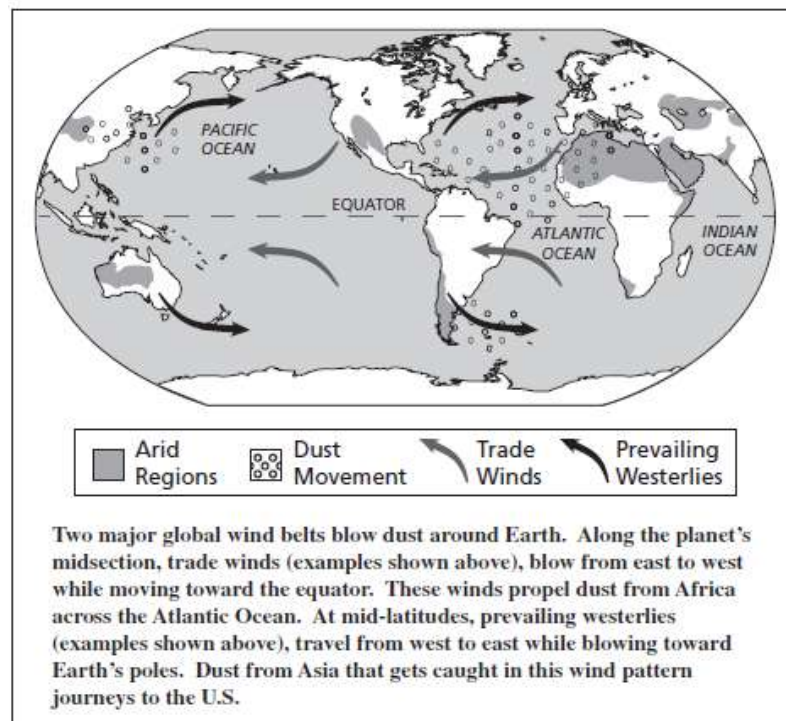
Scientists believe that local sources of air pollution outweigh the input from foreign dust storms. But the amount of dust traveling across oceans—and the pollutants it carries—is growing. Today, an estimated 3 billion metric tons of dust blow around Earth each year. And, according to the United Nations Environmental Programme, dust storms in Northeast Asia have increased fivefold in the last 50 years. Africa’s storms have also intensified over the last 30 years.

What’s to blame for the increase? Africa has been experiencing a drought, or period of time when there is unusually low rainfall. With less moisture weighing down the sand, it’s easier for strong winds to kick it up. And in some areas, humans may be partly to blame for the growing intensity of the dust storms. Overuse of water has drained lakes—leaving behind dusty holes. Plus, farmers sometimes cut down forests to plant crops, or they allow livestock to overgraze grasslands. “In areas where agriculture strips the protective vegetation from the surface of the soil, you can get a lot more dust moving,” says Prospero.

CLEAN UP

Better farming practices may keep more soil packed close to the ground. But, Griffin says, “You are never going to stop the dust storms. They have been occurring for billions of years.”

Still, scientists hope that by reducing worldwide pollution from sources like power plants and cars, the most negative impacts of the storms can be lessened. “There’s not much that humans can do to control the emissions [of dust] from a desert,” says Talbot. “But you can do something to reduce the emissions [of pollutants] in industrial areas.”





EXTENDED RESPONSE

What is the author's central claim about the windblown dust moving from continent to continent? Use **two** details from the article to support your response.