

# ARMT AND SAT-10 PREPARATION AND PRACTICE WORKBOOK



Aligned with the Alabama English Language Arts  
Course of Study Content Standards

## GLENCOE LANGUAGE ARTS GRADE 6

### **This helpful workbook provides**

- Test-taking strategies for  
*Alabama Reading and Mathematics Test Reading Test*  
*Stanford Achievement Test, 10th Edition*
- A full-length ARMT reading practice test with multiple-choice and open-ended items
- A SAT-10 practice test covering Reading Vocabulary, Reading Comprehension, Spelling, Language, and Listening

**TEACHER'S ANNOTATED EDITION**

**ARMT AND SAT-10  
PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS  
GRADE 6**



**Glencoe**

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1 2 3 4 5 6 7 8 9 021 12 11 10 09 08 07

# Contents

Introduction .....	T1
The ARMT Practice Test	
Administering the Practice Test .....	T2
Scoring the Practice Test .....	T2
Using the Diagnostic Charts .....	T3
Diagnostic Charts for ARMT Practice Test .....	T4
ARMT Practice Test Answer Key .....	T6
Correlation of Alabama Course of Study Reading Standards to ARMT Practice Test .....	T9
ARMT Practice Test Answer Documents .....	T10
The SAT-10 Practice Test	
Administering the Practice Test .....	T12
SAT-10 Practice Test Script .....	T13
Answer Document .....	T13
Reading Vocabulary .....	T13
Reading Comprehension .....	T14
Spelling .....	T15
Answer Document .....	T16
Language .....	T16
Listening .....	T18
Scoring the Practice Test .....	T22
Using the Diagnostic Charts .....	T22
Diagnostic Charts for SAT-10 Practice Test .....	T23
SAT-10 Practice Test Answer Key .....	T25
Correlation of SAT Standards, Intermediate 2, to SAT-10 Practice Test .....	T26
SAT-10 Practice Test Answer Document .....	T29



# Introduction

The *ARMT and SAT-10 Preparation and Practice Workbook* was developed to help students prepare for

- the reading portion of the Alabama Reading and Mathematics Test, or ARMT, and
- the language arts subtests of the Stanford Achievement Test, 10th Edition (also known as SAT-10, Stan 10, and Stanford 10)

By helping students become familiar with these tests, this workbook can boost their confidence, put them at ease on testing days, and—ultimately—enhance their performance.

The student workbook offers test-taking strategies, an ARMT practice test with items correlated to the Alabama Course of Study for Grade 6, and a SAT-10 practice test correlated to the “national” standards used by SAT. This Teacher’s Annotated Edition provides diagnostic charts to help you identify students’ strengths and weaknesses in reading.

## Test-Taking Strategies

The strategies and tips in the workbook provide practical ways students can prepare to succeed on the tests. We teach three main strategies and ask students to apply them in example test items. We also offer general tips on preparing for the test and specific tips for dealing with test-taking anxiety.

## Practice Tests

Encourage students to take the practice tests seriously, explaining that they will provide valuable experience for the real tests. After students complete each practice test, gather feedback. Ask which parts they found challenging and discuss which test-taking strategies and tips they used.

Ideally, students would take the practice test about two weeks before the actual test; however, you will probably have to stretch that time frame since both ARMT and SAT-10 are administered in early April. To help students acclimate to the testing environment, simulate that environment to the degree that schedules and other circumstances allow.

Specific guidelines for each practice test appear in the following pages, along with standards and correlations, answer keys, student and class diagnostic charts, and answer documents.

# The ARMT Practice Test

## Administering the Practice Test

Answer documents for the ARMT practice test appear on pages T10–T11. Each student will need four copies of Document B for open-ended items, and you will probably want extra copies available of both sheets.

On Answer Document A, a row of blank boxes is provided if you wish to have students record some identifier (such as your name, a class name, or the date) in addition to their last and first names.

Give students the following specific instructions:

- Use a No. 2 pencil.
- In the upper right corner of each page are boxes labeled “Last Name” and “First Name.” Fill in these boxes, putting just one letter in each box. If your name does not fit, write as many letters of it as there are boxes.
- Use Document A for multiple-choice items. Mark each answer by filling in the circle.
- Use a separate Document B for each open-ended item. Write the item number on the blank in the sentence that says, “Answer question \_\_\_ in this box.”

## Scoring the Practice Test

The practice test should be scored in the same way that the ARMT Reading Test is scored. A correct multiple-choice answer is worth 1 point; a missing or incorrect answer is worth 0. An open-ended item is worth up to 3 points.

Multiple-choice answers are keyed in three places:

- page T4, in the Student Diagnostic Chart
- page T6, in a separate Answer Key
- pages 22–36, in the annotated student pages

Rubrics for open-ended items appear on pages T7–T8 in the key.

## Using the Diagnostic Charts

Student and class diagnostic charts are included to help you monitor students' progress in preparation for the ARMT Reading Test.

The **Student Diagnostic Chart** can give you an accurate account of each student's strengths and weaknesses based on the ARMT practice test. After grading the tests, photocopy the chart for each student and mark it as follows:

- For multiple-choice items: In the first blank (unshaded) box to the right of each answer, enter 1 for a correct answer or 0 for an incorrect answer. (Answers appear both in the chart's "Answer" column and on page T6 in the key.)
- For open-ended items: In the first blank box to the right of "*pts.*," enter the number of points earned. (Rubrics for open-ended items appear on page T7–T8 in the key.)
- Tally the scores in the "Totals" column and row. Translate the totals into percent scores by dividing each total by the highest score possible (labeled "High Score") and multiply by 100. Record the percent scores in the bottom row.

Photocopy and distribute completed charts to students.

Use the **Class Diagnostic Chart** to help you determine how your class performed as a whole. Copy each student's name and percent scores from his or her Student Diagnostic Chart. At the bottom of the class chart, you can calculate and record class averages. Skimming the chart will give you an excellent overview of which areas require additional preparation for the ARMT Reading Test.



# Student Diagnostic Chart for ARMT Practice Test

Item	Answer	COS/ARMT Standards				Totals
		1	2	3	4	

## “The Artist”

1.	C					
2.	A					
3.	B					
4.	D					
5.	A					
6.	C					
7.	D					
8.	D					
9.	C					
10.	A					
11.	D					
12.	pts.					

## “Nature Wreath”

13.	D					
14.	B					
15.	B					
16.	B					
17.	D					
18.	A					
19.	A					

## “A Snowy Surprise”

20.	D					
21.	C					
22.	C					
23.	A					
24.	C					
25.	D					
26.	B					
27.	C					
28.	C					
29.	C					
30.	pts.					

Item	Answer	COS/ARMT Standards				Totals
		1	2	3	4	

## “Jellyfish”

31.	D					
32.	B					
33.	C					
34.	C					
35.	D					
36.	B					
37.	pts.					
38.	pts.					

## “The Story of the Potato”

39.	B					
40.	B					
41.	B					
42.	A					
43.	D					
44.	C					
45.	D					
46.	B					
47.	A					

## Items with No Passage

48.	A					
49.	B					
50.	C					
51.	D					
52.	B					
53.	D					

Totals					
High Score	/18	/13	/17	/13	/61
Percent Score	%	%	%	%	%

Class Diagnostic Chart for ARMT Practice Test

Student Name	COS/ARMT Standards				Practice Test
	1	2	3	4	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
Total					
Class Average					

# ARMT Practice Test Answer Key

**Note:** Due to space limitations, only the standard numbers are listed here; for the standards text, see page T9.

## Answers for Multiple Choice Items

<i>Answer</i>	<i>COS/ARMT Standard</i>	<i>Answer</i>	<i>COS/ARMT Standard</i>	<i>Answer</i>	<i>COS/ARMT Standard</i>
<b>“The Artist”</b>		<b>“A Snowy Surprise”</b>		<b>“The Story of the Potato”</b>	
1. C	1.3	20. D	1	39. B	3.3
2. A	2	21. C	1.2	40. B	4
3. B	1.4	22. C	2	41. B	3.4
4. D	1.2	23. A	1.2	42. A	4
5. A	1.1	24. C	1.3	43. D	3.4
6. C	2	25. D	1.3	44. C	4.1
7. D	2	26. B	2	45. D	4.1
8. D	1.2	27. C	1.2	46. B	3
9. C	2	28. C	1.4	47. A	4
10. A	2.1	29. C	1	<b>Items with No Passage</b>	
11. D	1.3	30. [T7]	2	48. A	2
12. [T7]	1	<b>“Jellyfish”</b>		49. B	1.2
<b>“Nature Wreath”</b>		31. D	3.1	50. C	2
13. D	3.1	32. B	3.2	51. D	3.5
14. B	4	33. C	3.1	52. B	3.5
15. B	4	34. C	4.1	53. D	2
16. B	3.4	35. D	3.3		
17. D	4	36. B	3.3		
18. A	4	37. [T8]	4.1		
19. A	3	38. [T8]	3.5		

# Rubrics for Open-Ended Items

## “The Artist”

12. Use one word or phrase that describes Marie. Explain why that word or phrase describes her accurately. Use details from the story to support your response.

<b>Pts</b>	<b><i>The response demonstrates</i></b>
<b>3</b>	thorough understanding of Marie’s character throughout the story and is backed up with supporting details from the story. Possible descriptive words include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• determined. Marie decides she wants to be a painter and figures out how to make that dream happen.</li> <li>• humble, accepting, not rebellious. Marie accepts that her father can’t afford to buy all the art supplies she’d like or to pay for art classes.</li> <li>• creative. Marie learns to mix basic colors to make new shades and to get what she can from a class taking place in a completely different room.</li> </ul>
<b>2</b>	some understanding of Marie, but the response does not reflect the depth and completeness of a 3-point response.
<b>1</b>	limited understanding of Marie and little or no description of her, or it inaccurately describes her.
<b>0</b>	no attempt to address the prompt.

## “A Snowy Surprise”

30. How does the author’s writing style express Marnie and Samuel’s enjoyment of their snowy surprise? What word choices does the author make to show their enjoyment? Support your response with at least three details from the story.

<b>Pts</b>	<b><i>The response demonstrates</i></b>
<b>3</b>	thorough understanding of the author’s style, and particularly word choices, in showing the characters’ joy. The response is supported with words and phrases from the story, which could include, but are not limited to, the author’s <ul style="list-style-type: none"> <li>• vivid descriptions, such as “His jaw dropped to the floor.”</li> <li>• active verbs, such as “dashed,” “burst,” “exploded,” and “hurled.”</li> <li>• figurative language, such as “white as a cloud.”</li> </ul>
<b>2</b>	some understanding of the author’s style in showing the characters’ joy, but the response does not reflect the depth and completeness of a 3-point response.
<b>1</b>	limited understanding of the author’s style and provides little or no support.
<b>0</b>	no attempt to address the prompt.

## “Jellyfish”

37. Explain what effect jellyfish can have on important human health problems. Use at least two specific details from the passage to support your response.

<b>Pts</b>	<b><i>The response demonstrates</i></b>
<b>3</b>	thorough understanding of the effect jellyfish can have on human health problems. The response is backed up with at least two supporting details from the passage, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Jellyfish can have a positive effect on human health problems.</li> <li>• Some types of jellyfish can be used to treat people with heart disease.</li> <li>• Some types of jellyfish can be used to treat people who have cancer.</li> </ul>
<b>2</b>	some understanding of the effect jellyfish can have on human health problems, but the response does not reflect the depth and completeness of a 3-point response.
<b>1</b>	limited understanding of the effect jellyfish can have on human health problems, and there is little or no support or inaccurate support.
<b>0</b>	no attempt to address the prompt.

38. Would a better title for this selection be “Jellyfish: Misunderstood Creatures”? Support your opinion with at least three details or examples from the passage.

<b>Pts</b>	<b><i>The response demonstrates</i></b>
<b>3</b>	thorough understanding of the passage’s main idea, expresses an opinion about the suggested title, and provides details from the passage to supporting that opinion. Supporting details in favor of the new title could include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Most kinds of jellyfish are harmless to human beings.</li> <li>• Jellyfish are low in fat, calories, and sodium.</li> <li>• Some jellyfish offer benefits to other marine life.</li> </ul> A response indicating that the suggested new title would not be better will have difficulty supporting that opinion with details from the passage.
<b>2</b>	some understanding of the passage’s main idea, but the response and supporting details do not reflect the depth and completeness of a 3-point response.
<b>1</b>	limited understanding of the passage’s main idea by presenting details that are marginally related or not related.
<b>0</b>	no attempt to address the prompt.

# Correlation of Alabama Course of Study Reading Standards to ARMT Practice Test

Like the current ARMT Reading Test, the workbook practice test assesses the reading standards from the Alabama English Language Arts Course of Study. Only those standards, adopted in February 2007, are printed here.

**Note:** For correlation purposes, bullet points have been assigned numbers. The numbers are used for easy reference and are not intended to indicate any order of importance or other significance.

		<i>Practice Test Items</i>
1	<b><i>Students will:</i></b> Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials. <i>Examples:</i> complex predictions—order of events, potential conflicts	12, 20, 29
1.1	• Identifying supporting details	5
1.2	• Using context clues to determine meaning	4, 8, 21, 23, 27, 49
1.3	• Identifying sequence of events	1, 11, 24, 25
1.4	• Making generalizations from text information	3, 28
2	<b><i>Students will:</i></b> Interpret literary elements and devices, including implied main idea, conflict, and personification.	2, 6, 7, 9, 22, 26, 30, 48, 50, 53
2.1	• Identifying the climax	10
3	<b><i>Students will:</i></b> Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials. <i>Examples:</i> complex predictions—results of actions, expected learning from a chapter or unit	19, 46
3.1	• Drawing conclusions to extend meaning	13, 31, 33
3.2	• Making generalizations	32
3.3	• Using context clues to determine meaning	35, 36, 39
3.4	• Identifying sequence of events	16, 41, 43
3.5	• Previewing text features before reading <i>Example:</i> headings	38, 51, 52
4	<b><i>Students will:</i></b> Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.	14, 15, 17, 18, 40, 42, 47
4.1	• Identifying details related to main idea	34, 37, 44, 45

# ARMT Practice Test

## Answer Document A: Multiple-Choice

**“The Artist”**

**Page 23**

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

**Page 24**

7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

**Page 25**

11	A	B	C	D
----	---	---	---	---

**“Nature Wreath”**

**Page 26**

13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D

**Page 27**

18	A	B	C	D
19	A	B	C	D

**“A Snowy Surprise”**

**Page 28**

20	A	B	C	D
21	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

**Page 29**

26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D

**“Jellyfish”**

**Page 31**

31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D

**“The Story of the Potato”**

**Page 33**

39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D

**Page 34**

44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D

LAST NAME									
FIRST NAME									

**Items Not Associated with a Passage**

**Page 35**

48	A	B	C	D
49	A	B	C	D
50	A	B	C	D
51	A	B	C	D

**Page 36**

52	A	B	C	D
53	A	B	C	D

# ARMT Practice Test

## Answer Document B: Open-Ended

LAST NAME									
.	.	.	.	.	.	.	.	.	.
FIRST NAME									
.	.	.	.	.	.	.	.	.	.

DO NOT WRITE OUTSIDE THE BOX.

<i>Answer question _____ in this box.</i>									

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.



# The SAT-10 Practice Test

## Administering the Practice Test

Answer documents for the SAT-10 practice test appear on pages T29–T30. Each student will need only one copy, but you might want extras available. Students will also need scratch paper for the Listening subtest.

SAT-10 is an untimed test, but Stanford provides suggested times for planning purposes only. The directions for administering SAT-10 say to “allow any student to have as much time as he or she needs to complete the test while working productively.” At 100 items, the practice test is approximately half the length of SAT-10’s combined Language Arts tests. The table below shows the number of items and suggested times for each section of the practice test and of SAT-10.

<i>Test Section</i>	<b>Practice Test</b>		<b>SAT-10</b>	
	<i>Items</i>	<i>Min.</i>	<i>Items</i>	<i>Min.</i>
Reading Vocabulary	15	10	30	20
Reading Comprehension	24	24	54	50
Spelling	20	17	40	35
Language	23	22	48	45
Listening	18	15	40	30
<i>Totals</i>	100	88	212	180

These suggested times do *not* include time required for preparation (such as distribution and collection of answer documents and other materials) or working through the sample questions at the beginning of each subtest.

## Materials Needed

- a supply of No. 2 pencils
- student test preparation workbooks
- a supply of SAT-10 answer documents (pages T29–T30)
- scratch paper for the Listening subtest

**Special Note:** As you are probably aware, the SAT-10 answer document includes a complex information section that students must fill in. The practice test answer document requires only last and first names. A third row of blank boxes is provided if you wish to have students record some additional identifier, such as your name, a class name, or the date.

# SAT-10 Practice Test Script

This script for the practice test is adapted from the directions for administering SAT-10. All directions that you are to read to students are printed in a serif (Times Roman) typeface. Text inside a box is material that appears in the student booklet.

## Answer Document

I will give you an answer document. Do not write on it until I tell you what to do. Do not open your test booklet until I tell you.

Distribute Answer Document, Part 1, and see that each student has a No. 2 pencil and an eraser.

In the upper right corner of the page are boxes labeled “Last Name” and “First Name.” Fill in these boxes, putting just one letter in each box. If your name does not fit, write as many letters of it as there are boxes.

If you are using the third row of boxes for an identifier, instruct students what to put in the boxes.

## Reading Vocabulary

Open your test booklet to page 40. Fold the booklet back so that only page 40 shows. Look at the directions at the top. Read them to yourself while I read them out loud.

Directions: Choose the word or words that mean the same, or about the same, as the underlined word. Mark the space for the answer you choose.

Look at Sample A. Read it to yourself as I read it out loud.

Quirky means — ... **A** odd ... **B** new ... **C** easy ... **D** wordy.

Which word correctly completes the sentence? (Pause for responses.)

*Odd* is the correct answer. Quirky means “odd.”

Now find the Reading Vocabulary section on your answer document. Look at the box marked Sample A. The space for the letter “A” has been marked because “A” is the letter of the correct answer, *odd*.

You will do all five questions on this page in the same way we did Sample A. Does everyone understand? (Answer any questions.)

After you finish Question 5, you will find different kinds of questions. On page 41 you will see directions, followed by Sample B. On page 43 you will see another set of directions, followed by Sample C.

As you come to each section, read the directions, study the sample, and then answer each question by marking the space on your answer document. Do not mark your answers in your booklet.

Keep working on pages 41 through 43 until you come to where it says “Stop” at the bottom of page 43. If you finish early, you may check your work on pages 40 through 43. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 10 minutes to work on this Reading Vocabulary subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now. (Allow at least 10 minutes.)

**Stop.**

If you *are* continuing directly to Reading Comprehension, skip below.

**If you are *not* continuing directly to the next section, say**

---

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has his or her own booklet and answer document, a No. 2 pencil, and an eraser.

---

## **Reading Comprehension**

Open your booklet to the Reading Comprehension subtest on page 44. Do not fold your booklet back for this subtest. Read the directions at the top of the page to yourself while I read them out loud.

Directions: Read each passage and each question about the passage. Choose the best answer for each question. Mark the space for the answer you choose.
--

Now read the sample passage to yourself.

Pause about 2 minutes while students read the sample story.

Now read the first sample question, Sample A, to yourself as I read it out loud.

Sample A. You know this passage is fiction because it — ... <b>A</b> contains facts ... <b>B</b> reveals a character’s thoughts ... <b>C</b> is about a swim meet ... <b>D</b> is about a boy and his father.
---

What is the correct answer? (Pause for responses.)

Yes, that’s right. The best answer is “B” because a work of fiction can reveal a character’s thoughts. Find the Reading Comprehension section on your answer document. The space for “B” has been filled in to show that it is the correct answer. Are there any questions? (Answer any questions.)

Now look at Sample B. Read the question to yourself. Mark the space for your answer. (Pause while students mark their answers.)

You should have marked the answer space for “C,” *excited*. Does anyone have a question? (Answer any questions.)

Turn to page 45. After you finish Question 5, keep working until you come to the word “Stop” at the bottom of page 52. If you finish early, you may check your work on pages 45 through 52. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 24 minutes to read the passages and answer the questions on this Reading Comprehension subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. Start now. (Allow at least 24 minutes.)

**Stop.**

If you *are* continuing directly to Spelling, skip below.

**If you are *not* continuing directly to the next section, say**

---

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has the necessary materials.

---

## **Spelling**

Open your booklet to the Spelling subtest on page 53. Read the directions at the top of the page to yourself while I read them out loud.

Directions: Read each sentence carefully. If an underlined word in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, mark the space for No mistake.

Now look at Sample A. This sentence has three underlined words and a fourth choice for *No mistake*. Read the sample to yourself as I read it out loud.

It was difficult for us to adjust to the change in whether. No mistake.

Is any underlined word misspelled or is there no mistake? (Pause for responses.)

Yes, good. *Whether* should be spelled *w-e-a-t-h-e-r*. Now find the section for Spelling on your answer document. Under the box marked “Sample,” the space for letter “C” has been marked because “C” is the letter of the word that is *not* spelled correctly. Does anyone have a question? (Answer any questions.)

You are to do all the questions on pages 53 through 55. Remember, if one of the underlined words is spelled incorrectly, mark the space for that word. If all the underlined words are spelled correctly, mark the space for *No mistake*.

Stop working when you come to the word “Stop” at the bottom of page 55. If you finish early, you may check your work on pages 53 through 55. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 17 minutes to work on this Spelling subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now. (Allow at least 17 minutes.)

**Stop.**

If you *are* continuing directly to Language, skip below.

**If you are *not* continuing directly to the next section, say**

---

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has the necessary materials.

---

## **Answer Document**

Distribute Answer Document, Part 2.

Print your last and first names in the boxes in the upper right corner of the page. Put one letter in each box, just as you did before.

## **Language**

Open your booklet to the Language subtest on page 56. Fold your booklet back so that only page 56 shows. Read the directions to yourself as I read them out loud.

Directions: Read each sentence carefully. The underlined words in each one may include a mistake in punctuation, capitalization, or word usage. If there is a mistake, choose the best way to rewrite the underlined words. If there is no mistake, choose *Correct as is*.

Now look at Sample A. Read it to yourself as I read it out loud.

I want to build a Model airplane and a Model car.

Now read the answer choices. Should the underlined part of the sentence be written like Choice A, Choice B, or Choice C, or is it *Correct as is*? (Pause for responses.)

Yes, “A” is correct. In the Language section of your answer document, the space for the letter “A” has been filled in for Sample A to show that it is the correct answer. Does everyone understand what to do? (Answer any questions.)

You are to do Questions 1 through 5 the same way as the sample. When you finish Question 5, you will see directions, followed by Sample B and more questions. After Question 11, there are more samples and more questions.

Read what to do for each section as you come to it. Study the samples. Answer each question in your answer document. Keep working until you come to the bottom of page 60, where it says “Stop.” If you finish early, you may check your work on pages 56 through 60. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 15 minutes to work on this part of the Language subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now.

Allow at least 15 minutes for students to finish.

**Stop.** Find the directions at the top of page 61. Read the directions to yourself as I read them out loud.

Directions: Read the paragraph and the questions that follow it. Choose the best answer for each question. Mark the space for the answer you choose.

Now read the sample paragraph to yourself.

After the students have finished reading:

Look at Sample D and read it to yourself as I read it out loud.

The main idea of this paragraph is that some people —

What is the answer? (Pause for responses.)

Yes, the second answer is the best choice. The main idea is that Kelly gets a little carried away with her favorite color, green. On your answer document, the space for the letter “B” has been filled in for Sample D. (Answer any questions.)

Now look at Sample E. Read the question to yourself. Mark the space for your answer. (Pause while students mark their answers.)

You should have marked the answer space for “D,” which is a detail that supports the main idea. Does anyone have a question? (Answer any questions.)

Do Questions 18 through 23 the same way as the sample. Stop when you come to the word “Stop” at the bottom of page 63. If you finish early, you may check your work on pages 62 and 63. Do not go on to any other pages. Does everyone understand? (Answer any questions.)

You will have at least 7 minutes to work on this part of the Language subtest. If you’re not sure about the answer to a question, do your best. Don’t spend too much time on one question. You may start now. (Allow at least 7 minutes.)

**Stop.**

If you *are* continuing directly to Listening, skip below.

**If you are *not* continuing directly to the next section, say**

Put your pencil down and close your booklet. Put your answer document inside the front cover of the booklet.

When you are ready to begin the next section:

I am going to give you your booklet and answer document. Do not open the booklet or take out your answer document until I tell you what to do.

Make sure each student has the necessary materials.

## **Listening**

Distribute the scratch paper.

Turn to page 64, the first page of the Listening subtest. Read the directions to yourself while I read them out loud.

Directions: Listen carefully to each question as it is read to you. Then listen and read along in your booklet as the answer choices are read. Choose the best answer. Mark the space for the answer you choose.

Now look at Sample A. Listen to the sentence that I read to you, and then listen to the four answer choices.

The cat's fur was silky and *sleek*. *Sleek* means — ... **A** long ... **B** matted ... **C** smooth ... **D** brown

Which word means the same as *sleek*? (Pause for responses.)

Yes, *smooth* is the right answer. Now find the section for Listening on your answer document. In the Sample A box, the space for letter "C" has been marked because "C," *smooth*, is the letter of the correct answer.

Notice that the answer choices are written in your test booklet. I will read the sentence once, so you must listen carefully. Then I will read the choices while you read them in your booklet. Choose the best answer and mark the space for that answer on your answer document. Does everyone understand?

Answer any questions. Read each question number.

Now we will begin.

**1** He was very *cautious* about moving too fast. *Cautious* means — ... **A** lazy ... **B** careful ... **C** relaxed ... **D** necessary.

**2** She thought the idea was absolutely *absurd*. *Absurd* means — ... **A** ridiculous ... **B** terrible ... **C** annoying ... **D** secure.

**3** He was Susan's *former* teacher. *Former* means — ... **A** supportive ... **B** past ... **C** nicest ... **D** best.



- 4 Casey felt *deceived* by her friends. *Deceived* means — ... **A** angered ... **B** helped ... **C** changed ... **D** tricked.
- 5 I cannot *dispute* the facts. To *dispute* is to — ... **A** argue with ... **B** agree to ... **C** arrange for ... **D** decide about.

Now you will listen to a few stories and paragraphs and answer questions about them. Read the directions to yourself while I read them out loud.

Directions: Listen carefully to each paragraph as it is read to you. Then listen to each question. Listen and read along in your booklet as the answer choices are read. If you wish, you may take notes on your scratch paper. You may use your notes to help you choose the best answer. Mark the space for the answer you choose.

Now look at Sample B and listen to this paragraph.

My mother gave me a ring. It is made of jade. It once belonged to my grandmother, who had bought it in China in the 1930s. My grandmother wore it every day for more than forty years; then she gave it to my mother, who wore it for almost thirty years. Now I wear it every day, and if I ever have a daughter, I hope to give it to her.

Look at the answer choices.

Which of the following happened first? ... **A** The author was given the ring. ... **B** The grandmother wore the ring. ... **C** The mother wore the ring. ... **D** The grandmother bought the ring.

Which is correct? (Pause for responses.)

Right, “D” is the correct answer. Now find the second part of the Listening section on your answer document. Under “Sample B,” the space for letter “D” has been marked because “D” is the correct answer. Are there any questions? (Answer any questions.)

Now move down to Number 6 below Sample B. Listen carefully to this story. There will be five questions about it.

In the movies, someone gets stuck in quicksand. It sucks the victim down, inch by inch, until he or she is swallowed up. This is dramatic and scary, but it isn’t what really happens. Quicksand is less dangerous than most people think.

Quicksand is not a different kind of sand. It is simply ordinary sand combined with a large volume of flowing water. When sand is moderately wet, the sand stays closely packed and acts like a solid. When lots of water flows through the sand, the grains of sand spread apart, and the mix of sand and water acts like a liquid. *(continued on next page)*



Most quicksand is shallow. Trying to walk on it is like walking on a very, very wet beach. Your feet sink in a bit, you pull them out, and you go on.

Deep quicksand is a bigger problem. People can drown in quicksand just as they can in water. Unlike in the movies, however, quicksand does not suck people or things down.

Most people will never become trapped in deep quicksand. If it did happen to you, the worst thing you could do is to struggle wildly. This would force you downward and make it harder to pull your feet and legs out. Quicksand's thickness makes it easy to float on, easier even than on water. So the best thing would be to relax and spread out your body. This would keep you on the surface, and you could then paddle gently toward firm ground.

**6** This passage is mainly about — ... **A** how to behave if you get stuck in quicksand ... **B** what quicksand is ... **C** movies with scenes involving quicksand ... **D** where to find quicksand.

**7** The author refers to sand that is “*moderately* wet.” What does *moderately* mean? ... **A** very ... **B** barely ... **C** somewhat ... **D** extremely.

**8** According to the selection, how is quicksand different from water? ... **A** Water is thicker than quicksand. ... **B** Quicksand is easier to float on than water. ... **C** Quicksand is shallower than water. ... **D** Quicksand sucks things down, and water does not.

**9** According to the selection, if you are stuck in deep quicksand, the *worst* thing to do is — ... **A** relax ... **B** move about wildly ... **C** spread out your body ... **D** paddle gently to solid ground.

**10** Which conclusion could you draw from this selection? ... **A** Quicksand is a big problem. ... **B** Most people cannot swim. ... **C** Quicksand often kills people. ... **D** Movies often do not portray quicksand accurately.

After students have marked their answers:

Now listen to this paragraph. There will be two questions about it.

Dave waited for the school bus. It was raining. Dave wondered when the bus would come. He was glad his mother had given him a large umbrella when he left the house. The clouds grew thicker and it began to rain even harder. When Donna arrived at the bus stop without an umbrella, Dave shared his umbrella with her.

**11** Which of the following is *not* explained in the paragraph? ... **A** why Dave was at the bus stop ... **B** why Dave shared his umbrella ... **C** who arrived first at the bus stop ... **D** whether the bus was late.

- 12** This paragraph is mainly about — ... **A** a forgetful girl ... **B** the importance of sharing ... **C** waiting in the rain ... **D** being prepared.

After students have marked their answers:

Listen carefully to this brief letter. There will be three questions about it.

Dear Principal Garfield: The computer lab has been a big help to me and many other students. It is a great place to practice my computer skills and use the Internet. Because the lab is so popular, it is difficult to reserve time to use it. Can the size of the lab be increased so that more students have the chance to use it? Thank you. Sincerely, Joshua Tucker

- 13** This letter was written in order to — ... **A** clear up confusion ... **B** protest a rule ... **C** settle an argument ... **D** request an action.

- 14** In order to use the computer lab, a student must — ... **A** get permission ... **B** make a reservation ... **C** be accompanied by a teacher ... **D** be enrolled in a computer class.

- 15** What is Joshua's main point about the computer lab? ... **A** The Internet connection is too slow. ... **B** There are not enough teachers. ... **C** There are not enough computers. ... **D** The computers are outdated.

After students have marked their answers:

Now listen to this paragraph. There will be three questions about it.

Jane Wheeler sent a party invitation to each of her friends. The mail carrier delivered them all safely—except for one that slipped from his mail pouch. That invitation was for Jane's friend Lauren. It fell by the side of the road and was quickly covered by falling leaves.

On the morning of Jane's party, Lauren walked to the beach near her house. She spent an hour collecting shells, then went home to make lunch. But when she got home her plans soon changed. The phone rang. It was Jane.

- 16** What happened to Lauren's invitation? ... **A** Jane never sent it. ... **B** The mail carrier never delivered it. ... **C** Lauren lost it. ... **D** Lauren ignored it.

- 17** Why do you think Jane called Lauren? ... **A** She wanted Lauren to bring her seashells to the party. ... **B** She was worried that Lauren did not like her. ... **C** She wondered why Lauren was not at the party. ... **D** She wondered why Lauren was at the beach.

- 18** What will Lauren probably do next? ... **A** go to Jane's party ... **B** eat lunch ... **C** collect more seashells ... **D** have her own party.

About 10 seconds after reading the last answer choices, say

**Stop.** Put your pencil down and close your booklet so that the front cover is on top. I will collect your answer documents.

Collect the answer documents. This is the end of the practice test.

## Scoring the Practice Test

A correct multiple-choice answer is worth 1 point; a missing or incorrect answer is worth 0.

## Using the Diagnostic Charts

Student and class diagnostic charts are included to help you monitor students' progress in preparation for SAT-10.

The **Student Diagnostic Chart** can give you an accurate account of each student's strengths and weaknesses based on the SAT-10 practice test. After grading the tests, photocopy a chart for each student and mark it as follows:

- In the first unshaded box to the right of each answer, enter 1 for a correct answer or 0 for an incorrect answer. (Answers appear both in the chart's "Answer" column and on page T25 in the key.)
- For each standards area, tally scores in the "Subtotals" row. Translate the subtotals into percent scores by dividing each subtotal by the highest score possible (labeled "High") and multiply by 100. Record the percent scores in the "Percent" row.
- To calculate the overall score, add the individual subtotals and record the sums in the "Total" row at the bottom right. Then translate the sums by dividing each total by the figure in the "High" row and multiply by 100. Record the percent scores in the final "Percent" row.

Photocopy and distribute completed charts to students.

Use the **Class Diagnostic Chart** to help you determine how your class performed as a whole. Photocopy the chart enough times to accommodate the names of all students who took the practice test. Then copy students' names and overall percent scores from their Student Diagnostic Charts. At the bottom of the class chart, you can calculate and record class averages. Skimming the chart will give you an excellent overview of which areas require additional preparation for SAT-10.

Student Diagnostic Chart  
for SAT-10 Practice Test

Student \_\_\_\_\_

Date \_\_\_\_\_

Vocabulary	Synonyms	Multiple Meanings	Words in Context
1. C			
2. D			
3. C			
4. B			
5. D			
6. B			
7. C			
8. A			
9. B			
10. A			
11. B			
12. A			
13. B			
14. D			
15. A			

Subtotal		
High	/ 5	/ 5
Percent		

Comprehension	Initial Understanding	Interpretation	Critical Analysis	Strategies
1. B				
2. A				
3. D				
4. D				
5. A				
6. C				
7. C				
8. B				
9. A				
10. A				
11. C				
12. D				
13. A				
14. B				
15. A				
16. C				
17. C				
18. A				
19. D				
20. C				
21. B				
22. D				
23. C				
24. A				

Subtotal		
High	/ 4	/ 12
Percent		/ 7
		/ 1

Spelling	Homophones	Phonetic Principles	Structural Principles	No Mistake
1. C				
2. B				
3. C				
4. B				
5. C				
6. A				
7. C				
8. B				
9. C				
10. B				
11. D				
12. D				
13. B				
14. D				
15. A				
16. C				
17. A				
18. C				
19. A				
20. B				

Subtotal		
High	/ 4	/ 3
Percent		/ 10
		/ 3

Language	Mechanics	Sentence Structure	Prewriting	Content/Organization
1. D				
2. C				
3. A				
4. B				
5. D				
6. A				
7. D				
8. C				
9. C				
10. D				
11. A				
12. C				
13. B				
14. C				
15. C				
16. C				
17. B				
18. A				
19. A				
20. D				
21. A				
22. D				
23. B				

Subtotal		
High	/ 4	/ 7
Percent		/ 7
		/ 5

Listening	Vocabulary	Initial Understanding	Interpretation	Critical Analysis	Strategies
B					
A					
B					
D					
A					
B					
C					
B					
B					
D					
D					
C					
D					
B					
C					
B					
C					
A					

Subtotal		
High	/ 5	/ 5
Percent		/ 2
		/ 1

Total	
High	/ 100
Percent	

# Class Diagnostic Chart for SAT-10 Practice Test

Class \_\_\_\_\_

Date \_\_\_\_\_

Student Name	Vocabulary			Comprehension			Spelling			Language			Listening				Total			
	Synonyms	Multiple Meanings	Words in Context	Initial Understanding	Interpretation	Critical Analysis	Strategies	Homophones	Phonetic Principles	Structural Principles	No Mistake	Mechanics	Sentence Structure	Prewriting	Content/Organization	Vocabulary		Initial Understanding	Interpretation	Critical Analysis
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				

# SAT-10 Practice Test Answer Key

**Note:** Due to space limitations, only standard numbers are listed here; for the standards text, see pages T26–T28.

<i>Answer</i>	<i>SAT Standard</i>	<i>Answer</i>	<i>SAT Standard</i>	<i>Answer</i>	<i>SAT Standard</i>
<b>Reading Vocabulary</b>		19. D	RC16	8. C	LA04
1. C	RV01	20. C	RC06	9. C	LA04
2. D	RV01	21. B	RC17	10. D	LA05
3. C	RV01	22. D	RC21	11. A	LA04
4. B	RV01	23. C	RC08	12. C	LA06
5. D	RV01	24. A	RC06	13. B	LA06
6. B	RV02	<b>Spelling</b>		14. C	LA07
7. C	RV02	1. C	SP03	15. C	LA08
8. A	RV02	2. B	SP03	16. C	LA07
9. B	RV02	3. C	SP03	17. B	LA06
10. A	RV02	4. B	SP01	18. A	LA10
11. B	RV03	5. C	SP02	19. A	LA12
12. A	RV03	6. A	SP03	20. D	LA08
13. B	RV03	7. C	SP03	21. A	LA11
14. D	RV03	8. B	SP03	22. D	LA10
15. A	RV03	9. C	SP01	23. B	LA12
<b>Reading Comprehension</b>		10. B	SP03	<b>Listening</b>	
1. B	RC06	11. D	SP04	1. B	LV
2. A	RC05	12. D	SP04	2. A	LV
3. D	RC16	13. B	SP03	3. B	LV
4. D	RC08	14. D	SP04	4. D	LV
5. A	RC06	15. A	SP03	5. A	LV
6. C	RC61	16. C	SP01	6. B	LC35
7. C	RC76	17. A	SP02	7. C	LC43
8. B	RC75	18. C	SP03	8. B	LC32
9. A	RC62	19. A	SP01	9. B	LC31
10. A	RC74	20. B	SP02	10. D	LC36
11. C	RC37	<b>Language</b>		11. D	LC06
12. D	RC34	1. D	LA05	12. C	LC07
13. A	RC32	2. C	LA03	13. D	LC71
14. B	RC35	3. A	LA02	14. B	LC61
15. A	RC45	4. B	LA01	15. C	LC65
16. C	RC06	5. D	LA02	16. B	LC04
17. C	RC02	6. A	LA04	17. C	LC06
18. A	RC05	7. D	LA05	18. A	LC03

# Correlation of SAT Standards, Intermediate 2, to SAT-10 Practice Test

For correlation purposes, Glencoe/McGraw-Hill has assigned numbers to the SAT standards. The numbers are for easy reference and are not intended to indicate any order of importance or other significance

*Content and*

*Process Clusters*

*Standards*

*Practice Test Items*

## Reading Vocabulary

Synonyms	RV01		1, 2, 3, 4, 5
Multiple-Meaning Words	RV02		6, 7, 8, 9, 10
Context Clues	RV03		11, 12, 13, 14, 15

## Reading Comprehension

Literary			
Initial Understanding	RC02	Determine explicit sequence of events	17
Interpretation	RC05	Draw conclusions from details	2, 18
	RC06	Interpret character traits, behavior, or motivation	1, 5, 16, 20
	RC07	Categorize, classify, compare, or contrast details	24
	RC08	Extract implicit main idea or theme	4, 23
	RC09	Apply ideas from text to new situations	
Critical Analysis	RC16	Analyze text structure	3, 19
	RC17	Identify characteristics of genre	21
Strategies	RC21	Determine unknown words from context	22
Informational			
Initial Understanding	RC31	Determine explicit causes or effects of events	
	RC32	Determine explicit sequence or action	13
Interpretation	RC34	Form hypotheses from ideas in text	12
	RC35	Extract implicit theme or main idea	14
	RC36	Determine implicit causes for or effects of ideas	
	RC37	Categorize, classify, compare, or contrast details	11
Critical Analysis	RC44	Evaluate sufficiency of information	
	RC45	Analyze author's purpose, assumptions, or viewpoint	15
Strategies	RC53	Select an appropriate strategy in a given situation	
	RC54	Set purpose for reading	

<b>Functional</b>			
Initial Understanding	<i>RC61</i>	Determine explicit actions or sequence of events	6
	<i>RC62</i>	Determine explicit causes for or effects of events	9
Interpretation	<i>RC65</i>	Apply ideas from text to new situations	
	<i>RC68</i>	Distinguish important from less important information	
Critical Analysis	<i>RC74</i>	Distinguish fact from opinion	10
	<i>RC75</i>	Analyze author's purpose, assumptions, or viewpoint	8
	<i>RC76</i>	Determine likely source of text	7
	<i>RC77</i>	Discern literary devices	
Strategies	<i>RC82</i>	Determine if needed information is within text	
	<i>RC83</i>	Select an appropriate strategy in a given situation	
	<i>RC84</i>	Set purpose for reading	

**Spelling**

Homophones	<i>SP01</i>	Identify incorrect spelling of common homophones in context	4, 9, 16, 19
Phonetic Principles	<i>SP02</i>	Apply phonetic principles to recognize incorrect spelling of phonemes within words	5, 17, 20
Structural Principles	<i>SP03</i>	Identify misspelled words in which the incorrect spelling reflects errors in applying structural principles	1, 2, 3, 6, 7, 8, 10, 13, 15, 18
No Mistake	<i>SP04</i>	Recognize correctly spelled words	11, 12, 14

**Language**

<b>Mechanics</b>			
Capitalization	<i>LA01</i>	Distinguish correct capitalization	4
Usage	<i>LA02</i>	Identify correctly applied grammar	3, 5
Punctuation	<i>LA03</i>	Distinguish correct punctuation	2
<b>Expression</b>			
Sentence Structure	<i>LA04</i>	Distinguish between clearly written sentences and sentences that contain errors in expression or construction	6, 8, 9, 11
	<i>LA05</i>	Identify correctly and effectively written sentences	1, 7, 10
Prewriting	<i>LA06</i>	Determine topic relevance	12, 13, 17
	<i>LA07</i>	Organize information	14, 16
	<i>LA08</i>	Combine sentences correctly	15, 20



Content and Organization	LA10	Determine appropriate supporting sentence	18, 22
	LA11	Determine appropriate topic sentence	21
	LA12	Determine extraneous information	19, 23
	LA13	Identify precise language	

### Listening

Vocabulary	LV	Identify meanings of spoken words from a variety of subject areas and other sources	1, 2, 3, 4, 5
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### Comprehension

#### Literary

Initial Understanding	LC01	Determine explicit explanation or cause	
	LC02	Determine explicit sequence or action	
Interpretation	LC03	Make predictions	18
	LC04	Draw conclusions from details	16
	LC05	Determine implicit causes for or effects of events or ideas	
	LC06	Determine implicit details, plot, sequence, or action	11, 17
	LC07	Extract implicit main idea or theme	12
Critical Analysis	LC09	Evaluate sufficiency or consistency of information	
Strategies	LC11	Select an appropriate strategy for a given situation	

#### Informational

Initial Understanding	LC31	Determine explicit explanation or cause	9
	LC32	Determine explicit supporting details	8
Interpretation	LC35	Extract implicit main idea or theme	6
	LC36	Draw conclusions from details	10
Critical Analysis	LC40	Discern author's voice	
	LC41	Identify characteristics of genre	
	LC42	Interpret figurative language	
Strategies	LC43	Determine unknown words from context	7

#### Functional

Initial Understanding	LC61	Determine explicit supporting details	14
Interpretation	LC64	Determine implicit cause, effect, event, or idea	
	LC65	Draw conclusion from details	15
	LC66	Provide support for conclusions or outcomes	
Critical Analysis	LC70	Analyze text structure	
	LC71	Analyze author's purpose or viewpoint	11, 13
Strategies	LC75	Determine unknown words from context	

# SAT-10 Practice Test

## Answer Document, Part 1

### Reading Vocabulary

#### Page 40

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

#### Page 41

SAMPLE B				
	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

#### Page 42

9	A	B	C	D
10	A	B	C	D

#### Page 43

SAMPLE C				
	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

### Reading Comprehension

#### Page 44

SAMPLES				
A	A	B	C	D
B	A	B	C	D

#### Page 45

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

#### Page 47

6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

#### Page 49

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

#### Page 51

16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

#### Page 52

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D

LAST NAME									
FIRST NAME									

### Spelling

#### Page 53

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D

#### Page 54

7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D

#### Page 55

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

# SAT-10 Practice Test

## Answer Document, Part 2

### Language

#### Page 56

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

#### Page 57

SAMPLE B				
	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

#### Page 58

9	A	B	C	D
10	A	B	C	D
11	A	B	C	D

### Language

#### Page 59

SAMPLE C				
	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D

#### Page 60

15	A	B	C	D
16	A	B	C	D
17	A	B	C	D

#### Page 61

SAMPLES				
	A	B	C	D
D	A	B	C	D
E	A	B	C	D

#### Page 62

18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

#### Page 63

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D

LAST NAME									
FIRST NAME									

### Listening

#### Page 64

SAMPLE A				
	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

#### Page 65

SAMPLE B				
	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

#### Page 66

13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D

**ARMT and SAT-10  
Preparation and Practice  
Workbook**

**Student Edition**

**Grade 6**



# Contents

Introduction .....	1
ARMT: The Reading Test .....	2
SAT-10: The Language Arts Test .....	3
Glossary .....	5
Sample Test Items .....	5
Test-Taking Strategies .....	12
Strategy 1: Preview the Questions .....	12
Strategy 2: Read for the Main Ideas .....	12
Strategy 3: Use the Process of Elimination .....	13
Read Actively .....	14
Additional Tips .....	18
More Ways to Prepare & Tips for Testing Time .....	19
ARMT Practice Test .....	21
SAT-10 Practice Test .....	39

## Introduction

Every spring thousands of Alabama middle school students take two tests. One of them is the Alabama Reading and Mathematics Test, and it's usually called "ARMT." The other test is the Stanford Achievement Test. The current version of that test is the 10th edition, so it's known as the "SAT-10." (Some people call it the "Stan 10" or "Stanford 10.")

ARMT and SAT-10 are standardized tests. The word *standardized* means "compared to standards." The standards are statements that define what students should know and be able to do at the end of each grade.

Teachers use standardized tests to learn about your progress and your school's progress. These tests are important to you too because they let you show what you know and can do. You don't have any teammates to give you a boost or to drag you down. It's all up to you.

There's no good way to "cram" for these kinds of tests, but this book was created to make you feel more comfortable taking them. You'll see the kinds of questions that appear on ARMT and SAT-10. You'll learn and practice simple test-taking strategies and tips that can help you do your best. You'll also take two practice tests.

# ARMT: The Reading Test

The Alabama Reading and Mathematics Test is based on standards developed by the Alabama State Department of Education. ARMT lets educators see how well you and other students have mastered the state's standards. This workbook covers the reading part of ARMT.

## What ARMT Assesses

As its name suggests, the Reading Test measures reading comprehension. In other words, it measures how well you understand, interpret, and analyze what you read, as well as how you apply various reading strategies.

You are given several short passages to read. Then you are asked to respond to multiple-choice and open-ended questions that follow each passage. (An “open-ended” question is an essay or discussion question.) There are three kinds of passages:

- **Literary**—Material that is usually read for enjoyment
- **Informational**—Material that is typically found in textbooks, magazines, posters, and other sources of information
- **Functional**—Material that is ordinarily seen and read in everyday life, such as schedules and instructions

There is also a section of multiple-choice items that are not related to any passage

## How the ARMT Reading Test Is Scored

Each correct answer to a multiple-choice question is worth 1 point. An incorrect or missing answer gets 0 points.

Each open-ended item is worth up to 3 points. Most open-ended questions ask you to write a few sentences, supporting your response with details from the passage. Officially, your responses will not be judged on handwriting, grammar, and mechanics (punctuation, capitalization, and spelling). However, if the scorer can't read your handwriting, you risk getting 0 points. If the scorer can't make sense of your answer because of mistakes in grammar and mechanics, you risk getting 0 points. So what good are your brilliant ideas if no one can read them? Write or print neatly and use good English.

Responses are scored according to a rubric similar to this:

<b>If your response ...</b>	<b>Points</b>
is illegible or does not answer the question that was asked, or if you do not respond at all, you earn .....	0
shows a limited understanding of the question or provides little or no support, you earn .....	1
shows only a general understanding of the question or does not include enough supporting information, you earn .....	2
shows a complete understanding of the question and includes the supporting information that was asked for, you earn .....	3

It is important to respond to every open-ended item. Even if you are unsure of the answer, you should write what you can. You might know more than you think and get 2 or even 3 points. Answering just part of the question correctly will earn you at least 1 point. But if you don't try, you get nothing.

This workbook will teach you strategies to help you answer open-ended items as well as multiple-choice questions.

## SAT-10: The Language Arts Test

While ARMT focuses on reading and math, SAT-10 assesses a wider range of subjects. The subtests included on SAT-10 are

- Reading
- Mathematics
- Language
- Spelling
- Listening
- Science
- Environment
- Social Science

This workbook deals with Reading, Language, Spelling, and Listening.

### What SAT-10 Assesses

**Reading** The Reading test is divided into two parts, and the first part, **Reading Vocabulary**, includes three sections:

- **Synonyms:** You show your ability to recognize a synonym for a word used in context.
- **Multiple-Meaning Words:** You show your ability to determine the meaning of a given word that has multiple meanings.
- **Context Clues:** You show your ability to use context clues to assign meaning to an unknown word.



In the **Reading Comprehension** part of the Reading subtest, you show your reading and thinking skills. This subtest is very similar to the ARMT Reading Test. You read passages and answer questions about them.

**Spelling** The Spelling subtest will challenge you with four basic kinds of items:

- **Homophones:** Words that sound the same but are spelled differently and mean different things
- **Word Endings:** Endings that change spelling when words are made plural or change from present to past tense
- **Common Spelling Errors**
- **No Mistake:** The ability to recognize words that are spelled correctly

**Language** The Language subtest tests your knowledge of grammar and mechanics, but it also assesses your study skills and writing.

- **Language Mechanics** includes capitalization, punctuation, and grammar.
- **Language Expression** includes
  - Sentence Structure.** These items ask you to choose between sentences that are clearly written and sentences that contain errors in expression or construction.
  - Prewriting.** These items ask you to plan, organize, and improve writing samples.
  - Content and Organization.** In these items, you decide on appropriate ways to edit short paragraphs.

**Listening** The Listening subtest is very much like the Reading subtest except that you listen to the questions and passages instead of reading them yourself.

## How SAT-10 Is Scored

Basically, you shouldn't worry about how SAT-10 is scored. Most students will take a test that is entirely multiple-choice questions. In some schools, students will take a version of the Language subtest that includes open-ended questions and writing tasks.

SAT-10 has more sections than ARMT does, it's longer, and it takes more time. However, that's no reason to be afraid of it.

# Glossary

**achievement:** something done or earned, especially by one's own efforts

**ARMT:** Alabama Reading and Mathematics Test

**functional:** referring to reading material that is ordinarily seen and read in everyday life, such as schedules and instructions

**informational:** referring to reading material that is typically found in textbooks, magazines, posters, and other sources of information

**item:** another name for a test question. It's called this because many test "questions" are actually sentences that you complete by choosing A, B, C, or D.

**literary:** referring to reading material that is usually read for enjoyment

**main idea:** what a passage or paragraph is about; the most important idea that the author is trying to make the reader understand

**mechanics:** capitalization and punctuation (and, sometimes, grammar)

**open-ended question:** another name for an essay or discussion question

**passage:** a brief written work or part of one

**selection:** another word for a passage

**SAT-10:** Stanford Achievement Test, 10th Edition; also called "Stan 10" and "Stanford 10"

**setting:** the time and place in which an event or events take place

**strategy:** a clever plan or method

**theme:** a lesson that can be learned or that the author is trying to teach

**topic sentence:** the sentence that tells what the paragraph is about; usually the first sentence in a paragraph

## Sample Test Items

On the next few pages you can look at examples of the kinds of passages and items you'll see on ARMT and SAT-10.

# Sample Reading Vocabulary Items

Vocabulary items come in several forms, but every item will ask about the meaning of a word. You must decide which of four answer choices has the same, or nearly the same, meaning as the original word.

**Sample 1**, on the right, is an ARMT-style question. ARMT sometimes asks about the meaning of an individual word in a reading passage.

**Samples 2–4** are vocabulary items you would see on SAT-10.

Below, Sample 2 is a **synonyms** question. It offers no clues to help you figure out the underlined word. In Sample 3, however, **context clues** in the sentence are provided.

2 Something that is vacant is —

- A empty
- B limited
- C stable
- D rare

3 Stars, such as our sun, emit different kinds of radio waves into space. Emit means —

- A absorb
- B burn
- C release
- D consume

1 In the last paragraph, what does the word *untimely* mean?

- A mysterious
- B painless
- C sudden
- D unexpected

Sample 4, below, asks about a **multiple-meaning word**. In this kind of item, you match the way a word is used in one sentence with the way it is used in each answer choice.

4 Your rank in life is less important than your happiness.

In which sentence does the word rank mean the same as in the sentence above?

- A The judges were asked to rank the pies in the contest.
- B What is that rank smell?
- C The captain held the highest rank.
- D We will rank you according to height.

## Sample Reading Comprehension Items

Reading Comprehension items always follow a reading passage, which could be a single paragraph, like this sample, or a full page. This sample passage is an informational piece that you might see on ARMT.

### What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet caves are often vast networks of interconnected passages that sometimes stretch for miles. Some of the largest and most fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

**5** Why are caves *more* likely to form where softer rock sits below hard rock?

Use information from the passage to explain your answer.

Write your response in the answer document.

## Sample Spelling Item

Spelling items appear only on SAT-10, and there is only one type: a sentence with three underlined words. If a word is misspelled, you mark it as the answer. If there is no spelling error, you mark D for “No mistake.”

**6** The sickly man was dizziest when he tried to stand. No mistake

**A**

**B**

**C**

**D**

## Sample Language Items

Language items appear only on SAT-10. Because the Language subtest covers several kinds of knowledge, there are several kinds of items.

In the first Language section, the questions cover punctuation, capitalization, and word usage. A group of words is underlined in a sentence. If there is a mistake, you choose one of three ways to correct the error. If there is no mistake, you choose D.

- 7** Although we have to wait until Sunday, I'm planning to spend all day with my grandmother.

**A** Sunday, I'm planning  
**B** Sunday, I planning  
**C** Sunday I'm planning  
**D** *Correct as is*

- 8** Peter and me spend twenty minutes walking to school.

**A** Peter and I  
**B** me and Peter  
**C** Peter and I,  
**D** *Correct as is*

The second Language section deals with sentence structure. The items might have mistakes involving run-on sentences, sentence fragments, misplaced modifiers, or other problems. Again, if there is no mistake, you choose D.

- 9** To attend this summer camp, you must be at least 12 years old or older.

**A** To attend this summer camp, you must be at least 12 years old.  
**B** To attend this summer camp, you must be 12 years old or older than that.  
**C** To attend this summer camp, you must be older than at least 12 years old.  
**D** *Correct as is*

- 10** While eating my breakfast, I watched the morning news on television.

**A** While eating my breakfast, the morning news was on television I watched.  
**B** While I watched the morning news, I was eating my breakfast on television.  
**C** During the morning news, I was watching television and eating my breakfast.  
**D** *Correct as is*

The third Language section assesses study skills. You read about a situation and answer questions about it.

▼ **A new student who is deaf and uses sign language is coming to Ann's school. Ann wants to write a report on sign language to help students welcome him.**

**11** To get ideas for her report, Ann should talk to —

- A** her principal
- B** her school counselor
- C** a teacher of sign language
- D** someone who knows other languages

**12** Which of these sentences is the *best* ending for Ann's report?

- A** American Sign Language was invented in the early 1800s.
- B** Today American Sign Language is the fourth largest language in the U.S.
- C** When you see how much fun signing can be, you'll want to learn more.
- D** Sign language is too difficult for most of us to learn.

The final Language section involves the content and organization of paragraphs. The questions for this sample paragraph are on the next page.

## Dragonflies

There are dragonflies just about any place there is water. Since they live in North America, in the rain forests of South America, or at the North Pole, they always reside somewhere near water. A dragonfly is so quick that in thirty minutes it can eat its own body weight in other bugs. Dragonflies are very skillful fliers. They spend most of their time hunting for insects.

- 13** Which is the *best* way to combine the last two sentences?
- A** Dragonflies are very skillful fliers, they spend most of their time hunting for insects.
  - B** Despite being very skillful fliers, dragonflies spend most of their time hunting for insects.
  - C** Dragonflies are very skillful fliers and spend most of their time hunting for insects.
  - D** Dragonflies spend most of their time hunting for insects while they fly skillfully.

- 14** What is the *main* reason this paragraph was written?
- A** To tell about places where there is water
  - B** To give information about the eating habits of insects
  - C** To tell about how dragonflies spend their time
  - D** To give general information about dragonflies

## Sample Listening Items

For the SAT-10 Listening subtest, *you will not see the questions in your test booklet. Only the answers will appear in your test booklet.* You will be given scratch paper to make notes if you wish. Your teacher will read each item and pause for a certain amount of time to allow everyone to mark an answer.

The first part of Listening is vocabulary. Below, the questions are shown so that you can see their similarity to Reading Vocabulary items.

Your teacher would read:

- 15** Karen's painting depicts a dog. What does depicts mean?

Your test booklet would show only:

- 15**
- A** walks
  - B** helps
  - C** shows
  - D** wants

Your teacher would read:

- 16** The bank occupied a prominent location on Main Street. What does prominent mean?

Your test booklet would show only:

- 16**
- A** noticeable
  - B** famous
  - C** small
  - D** hidden

The second part of Listening is comprehension. Your teacher will read a short passage and then ask questions, one at a time. You may take notes on your scratch paper as you listen to the passage and the questions. *Again, only the answers will appear in your test booklet.* Your teacher will pause after each question to allow everyone to mark an answer.

Below, the passage and questions are shown so that you can see the similarity between this subtest and the Reading Comprehension subtest.

When Carol and her father arrived at the cabin, she decided she had never seen such a beautiful place. The dense woods that surrounded the cabin shrouded it in a canopy of green, feathery branches. It was so quiet that Carol felt like an intruder as she treaded lightly on the soft path.

Carol's father had built the cabin many years ago, when he moved north of San Francisco to work in the timber industry. After he married and started a family, he returned to the city. The cabin had been vacant for many years, but he wanted Carol to see it now that she was old enough to appreciate it.

**1** Which of these is an opinion?

Your test booklet would show only:

- 1 A** Carol's father built the cabin.
- B** The cabin is in the woods.
- C** The cabin is beautiful.
- D** The cabin was empty for years.

**2** Why did Carol's father move north?

Your test booklet would show only:

- 2 A** to be close to his family
- B** to work in the timber industry
- C** to build the cabin
- D** to get out of the city



# Test-Taking Strategies

Here are three basic strategies you should practice before taking ARMT or SAT-10. Strategies that apply to multiple-choice questions are indicated by the <MC> icon. Strategies that apply to open-ended items are indicated by the <OE> icon.

## Strategy 1: Preview the Questions <MC><OE>

You might think that there's only one way to take a test that includes reading passages: read the passage and answer the questions. That is one way, but it is not the *only way*.

Another *good* way is to read the questions before you read the passage. If you do this, you will know the important things to look for in the passage. On multiple-choice items, scan the answer choices too. When you know what the questions ask and how the answers are worded, you can make better use of your time as you read the passage.

## Strategy 2: Read for the Main Ideas <MC><OE>

Finding the main ideas will help you understand the passages. Read carefully to find and understand the ideas that the questions ask about.

The most important idea in a passage or paragraph is the main idea. The examples or details that further explain the main idea are called supporting details.

A passage can have several main ideas. Each paragraph could contain a main idea, as happens in most nonfiction selections. On the other hand, an entire passage could have only one main idea, as happens in both fiction and nonfiction. It is safe to assume that each ARMT reading passage will have one main idea.

Sometimes, without directly stating the main idea, the writer will suggest it by providing a variety of clues. Other times, the main idea is clearly stated in a sentence within the passage. If directly stated, the main idea is often the first sentence of a paragraph—but not always. A main idea might be anywhere, even in the last paragraph of the passage.

To find the main idea, ask yourself these questions:

- What is each sentence about?
- Is there one sentence that tells about the whole passage or that is more important than the other sentences?

- If the main idea is not directly stated, what main idea do the supporting details suggest?

There is likely to be at least one question about the main idea of each passage on the ARMT Reading Test. There might also be questions about the main ideas of individual paragraphs in passages.

## Strategy 3: Use the Process of Elimination <MC>

Most multiple-choice questions on standardized tests give four answer choices. When you know the answer to a question, all you have to do is select the answer choice that states it. Sometimes, however, you don't know the answer, or you're not sure of it. This is where the process of elimination can help.

When you don't know the answer, get rid of the answer choices that you know are wrong and then choose from the remaining answers. The fewer choices you have, the better your chance of picking the correct one, even if you have to guess. Following is an example.

What is the capital of the nation Nepal? Is it Beijing, Kathmandu, London, or Tashkent?

**Chances** You have a 1-in-4 chance of choosing the right answer. Even if you have to guess, you can improve your chances by eliminating choices that you know are wrong.

Let's suppose you know that Beijing is in China and London is in the United Kingdom. Eliminating those choices leaves Kathmandu and Tashkent. You might never have heard of either place before. Or perhaps both names are vaguely familiar. But which one is Nepal's capital?

Well, you have improved your chance of guessing correctly to 1 in 2. (The correct answer is printed at the bottom of page 18.)

Use the process of elimination on every multiple-choice question that you can't answer right away. Even if you eliminate only one choice, you increase your chances of choosing the correct answer.

**Distracters** In multiple-choice questions, the incorrect answer choices are called "distracters." They are meant to tempt you into choosing them. They distract you from the correct answer.

Always check the passage to avoid being fooled by distracters. If the information in an answer choice is not in the passage or is not supported by the passage, it is a distracter. Eliminate it.

Also, read all of the answer choices before choosing one. A distracter might be very appealing, but it's possible you'll find the "best" answer when you read on.

## Read Actively

Apply the test-taking strategies to the following passages and test items.

### Example 1

**Step 1** It's hard not to notice the title of the passage, so read it. Then apply Strategy 1, previewing the questions before you read the passage. It's natural to want to read the passage first because it's printed first. However, by previewing the questions, you can learn what you should look for in the passage to help you answer the questions. This example has two questions. Read them and their answer choices. Then come back to Step 2.

**Step 2** The title indicates that the passage will be about *sisters*. Question 1 suggests that *children* and *wrote* could be key words. Question 2 asks about the word *untimely*. As you read the passage, watch for forms of these three words.

### The Brontë Sisters

The Brontë sisters—Charlotte, Emily, and Anne—were born in Yorkshire, England, in the early nineteenth century. As children, all three sisters spent much of their free time writing stories and poems for fun. They had no idea that they would one day write some of the greatest novels of all time.

The Brontë family was very poor. The girls' father was an Episcopal priest, and their mother died when they were young. The sisters were determined to make money to help the family. By 1847, each sister had written a novel. They decided that they would attempt to have their books published. After much searching, Emily found a publisher for her novel, *Wuthering Heights*. Anne, too, was able to sell her book, *Agnes Grey*. Charlotte's novel, *Jane Eyre*, was published within months of her sisters' novels.

Although *Wuthering Heights* is considered a classic today, it received poor reviews from critics. The public responded favorably however. Anne's book was less successful, and Charlotte's novel was loved by the public and critics alike.

Unfortunately, Anne and Emily died of tuberculosis soon after their books were published. Anne was only 29; Emily was 30. Charlotte went on to publish two more novels. Then in 1855 Charlotte died of tuberculosis at the age of 39. Despite the untimely deaths of the Brontë sisters, their work lives on. Their novels provide the world with an example of what can be achieved in the face of hardship.

**1 As children, the Brontë sisters wrote stories —**

- A** because it was fun
- B** because they wanted to be famous
- C** to earn money for their family
- D** because their father considered writing part of their religious training

**2 In the last paragraph, the word *untimely* means —**

- A** mysterious
- B** quick and painless
- C** sooner than expected
- D** completely unexpected

- Step 3** Since you previewed the question, the word *children* in the first paragraph should have caught your attention. Carefully read the sentence that contains the word *children*. Use the information in this sentence to answer the question. Do not be distracted by Choice C. It would be an excellent answer to a different question—one about the grown-up sisters' eagerness to sell their novels.
- Step 4** Choice A is the best answer for Question 1. If you were actually taking the test, you would fill in circle A on your answer sheet.
- Step 5** Question 2 asks about a word in the last paragraph. (If you know this word, pretend that you don't.) Use clues in the word itself and in the passage to figure out the word's meaning. Although *untimely* looks like an adverb, it acts like an adjective, describing *deaths*. The word *time* is there in the middle. The prefix *un-* usually means "not," as it does in *unfortunately*. Maybe something that is *untimely* is "not on time." If these clues are enough, you could choose an answer.
- Step 6** If you still aren't sure of the answer, you could eliminate choices. All three sisters died from the same disease, so it doesn't make sense that their deaths would have been "mysterious" (A) or "completely unexpected" (D). Deaths caused by disease are not likely to be "quick and painless" (B). That leaves C, and it fits best with the word clues from Step 5. It is also the correct choice. In this passage, *untimely* means "too soon or too early; before the proper or expected time."

## Example 2

This example shows how to deal with an open-ended question. You will definitely have to answer open-ended questions on ARMT. You will answer these questions on SAT-10 only if your school is giving a special version of the Language subtest.

**Step 1** Apply Strategy 1. Quickly preview the question following the passage so that you know what to look for in the passage. Then come back to Step 2.

**Step 2** You have the key words and phrases. Now read the passage.

### What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet caves are often vast networks of interconnected passages that sometimes stretch for miles. Some of the largest and most fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

Why are caves *more* likely to form where softer rock sits below hard rock?

Use information from the passage to explain your answer.

Write your response in the answer document.

**Step 3** The fourth sentence includes key terms from the question, though the wording is slightly different. “Hard rock above softer rock” is the same as “softer rock below hard rock,” isn’t it? The sixth sentence has the needed information. If you were actually taking the test, you would think about how to express your answer before you started to write. Then you would respond in complete sentences inside the appropriate box in the answer document.

Here are two sample responses:

### Sample Response 1

*Caves don't form where hard rock is below softer rock. When water makes holes, the soil will probably fall down.*

This response would probably earn 1 or 2 points. Perhaps the basic idea is there, but it is badly expressed. The second sentence, for example, does not indicate whether the “holes” are in hard rock, softer rock, or soil.

### Sample Response 2

*In this formation, the hard rock prevents soil from filling in places that water has hollowed out in the softer rock. The hollows can grow to become caves.*

This response states the answer clearly and would probably earn 3 points.

In most cases, your response should be two or three complete sentences. Occasionally, however, a question will require you to write only a few words or phrases—to fill in a graphic organizer, for example.

Some open-ended items ask for more specific details than Example 2 does. Make sure you answer only what the question asks for. Here are some more examples of open-ended questions you might see on ARMT:

- “Give three details or examples ...” Do not give one or two. Why risk losing points for not following instructions? And do not give four or more! Why waste time?
- “Write about *either* dogs *or* cats ...” Write about only *one* of the topics named in the question. This kind of item is not asking you to compare and contrast.

---

## ARMT Note <mc>

Most ARMT items are based on reading passages, but a few are *not*. These multiple-choice questions are in a separate section with separate instructions. Most of these items will be about literary elements or genres. Although they are not based on information in a passage, they might include a few lines of poetry or text for you to read.

Here are a few examples of questions that could appear on ARMT without a passage:

The *rhythm* of a poem is its —

A folktale is similar to a myth in that they both include —

Read the example. *[Example paragraph]* Which of these does the example represent?

# Additional Tips

- A teacher will read each set of directions. Listen carefully. If you don't understand something, this is the time to ask questions. Read the printed directions carefully. Mark your answers exactly as instructed.
- Questions are *not* in order of difficulty. Also, questions about a passage are *not* necessarily in the order that their answers appear in the passage. <MC><OE>
- Try to restate a confusing question in your own words. <MC><OE>
- Pay special attention to a question that uses the word *except* or *not*. For example:  
Which is *not* an option in the passage?  
All of these events occur in the story *except* —

With this kind of question, three of the answer choices *are* in the passage, and one is not. You mark the answer choice that is not in the passage. <MC>

- Sometimes you must combine pieces of information from different places in a passage to come up with the correct answer. <MC><OE>
- When a question includes a quotation from the passage, you usually can answer from the quotation alone. Don't spend time looking for it in the passage. <MC><OE>
- Don't get frustrated by a difficult question. If you can't decide on an answer fairly quickly, move on. You can come back to it later. <MC><OE>
- A question might ask you to draw a conclusion from the passage. The answer to such a question is not directly stated in the passage but is always supported by details in the passage. <MC><OE>
- A question might ask about the difference between fact and opinion. Remember that an opinion is based on someone's thoughts or feelings. A fact is information that is true no matter what anyone thinks or feels about it. The correct answer to a fact/opinion question is *always* in the passage. Don't be fooled by a fact and/or an opinion that you recognize but that is not in the passage. <MC><OE>
- Don't rush to finish early. Completing *most* of the questions and getting them right is always better than finishing *all* of the questions and getting many of them wrong. <MC><OE>
- When all else fails, guess. <MC><OE>

*The capital of Nepal is Kathmandu.*



# More Ways to Prepare

Here are things you can do on your own to prepare for ARMT and SAT-10.

1. **Read, read, read.** Read as much as you can.
2. **Put extra effort into understanding what you read.** While you're reading, stop now and then to summarize what you've read. Figure out the main ideas. Does the writer express ideas in clear, interesting ways? Think about why the writing is effective—or why it isn't.
3. **Increase your vocabulary.** When you see a new word, try to learn its meaning from its context on the page before you look it up. Then write the word on one side of an index card and its definition on the other side. Study these vocabulary cards every day. The more words you know, the easier it will be both to understand what you read and to express your own ideas.

## Tips for Testing Time

Here are things you can do before and during each test to help you succeed.

### Before Each Test

- **Know.** If you're not sure why you're taking the test, ask your teacher to explain it. Ask when the test will be given, and write the date on your personal calendar.
- **Rest.** Get a good night's sleep the night before the test. You'll be able to concentrate better if you're well rested.
- **Eat.** You'll need energy. Have a good breakfast on the morning of the test. Skipping breakfast could make you feel anxious and unable to concentrate.

### During Each Test

- **Focus.** You'll take the test in a room with other students. Don't let yourself be distracted by noise and activity.
- **Listen.** Listen carefully to directions and follow them exactly. Be sure you know the proper way to mark answers. If you don't understand something, ask the teacher to repeat or explain.
- **Try.** You are not expected to know everything. You are asked only to do your best.

### After Each Test

When the test is over, there's nothing you can do to improve your score, so relax! Do something completely different!





# ARMT Practice Test Grade 6

**DIRECTIONS:**

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.

# The Artist

Marie's father worked as a chef in the house of the great painter Pablo Perez. One day Marie went into the pantry to get some flour that her father needed. To her surprise, she found that she could hear everything Mr. Perez was saying through the thin wall. His words were as clear as a bell. He was teaching an art class in his studio, and Marie was fascinated by what she heard. She took the flour to her father and quickly returned to the pantry to listen.

Mr. Perez described how to use oil paints to create light and shadow, how to make objects appear closer or farther away, and how to make people seem cruel or pleasant. That night Marie lay awake thinking about all that Mr. Perez had said. She wanted to try painting too.

"Dad, may I get some oil paints?" Marie asked at breakfast the next morning.

Her father hesitated. "We can afford a few colors," he said, "but very few. And one brush. And some inexpensive canvas."

"But I want to really *paint*," said Marie. "How can I do that with just a few colors?"

Marie's father smiled. "You can make colors by mixing other colors," he said. "Wait and see."

That afternoon Marie's father purchased a few tubes of oil paint—blue, yellow, red, black, and white. Marie was amazed by the various shades she could create with just these paints. The following day she began "attending" art classes in Mr. Perez's kitchen pantry. It wasn't easy to work in the small, poorly lit space, but she was determined. By late winter, she had a large collection of work. She might have continued her secret education through the spring had it not been for a moment's carelessness.

One day, as she listened through the wall, Marie heard a student grouse about not having the right shade of green to paint new spring grass. "Add some yellow," she heard herself say, right out loud. She clapped her hand over her mouth, but it was too late.

Immediately Mr. Perez was standing at the pantry door. "Why, Marie," he asked in surprise, "what are you doing in here?"

"I'm having my art class," she replied shyly. She then explained how she had mixed her paints and listened in the pantry each afternoon.

Mr. Perez gazed around the pantry. "Come with me at once!" he ordered. He marched her into his studio. "Take a look at this magnificent use of color," he said to the startled students and held up the painting Marie had been working on. "This young lady has mixed all of these shades from just five tubes. She is an *artist*."

Marie was amazed. The great Mr. Perez was not punishing her; he was praising her!

From that day on, Marie attended art class in the studio. She was allowed to use a glorious number of paints. But she still mixed her own colors when she needed an unusual shade. After all, she was an artist.

1. Marie *first* went into the pantry so that she could —

- A hide
- B paint
- ☒ C get some flour
- D listen to a lesson

**COS/ARMT 1.3**

2. Read this sentence from the story.

His words were as clear as a bell.

Which type of figurative language is used in this sentence?

- ☒ A Simile
- B Metaphor
- C Personification
- D Onomatopoeia

**COS/ARMT 2**

3. From information in the story, you can make the generalization that Marie and her father are —

- A great artists
- ☒ B really creative
- C very educated
- D quite wealthy

**COS/ARMT 1.4**

4. Read this sentence from the story.

By late winter, she had a large collection of *work*.

In this sentence, the word *work* refers to —

- A colors
- B chores
- C lessons
- ☒ D paintings

**COS/ARMT 1.2**

5. Which detail from the story supports the idea that Marie is talented?

- ☒ A She mixes her own paints.
- B She hides in the kitchen pantry.
- C She lies awake thinking of painting.
- D She listens to Mr. Perez through the wall.

**COS/ARMT 1.1**

6. The action of the story takes place in —

- A a museum
- B an art school
- ☒ C Pablo Perez's house
- D Marie's father's kitchen

**COS/ARMT 2**

7. Which sentence *best* states the main idea of the story?

- A A man does his best to help his daughter.
- B A famous painter teaches oil painting in his studio.
- C A clever girl gets free art classes from a painter.
- ☒ D A girl learns to paint by making the most of what is available.

**COS/ARMT 2**

8. Read this sentence from the story.

One day, as she listened through the wall, Marie heard a student *grouse* about not having the right shade of green to paint new spring grass.

As it is used in this sentence, the word *grouse* means —

- A chatter
- B discuss
- C remember
- ☒ D complain

**COS/ARMT 1/2**

9. Read this sentence from near the middle of the story.

She clapped her hand over her mouth, but it was too late.

Which sentence *best* describes Marie's problem at this point in the story?

- A She is sorry for saying something rude to the teacher.
- B She is disappointed in herself for being unable to mix the color.
- ☒ C She is worried that she will get caught hiding in the pantry.
- D She is saddened by losing her chance to attend the art class.

**COS/ARMT 2**

10. The climax of the story takes place when —

- ☒ A Mr. Perez discovers Marie in the pantry
- B Marie's father buys her some painting supplies
- C Marie decides to hide in the pantry to listen to Mr. Perez
- D Marie attends art class in the studio

**COS/ARMT 2.1**

11. In the story, which of the following events happens *last*?

- A Mr. Perez calls Marie an artist.
- B Marie asks her father for paints.
- C Mr. Perez finds Marie in the pantry.
- D** Marie attends classes in the studio.

**COS/ARMT 1.3**

12. Use one word or phrase that describes Marie. Explain why that word or phrase describes her accurately.

Use details from the story to support your response.

Write your response in the answer document.

**COS/ARMT 1**

## Nature Wreath

This craft is an easy way to enjoy nature anytime, even on a rainy day when you are stuck in the house. Your nature wreath can be a great souvenir of a trip to the beach or a walk through the forest. Just remember to take only those things from nature that have already been discarded. For example, don't pick leaves off of trees, but instead take a leaf that has already fallen.

### **Materials:**

Scissors                      Glue  
Paintbrush                  Heavy cardboard

Nature treasures such as sticks, sand, seashells, pebbles, or dried seaweed; and grass, leaves, or flowers that have already fallen or been cut

### **Directions:**

1. Collect your items from nature, either by traveling to the beach, walking through the forest, or even strolling around the block.
2. Cut a wreath shape from the heavy cardboard.
3. Spread glue over the wreath shape, using a paintbrush to make sure the glue covers the entire wreath.
4. If making a beach wreath, sprinkle enough sand to cover the entire wreath, and set it aside to dry. If making a forest wreath, skip this step.
5. Glue all of your nature treasures onto the wreath.
6. Let dry and hang.

Get creative as you make this wreath, such as by gluing your nature treasures on in patterns. Make special wreaths for different seasons, such as a fall wreath of changing leaves. You can also try drying berries to make very colorful wreaths. Your imagination is the limit.

**13. The author uses fallen leaves as an example of material discarded by nature. Another example is —**

- A an egg nestled in a bird's nest
- B a flower blooming in a garden
- C a piece of fruit hanging from a tree
- D a pinecone that has fallen on the ground**

**COS/ARMT 3.1**

**16. If you are making a forest wreath, what should you do right after you spread the glue?**

- A Let it dry.
- B Attach the items.**
- C Sprinkle the sand.
- D Cut out the wreath.

**COS/ARMT 3.4**

**14. The *most* likely reason the author suggests using materials that have been discarded by nature is that it will —**

- A save you time.
- B be better for the environment.**
- C be easier to glue the leaves on.
- D make the wreath more beautiful.

**COS/ARMT 4**

**17. Which new title would *best* communicate the main idea of this selection?**

- A “How You Can Help Save the Earth”
- B “Crafting Through All Four Seasons”
- C “A Young Hiker’s Guide to Wildlife”
- D “Projects for Kids Who Love the Outdoors”**

**COS/ARMT 3.4**

**15. Why do you think the author included a numbered list?**

- A To tell how many wreaths to make
- B To make the directions easy to follow**
- C To make the directions easy to memorize
- D To rate each step in order of importance

**COS/ARMT 4**

**18. The author includes the last paragraph mainly to —**

- A** persuade readers to use creativity and imagination
- B** persuade readers to make forest wreaths instead of beach wreaths
- C** inform readers how to recycle materials from the outdoors
- D** explain why readers should use materials only from their own neighborhoods

**COS/ARMT 4**

**19. Which of the following is *not* a reason the author gives to persuade readers to make a nature wreath?**

- A** You can earn money by making and selling wreaths.
- B** The wreath will help you remember your outdoor experiences.
- C** Making the wreath is a simple way to enjoy nature.
- D** You can make a wreath when you are bored and stuck indoors during bad weather.

**COS/ARMT 3**

## **A Snowy Surprise**

Samuel looked out the front door one morning, and his jaw dropped to the floor. His eyes immediately widened. The night before, three feet of beautiful snow had coated his neighborhood! Everything was as white as a cloud.

Samuel dashed up the stairs to his sister's room. "Wake up, Marnie," he shouted. "It snowed last night! Come on!"

Marnie flew from her bed and pulled on her boots, mittens, and winter coat. Then she and her brother burst out the front door into the white blanket that frosted the lawn. They made snow angels.

Marnie decided to toss a snowball at Samuel. It exploded on his back. He laughed, gathering up some snow of his own. He hurled a snowball back at Marnie, and she screamed with glee. They were as happy as clowns.

Marnie gathered a giant ball of snow, cradling it with both hands.

"Hey! Let's build a snowman!" Samuel yelled, running away from Marnie.

"You're just trying to get out of being hit with my snowball!" Marnie shot back, out of breath.

"You're right!" Samuel yelled back, laughing.



**20. The author includes the first two sentences to show that Samuel is —**

- A bored
- B terrified
- C confused
- ☒ D surprised

**COS/ARMT 1**

**23. In the fourth paragraph, the word *glee* means about the same as —**

- ☒ A joy
- B anger
- C fright
- D scorn

**COS/ARMT 1.2**

**21. In the third paragraph, the word *flew* means—**

- A slid across the room
- B glided through the air
- ☒ C moved with great speed
- D threw with great strength

**COS/ARMT 1.2**

**24. When Samuel does not want to be hit with Marnie's snowball, he first tries to —**

- A run inside the house
- B throw a snowball at her
- ☒ C suggest a different activity
- D make an even bigger snowball

**COS/ARMT 1.3**

**22. Which sentence from the story contains a metaphor?**

- A They were as happy as clowns.
- B Everything was as white as a cloud.
- ☒ C Then she and her brother burst out the front door into the white blanket that frosted the lawn.
- D The night before, three feet of beautiful snow had coated his neighborhood!

**COS/ARMT 2**

**25. After Marnie makes her giant snowball, Samuel —**

- A makes a snow angel
- B throws a snowball at her
- C makes an even bigger one
- ☒ D wants to build a snowman

**COS/ARMT 1.3**

26. The author uses verbs such as *dashed*, *burst*, *exploded*, and *hurled* to help give the story a sense of —

- A peace
- ☒ B action
- C horror
- D beauty

**COS/ARMT 2**

29. If the story went on, which of the following would Marnie and Samuel be *most* likely to do next?

- A Push each other
- B Help cook dinner
- ☒ C Build a snow fort
- D Have a loud argument

**COS/ARMT 1**

27. In the next-to-last paragraph, the word *shot* means about the same as —

- A ran
- B flew
- ☒ C yelled
- D pitched

**COS/ARMT 1.2**

28. From information in the story, you can make the generalization that Marnie and Samuel —

- A often fight
- B are good athletes
- ☒ C enjoy playing together
- D do not like cold weather

**COS/ARMT 1.4**

30. How does the author's writing style express Marnie and Samuel's enjoyment of their snowy surprise? What word choices does the author make to show their enjoyment?

Support your response with at least three details from the story.

Write your response in the answer document.

**COS/ARMT 2**

# Jellyfish

Jellyfish live, swim, and eat throughout Earth's oceans and seas. Despite the fact that they are somewhat common marine animals, many people are uninformed about jellyfish and view them as mysterious creatures.

Jellyfish have existed for more than 650 million years. They lived on Earth even before dinosaurs and sharks. Today there are more than two hundred types of jellyfish living on Earth. Some are as small as a quarter, whereas others are a hundred feet long and eight feet wide. Smaller jellyfish often float together in large groups.

Despite the name, a jellyfish is not a fish. It is an invertebrate, which means it has no backbone. In fact, a jellyfish has no bones, heart, blood, brain, or gills, and most varieties have no eyes. A jellyfish breathes with its entire body. Because the jellyfish is made up almost entirely of water, it is easily harmed by water pollution.

Jellyfish feed on very small plants and shrimp. They use their long, thin tentacles to trap prey. Jellyfish also use their tentacles to swim. By pressing water away from their bodies, they propel themselves backward. Most jellyfish prefer to stay just below the surface of the water.

Most kinds of jellyfish are harmless to human beings, and some people keep jellyfish as pets. But some types of jellyfish produce dangerous stings when they try to capture prey or need to defend themselves. Swimmers should always be careful to avoid jellyfish in the water. Beachgoers should always check with lifeguards before picking up any jellyfish that they might find on the sand.

Some animals, such as the leatherback turtle and the ocean sunfish, eat jellyfish as the main part of their diets. Many people around the world eat jellyfish too. Jellyfish are low in fat, calories, and sodium.

In recent years, scientists have found cures for many human health problems and diseases by studying animals and plants. It has been discovered that several types of jellyfish can be used to treat heart disease. Some varieties of jellyfish can also be used to treat certain cancers.

In addition, some jellyfish offer benefits to other marine life. Often small fish find safety under the central body of a jellyfish or between its tentacles. Furthermore, sea nettle jellyfish help oyster populations by eating one of the oyster's main predators: the comb jellyfish.

Jellyfish enrich our world. Their delicate white, blue, pink, or clear bodies are beautiful. They provide shelter in open waters to certain fish. They are nutritious and offer cures for a variety of illnesses. For these reasons and many more, care should be taken to preserve our jellyfish population.

31. Based on information in this story, you can conclude that the jellyfish is not really a fish because it —

- A has a stinger
- B is made mostly of water
- C does not have eyes
- ☒ D does not have a backbone

COS/ARMT 3.1

32. The facts in this passage *best* support the generalization that jellyfish —

- A are dangerous and even deadly
- ☒ B are useful but often misunderstood
- C are not a serious threat to swimmers
- D make good pets for children

COS/ARMT 3.2

33. From the passage, you can conclude that a jellyfish's tentacles —

- A cannot hurt humans
- B are pretty but useless
- ☒ C can both harm and help other sea life
- D help the jellyfish with eating but not with swimming

COS/ARMT 3.1

34. Which detail supports the idea that jellyfish are a healthy food for humans?

- A Many humans around the world eat jellyfish.
- B Some types of jellyfish eat other jellyfish.
- ☒ C Jellyfish are low in fat, calories, and sodium.
- D The leatherback turtle and the ocean sunfish eat jellyfish.

COS/ARMT 4.1

35. As it is used in the next-to-last paragraph, the word *predators* means about the same as —

- A prey
- B victims
- C problem
- ☒ D attackers

COS/ARMT 3.3

36. As it is used in the last paragraph, the word *enrich* means to —

- A feed
- ☒ B improve
- C make wealthy
- D make dangerous

COS/ARMT 3.3

**37. Explain what effect jellyfish can have on important human health problems.**

**Use at least two specific details from the passage to support your response.**

**Write your response in the answer document.**

**COS/ARMT 4.1**

**38. Would a better title for this selection be “Jellyfish: Misunderstood Creatures”?**

**Support your opinion with at least three details or examples from the passage.**

**Write your response in the answer document.**

**COS/ARMT 3.5**

## **The Story of the Potato**

One of the most popular food crops in the world is the potato. Some potatoes are cultivated for their starch, which is used to make fabric stiff and to make some foods thicker. Most potatoes, however, are grown to be eaten. Because much of the potato is made of water, it is easy to digest. In addition, potatoes are rich in vitamins and minerals, including vitamin C and potassium.

The potato most of us know best is the white potato, or Irish potato. The part of the potato plant we eat is called the tuber. It is the swollen end of the plant's underground stem. These tubers grow buds or “eyes” that become new plants if conditions are right. The potato plant itself bears white or purplish flowers. The skin of a potato can be a variety of colors, from light tan to deep purple. Inside, its flesh ranges from white to yellow but in some cases may be purple. More than five hundred varieties of potatoes are grown across the world.

Potatoes grow best in cool environments and in sandy soil. Plants are usually grown from pieces of the tuber instead of from seeds. For a new plant to develop, each piece must have one or two buds. The new plant will be identical to the one it came from.

Although potatoes are easy to grow, they have many enemies. The Colorado potato beetle, or potato bug, is one of the worst. The bug feeds on the leaves of the plant. Other enemies include worms and fungi.

Botanists believe that the potato first grew in the Andes mountains of Peru and Bolivia. In the 1500s, the Spanish reached this area and saw the native Incas eating potatoes. The Spaniards called the potato *batata*, the word used for sweet potato plants grown in the West Indies. Later the English explorers changed the word *batata* to *potato*.

No one is certain when the potato was introduced to Europe. Europeans were not aware of the potato's value as a food. For a long time, Europeans did not eat potatoes and rarely, if ever, grew them. French peasants, for example, believed that potatoes caused leprosy and fevers. Scientists and politicians tried to educate people about the potato. To convince people of the advantages of growing and eating potatoes, King Louis XVI of France even wore potato flowers in his buttonhole. By the close of the seventeenth century, potatoes had become a staple food in Ireland. By the eighteenth century, the potato was regularly grown and eaten all over Europe.

Today Idaho and Washington produce most of the potatoes grown in the United States. From potato chips and mashed potatoes to hash browns and french fries, the potato has become a major part of the American diet. Indeed, all of these interesting facts about the potato are enough to make your mouth water!

39. In the first paragraph, the word *cultivated* means —

- A eaten
- ☒ B grown
- C disliked
- D appreciated

COS/ARMT 3.3

40. Which heading would *best* describe the main idea of the second paragraph?

- A Growing Potatoes
- ☒ B Parts of the Potato
- C Enemies of the Potato
- D Potatoes and Nutrition

COS/ARMT 4

41. According to the passage, which group *first* ate potatoes?

- A The Irish
- ☒ B The Incas
- C The French
- D The Spanish

COS/ARMT 3.4

42. According to the passage, which of the following would *most* help you grow potatoes successfully?

- ☒ A Sandy soil
- B Potato bugs
- C Bright sunlight
- D A warm climate

COS/ARMT 4

43. According to the passage, scientists think that potatoes were *first* grown in —

- A Spain
- B Ireland
- C the United States
- ☒ D Peru and Bolivia

COS/ARMT 3.4

**44. Which detail from the passage *best* supports the idea that the potato was not always a popular food?**

- A Potatoes are made mostly of water and are easy to digest.
- B Scientists and politicians taught people about potatoes.
- C** Some people thought potatoes caused leprosy and fevers.
- D Idaho and Washington produce most of the potatoes grown in the United States.

**COS/ARMT 4.1**

**45. Which detail *best* supports the idea that potatoes are a healthy food?**

- A King Louis XVI wore potato flowers in his coat.
- B The potato has become a major part of the American diet.
- C Potatoes can be mashed, chipped, hashed, or fried.
- D** Potatoes contain vitamin C and potassium.

**COS/ARMT 4.1**

**46. Which of the following is the best summary of the passage?**

- A The potato has had many names.
- B** The potato has many uses and an interesting history.
- C The tuber is the part of the potato plant we eat.
- D Before the potato was brought to Europe, people there were starving.

**COS/ARMT 3**

**47. The facts contained in this passage are *mainly* intended to —**

- A** persuade readers that the potato is interesting and valuable
- B instruct readers how to grow potato plants successfully
- C inform readers about a variety of ways to cook potatoes
- D explain why readers should increase the amount of potatoes in their diets

**COS/ARMT 4**

**DIRECTIONS:**

Read each question. Decide which is the best answer to the question. Then mark the space for the answer you have chosen.

**48. Which sentence contains personification?**

- ☒ **A** The birds greeted us cheerfully.
- B** Anita could run as fast as a leopard.
- C** My grandmother's smile was a warm ray of sunshine.
- D** The kitchen smelled like a giant chocolate chip cookie.

**COS/ARMT 2**

**49. Read this sentence.**

Vincent opened the windows to get rid of the *stale* air in the attic.

**The *opposite* of *stale* is —**

- A** old
- ☒ **B** fresh
- C** dusty
- D** warm

**COS/ARMT 1.2**

**50. In a story, the struggle between characters or forces in a story is called the —**

- A** plot
- B** climax
- ☒ **C** conflict
- D** resolution

**COS/ARMT 2**

**51. Which is the *best* way to find out whether a magazine article would be a good source of information for your research report?**

- A** Read the entire article very quickly.
- B** Find the name of the article's author.
- C** Examine the picture on the magazine cover.
- ☒ **D** Preview the article's title, headings, and illustrations.

**COS/ARMT 3.5**



52. Which would be the *best* chapter to read if you wanted to learn how to spend your money wisely?

- A “Shopping for the Latest Styles”
- ☒ B “The Smart Shopper’s Guide to Big Savings!”
- C “Earn Big Money by Selling Your Old Stuff!”
- D “Finding Healthy Foods at the Grocery Store”

**COS/ARMT 3.5**

53. Read this sentence.

The wind moaned through the ruins of the old castle.

Which type of figurative language is used in this sentence?

- A Simile
- B Metaphor
- C Onomatopoeia
- ☒ D Personification

**COS/ARMT 2**

**STOP**





# **SAT-10 Practice Test Grade 6**

# Reading Vocabulary

**DIRECTIONS** Choose the word or words that mean the same, or about the same, as the underlined word. Mark the space for the answer you choose.

## SAMPLE A

Quirky means —

- ☒ A odd
- ☐ B new
- ☐ C easy
- ☐ D wordy

**SAT RV01**

1 Accurate means —

- ☐ A gentle
- ☐ B seldom
- ☒ C correct
- ☐ D desirable

**SAT RV01**

2 To proclaim is to —

- ☐ A consider
- ☐ B refuse
- ☐ C assist
- ☒ D announce

**SAT RV01**

3 Someone who is objective is —

- ☐ A considerate
- ☐ B truthful
- ☒ C fair
- ☐ D affectionate

**SAT RV01**

4 A menace is a —

- ☐ A necessity
- ☒ B threat
- ☐ C treatment
- ☐ D courtesy

**SAT RV01**

5 Sensible means —

- ☐ A recent
- ☐ B courageous
- ☐ C dreary
- ☒ D reasonable

**SAT RV01**

**DIRECTIONS** Read the sentence in the box. Choose the answer that uses the underlined word in the same way. Mark the space for the answer you choose.

**SAMPLE B**

We trust our dog Nikki to guard the house.

In which sentence does the word guard mean the same as in the sentence above?

- A** The guard was on duty for twelve hours.
- B** His comment took me off guard.
- C** They took turns standing guard over the treasure.
- D** It was his job to guard the door.

**SAT RV02**

- 7** I took note of the street names we passed on the way to school.

In which sentence does the word note mean the same as in the sentence above?

- A** She had not seen a movie of note in a long time.
- B** He brought home a note from his teacher.
- C** “Make note of the time,” the pilot said as the plane landed.
- D** The singer could not hit the highest note.

**SAT RV02**

- 6** She gave me a sign to show that she understood what I said.

In which sentence does the word sign mean the same as in the sentence above?

- A** The highway sign told us we had arrived.
- B** He made a sign with his arm to tell me it was safe to come over.
- C** The manager decided to sign the new recruit right away.
- D** At the bottom of a letter, I always sign my name.

**SAT RV02**

- 8** My stop is the second station on the bus route.

In which sentence does the word station mean the same as in the sentence above?

- A** Meet me at the train station at 12:00.
- B** The forest ranger couldn’t leave the station until her replacement showed up.
- C** Which radio station do you like the most?
- D** He was very happy with his station in life.

**SAT RV02**

## Reading Vocabulary

- 9 The coach will post a list of names for each team.

In which sentence does the word post mean the same as in the sentence above?

- A There was a large black bird perched on the fence post.
- B** You can post your announcement on the bulletin board.
- C The guard had a lookout post on top of the mountain.
- D I need to check my post office box for mail.

**SAT RV02**

- 10 Cover your mouth before you cough.

In which sentence does the word cover mean the same as in the sentence above?

- A** Please cover the baby with that blue blanket.
- B The test will cover three chapters in the book.
- C We will cover a hundred miles each day on our trip.
- D Will that five dollars cover dinner at the restaurant?

**SAT RV02**

## Reading Vocabulary

**DIRECTIONS** As you read each sentence, use other words in the sentence to help you figure out the meaning of the underlined word. Mark the space for the answer you choose.

### SAMPLE C

Our school has regulations about getting to class on time. Regulations mean —

- A ideas
- B books
- C training
- ☒ D rules

SAT RV03

- 13 It is standard practice in our home to make our beds every morning. Standard means —

- A easy
- ☒ B usual
- C recommended
- D wise

SAT RV03

- 11 Everyone thinks Colleen is brash because she interrupted our teacher as he explained the homework assignment. Brash means —

- A polite
- ☒ B rude
- C fancy
- D smart

SAT RV03

- 14 I think it will be sufficient to write three paragraphs instead of four. Sufficient means —

- A unexpected
- B typical
- C related
- ☒ D enough

SAT RV03

- 12 It was dark in the hallway, so I groped around to find the light switch. Groped means —

- ☒ A felt
- B moved
- C walked
- D sneaked

SAT RV03

- 15 Rehearsals were so vigorous that the dancers were too exhausted to study or socialize afterward. Vigorous means —

- ☒ A energetic
- B lengthy
- C depressing
- D complicated

SAT RV03

STOP



# Reading Comprehension

**DIRECTIONS** Read each passage and each question about the passage. Choose the best answer for each question. Mark the space for the answer you choose.

## SAMPLES

### The Big Meet

“Hurry up, son!” Mr. Kael called out from the kitchen. “We should have left ten minutes ago.”

“I’m hurrying! I’m hurrying!” Caleb answered from his bedroom. *But first*, he thought, *I have to find my goggles*. His school’s big swim meet was that afternoon. He was to compete in the 100-meter freestyle.

“There they are!” Caleb exclaimed, noticing the goggles sticking out from his drawer. “Now I’m ready.”

Caleb raced down the stairs. His father was standing there, holding his car keys and tapping his foot. Caleb and his father looked at each other and smiled.

“All set, Dad!” Caleb said.

“Finally!” Mr. Kael responded with a grin. “Let’s get moving.”

**A** You know this passage is fiction because it —

- A** contains facts
- B** reveals a character’s thoughts
- C** is about a swim meet
- D** is about a boy and his father

**B** You can tell from the passage that Caleb’s father is —

- A** angry
- B** bored
- C** excited
- D** embarrassed

## Reading Comprehension

### The Discovery

The paleontologist dug around rocks  
in the side of the hill by the stream  
(the wrong place, she knew, it must seem,  
to search for a scientist's dream).  
A real rhino bone could not have been  
here!  
Any scientist knew that was true.  
Then other bones came into view!  
That one tiny bone had been the right  
clue.

1 Which of these *best* describes the paleontologist in this poem?

- A cautious
- ☒ B curious
- C confused
- D convincing

SAT RC06

2 After reading this poem, the reader can conclude that —

- ☒ A a paleontologist is a type of scientist
- B rhino bones are rarely discovered
- C the paleontologist spends most of her time dreaming
- D most animal bones are found by streams

SAT RC05

3 The poet *most likely* put lines 3 and 4 in parentheses because they —

- A are not important
- B do not rhyme
- C show the poet's opinion
- ☒ D explain the first two lines

SAT RC16

4 This poem is mainly about —

- A digging in the wrong place
- B misinterpreting clues
- C studying rocks
- ☒ D finding success

SAT RC08

5 You can tell that the paleontologist is —

- ☒ A surprised by her find
- B unhappy about her work
- C worried about making a discovery
- D disappointed in the clues she finds

SAT RC06

## Ant Town Instruction Sheet

The Ant Town can be fun and educational for children of all ages.

### How to Put Your New Ant Town Together

This kit comes complete with base, front and back windows, lid, soil, and one queen ant. Please follow instructions carefully.

1. Place the large window labeled FRONT into the front slot of the base. Place the back window into the rear slot of the base.
2. Fill the Ant Town with the soil provided. The soil should come up to the line marked on the back window. Gently shake the Ant Town until the soil is level.
3. Snap the lid hinges on the sides into place.
4. Attach the lid to the lid hinges, using the enclosed screws. You will need a screwdriver to do this. Make sure the lid closes tightly.
5. Open the plastic cup containing the queen ant. Place the queen ant into the Ant Town and quickly close the lid.

The queen ant will soon dig herself a tunnel and begin laying eggs. In two to three weeks, you should see several dozen small ants busily digging tunnels and caves for their new nest.

You will be able to watch all of the activity through the front and back windows of your Ant Town.

### How to Feed Your New Ants

The best way to feed your ants is to drop a teaspoonful of fruit or vegetables through the feeding slot located on the lid. Be sure to keep the feeding slot closed tightly when it is not being used.

## Reading Comprehension

- 6 The last step to take before finally closing the lid on the Ant Town is to —
- A attach the lid to the hinges
  - B fill the Ant Town with soil
  - C** place the queen ant in the Ant Town
  - D shake the Ant Town until the soil is level

**SAT RC61**

- 7 Which magazine article would most likely contain information related to the instruction sheet?
- A “Insects Can Damage Crops”
  - B “The Incredible Edible Ant”
  - C** “Caring for Insects at Home”
  - D “How to Grow Your Own Garden”

**SAT RC76**

- 8 Why do you think the author of the instruction sheet included a numbered list?
- A To tell the reader how many Ant Towns to make
  - B** To make the instructions easy to follow
  - C To make it easy to memorize the instructions
  - D To rate each of the steps on a scale of importance

**SAT RC75**

- 9 Why does the queen ant dig herself a tunnel in the sand?
- A** To lay eggs
  - B To find food
  - C To locate her babies
  - D To hide from predators

**SAT RC62**

- 10 Which sentence from the passage is an *opinion*?
- A** “The Ant Town can be fun and educational for children of all ages.”
  - B “Please follow instructions carefully.”
  - C “The soil should come up to the line marked on the back window.”
  - D “You will need a screwdriver to do this.”

**SAT RC74**

## Maya Angelou: A Modern American Legend

Maya Angelou has become a successful poet, historian, actor, playwright, and fiction writer. She is considered one of the most accomplished and influential women in American history.

Angelou was born in St. Louis, Missouri, on April 4, 1928. She and her brother, Bailey, were raised by their grandmother in the rural town of Stamps, Arkansas. Angelou's first role model was her grandmother, a strong African American woman who owned and operated a general store in their small, segregated community. Printed in 1969, Angelou's first book, *I Know Why the Caged Bird Sings*, is a personal account of her childhood.

Angelou attended public schools in both Arkansas and California. In San Francisco, she was one of the first African American women to become a streetcar conductor. About this time, while in her twenties, she began taking lessons in dance and drama. Because of her intelligence, talent, and determination, she landed successful roles in theater and on television.

In the 1960s, Angelou lived in Cairo, Egypt, where she was an editor at the *Arab Observer*, an English-language newspaper. While in Africa, she became an administrator at the School of Music and Drama at the University of Ghana.

Upon returning to the United States, Angelou worked on several television shows as a writer, director, and producer. She was nominated for a best supporting actress award for her role in Alex Haley's *Roots*, a 1977 TV series portraying slavery in America.

Angelou came to admire Dr. Martin Luther King Jr. and worked with him as a civil rights activist in the early 1960s. In 1993, at President Clinton's inauguration, Angelou recited an original poem titled "On the Pulse of Morning." The theme of the poem was the renewal of America's promise of equality for all races.

## Reading Comprehension

- 11 Which of these *most* helped Angelou begin her career in television and theater?
- A her grandmother
  - B her work as a streetcar conductor
  - ☒ C her dance and drama instruction
  - D her experience in *Roots*

SAT RC37

- 12 Based on the passage, it is reasonable to say that Angelou has —
- A a large, supportive family
  - B a history of failure
  - C a family heritage of writing
  - ☒ D many talents

SAT RC34

- 13 In this passage, what is Angelou's most recent accomplishment?
- ☒ A reading a poem at a presidential ceremony
  - B editing a newspaper
  - C writing *I Know Why the Caged Bird Sings*
  - D acting in *Roots*

SAT RC32

- 14 This passage is *mainly* about —
- A overcoming problems
  - ☒ B achieving success
  - C working for a cause
  - D feeling proud

SAT RC35

- 15 You can tell that the author believes Angelou —
- ☒ A should be respected for her talent
  - B could have accomplished more in her lifetime
  - C is a better actress than she is a poet
  - D was unsure about which career she wanted

SAT RC45

## Morning in Alaska

*Brrr, it sure is cold,* Alex thought as he stepped out of bed. It was Saturday morning. He could feel the chill in the air as he walked over to the window. Outside a white blanket of snow had covered the ground as far as he could see. He turned on the small clock radio resting on top of his nightstand. The announcer said that it had snowed all night long and that they were expecting even more snow tonight. This was nothing new to Alex. He lived in Alaska, so he was used to dealing with a lot of snow in the winter.

The first thing Alex did after he was dressed was go outside. He pulled a flat sled behind him as he walked to the mountainous woodpiles in back of the cabin. Last summer he had helped his father build an awning for the woodpiles to keep the snow from accumulating on the split wood. He stacked several pieces of dry firewood on the sled and dragged it back to the small cabin. This was one of his chores. He did this every morning during the winter. In Alaska, winter lasts longer than in most other places. He carried the wood inside and placed a few of the pieces into the fireplace. His father was busy making breakfast. While the eggs sizzled in the pan, Alex poured some fresh food and water for his Siberian husky, Buster. Buster devoured his breakfast greedily.

Alex and his father ate breakfast together. Afterward, while Alex washed the dishes, his father dressed for work. Alex's father was the head of the Snowmobile Rescue Team. After his father left for work, Alex and Buster went outside. Buster had a very thick coat of fur, so he didn't mind being out in the cold snow. They heard the sounds of snowplows in the distance. The snowplows were busy clearing the roads. Alex loaded his sled with ice fishing gear. He and Buster were heading to the lake, which had been frozen solid for months.

"Come on, boy, let's go," Alex called to Buster. Buster readily complied with Alex's command, and the two set off down the road.

In the distance, Alex could see twelve small shacks dotting the lake's surface. The fishermen had set up their shacks earlier that year. They fished through holes they had bored in the ice. Alex and Buster pulled up alongside a red shack. The shack belonged to Alex's father. As Alex unloaded the fishing gear, Buster trotted over to the friends and neighbors who occupied the other shacks. People poked their heads out to wave hello to Alex. They patted and greeted Buster, who was wagging his bushy tail excitedly.

Once in the ice fishing shack, Alex and Buster got down to business. Before noon, Alex's bucket was full of fish. He counted eight fish in all. *I guess it's going to be fish for lunch and dinner!* Alex thought to himself, smiling. Buster looked restless, so Alex loaded the bucket of fish onto the sled and began the short walk home.

Later that day, when Alex's father walked through the door, he was greeted by the warmth of a cozy fire coupled with the smell of fresh fish stew.

## Reading Comprehension

16 How did Alex *probably* feel when he was walking home?

- A anxious
- B frightened
- ☒ C satisfied
- D surprised

SAT RC06

18 It is likely that Alex heard snowplows clearing the roads —

- ☒ A almost daily
- B once a week
- C once a month
- D rarely

SAT RC05

17 The boxes show some of the important events in this story.

Alex stacked wood on the sled.



Alex ate breakfast.



Alex went fishing.

Which of these belongs in the empty box?

- A Alex listened to the weather report.
- B Alex made breakfast.
- ☒ C Alex fed the dog.
- D Alex built a fire.

SAT RC02

19 Which of the following sentences would fit best as a new last sentence for the story?

- A Alex put on his wool sweater, coat, and hat to stay warm.
- B Alex put Buster's food away in the cupboard.
- C Buster watched as Alex cleaned and filleted the fish.
- ☒ D Alex greeted his father while he finished setting the table for dinner.

SAT RC16

20 Which of these *best* describes Alex?

- A serious
- B anxious
- ☒ C responsible
- D shy

SAT RC06



**from “Why Dogs Are Tame”  
by Julius Lester**

Back in the days when people and animals lived on the earth like kinfolk, Brer Dog ran with the other animals. He trotted with Brer Fox and loped with Brer Wolf, and cantered with Brer Coon. He went through all the gaits and had as good a time as the other animals and as bad a time too.

It was after one of them bad times that Brer Dog started thinking. Somewhere between Monday morning and Saturday night Brer Dog was sitting in the shade, scratching and thinking about the winter that had just ended. The wind had carried knives and cut through everything standing in its path. Hungriness built a skyscraper in Brer Dog’s stomach and moved in with all his kin. Brer Dog was so thin he would’ve counted his ribs if he had known his numbers. He didn’t want to go through another winter like that.

**21** This passage is a type of —

- A** poem
- B** folktale
- C** drama
- D** nonfiction

**SAT RC17**

**23** This story is mainly about —

- A** Brer Dog and his friends
- B** Brer Dog’s trouble in the woods
- C** how Brer Dog feels about winter
- D** how Brer Dog spends his time

**SAT RC08**

**22** In the first paragraph, *gaits* means —

- A** types of animals
- B** periods of time
- C** ways of talking
- D** ways of walking

**SAT RC21**

**24** One way Brer Dog and the other animals are alike is that they all —

- A** have bad and good times
- B** have grown very thin
- C** gallop with Brer Fox
- D** like to sit in the shade

**SAT RC07**

**STOP**

# Spelling

**DIRECTIONS** Read each sentence carefully. If an underlined word in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, mark the space for No mistake.

## SAMPLE A

It was difficult for us to adjust to the change in whether. No mistake

A

B

C

D

1 John proved very quickly that he was quite capible of doing the job. No mistake

A

B

C

D

SAT SP03

2 Rosa chose her profesion based on what she did best. No mistake

A

B

C

D

SAT SP03

3 My aunt keeps a collection of importent jazz records in her attic. No mistake

A

B

C

D

SAT SP03

4 The students walked to the library to work on there assignment. No mistake

A

B

C

D

SAT SP01

5 It was hard for him to admit he was wrong because he was so stubbern. No mistake

A

B

C

D

SAT SP02

6 I can recieve the package anytime this afternoon. No mistake

A

B

C

D

SAT SP03

## Spelling

7 The three children ran toward the playground to join their freinds. No mistake

A B C D

SAT SP03

8 Leticia took the oportunity to explain why she wanted the job. No mistake

A B C D

SAT SP03

9 The girls were excited to find out if they had made the basketball teem. No mistake

A B C D

SAT SP01

10 During their visit to the zoo, the students found the elephents amusing. No mistake

A B C D

SAT SP03

11 I feel sure that my cousins will be at the family reunion. No mistake

A B C D

SAT SP04

12 What time do we have to be ready to go to the theater tonight? No mistake

A B C D

SAT SP04

13 Ed finished work early so he could watch his favrite television show. No mistake

A B C D

SAT SP03

14 The teacher concluded the lesson by reading a famous poem. No mistake

A B C D

SAT SP04

## Spelling

15 Jamal gave a class presintation that was based on his written report. No mistake

**A**

**B**

**C**

**D**

**SAT SP03**

16 The gated house looked like a fortress up their on the mountain. No mistake

**A**

**B**

**C**

**D**

**SAT SP01**

17 Please indacate if you can volunteer on Tuesday or Wednesday. No mistake

**A**

**B**

**C**

**D**

**SAT SP02**

18 We tried hard to catch a glimpse of the newborn calfs. No mistake

**A**

**B**

**C**

**D**

**SAT SP03**

19 The too girls spent the entire day shoveling gravel onto the driveway. No mistake

**A**

**B**

**C**

**D**

**SAT SP01**

20 The house we live in is at the junction of two major highways. No mistake

**A**

**B**

**C**

**D**

**SAT SP02**

**STOP**

# Language

**DIRECTIONS** Read each sentence carefully. The underlined words in each one may include a mistake in punctuation, capitalization, or word usage. If there is a mistake, choose the best way to rewrite the underlined words. If there is no mistake, choose *Correct as is*.

## SAMPLE A

I want to build a Model airplane and a Model car.

- ☒ A model airplane and a model car.
- ☐ B Model airplane and as well a Model car.
- ☐ C Model Airplane and Car.
- ☐ D *Correct as is*

- 1 We visited three national parks: Glacier, Yellowstone, and Grand Teton.

- ☐ A National Parks: Glacier
- ☐ B national parks, Glacier
- ☐ C national parks Glacier
- ☒ D *Correct as is*

**SAT LA05**

- 2 Whos the friendliest babysitter you've ever had?

- ☐ A Whose
- ☐ B Whos'
- ☒ C Who's
- ☐ D *Correct as is*

**SAT LA03**

- 3 After breakfast I clears the plates, glasses, and napkins.

- ☒ A clear the plates, glasses, and
- ☐ B clears the plates glasses and
- ☐ C clear: the plates glasses and
- ☐ D *Correct as is*

**SAT LA02**

- 4 My father asked, "did you see which way the dog went?"

- ☐ A asked, Did you see
- ☒ B asked, "Did you see
- ☐ C asked "Did you seen
- ☐ D *Correct as is*

**SAT LA01**

- 5 The speech club was preparing for its first competition.

- ☐ A was preparing for it's
- ☐ B were preparing for it's
- ☐ C was preparing for their
- ☒ D *Correct as is*

**SAT LA02**

**DIRECTIONS** Read the words in each box. There may be a mistake in sentence structure. If there is a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose *Correct as is*.

**SAMPLE B**

Pedro whistled as he walked home. Remembering the song he had just learned.

- A** Pedro whistled. As he walked home, remembering the song he had just learned.
- B** Pedro whistled as he walked home, remembering the song he had just learned.
- C** Pedro whistled remembering the song he had just learned.
- D** *Correct as is*

- 7** While I was camping in the woods last weekend, I saw a shooting star.

- A** Last weekend, a shooting star I saw while I was camping in the woods.
- B** I saw a shooting star in the woods last weekend while I was camping.
- C** Camping in the woods last weekend, a shooting star was seen by me.
- D** *Correct as is*

**SAT LA05**

- 6** Last week for a whole hour the president's hand we waited to shake.

- A** Last week we waited for a whole hour to shake the president's hand.
- B** Waiting for a whole hour last week, we shook the president's hand.
- C** We waited to shake the president's hand for a whole hour last week.
- D** *Correct as is*

**SAT LA04**

- 8** Because Tuesday Reinaldo could not play, he forgot his glove.

- A** Reinaldo could not play Tuesday he forgot his glove.
- B** Reinaldo could not play Tuesday. Having forgotten his glove.
- C** Reinaldo could not play Tuesday because he forgot his glove.
- D** *Correct as is*

**SAT LA04**

## Language

**9** My dog doesn't bark, but he always whines, and some experts think that's bizarre but I don't.

- A** Rather than bark, my dog always whines, some experts think that's strange, but I don't.
- B** My dog doesn't bark, he always whines. Some experts think that's strange but I don't.
- C** Instead of barking, my dog always whines. Some experts think that's strange, but I don't.
- D** *Correct as is*

**SAT LA04**

**11** The children surprised me by waxing the car, washing and drying it.

- A** The children surprised me by washing, drying, and waxing the car.
- B** The children surprised me by washing, drying, and they waxed the car.
- C** The children, washing, drying, and waxing the car surprised me.
- D** *Correct as is*

**SAT LA04**

**10** Rhonda looked left and then right, checking for cars before she crossed the street.

- A** Looking left and then right, Rhonda crossed the street checking for cars.
- B** Rhonda, looked left and then right, checking for cars, she crossed the street.
- C** Looking left and then right, Rhonda, checking for cars, crossed the street.
- D** *Correct as is*

**SAT LA05**

**DIRECTIONS** Read each question and choose the best answer. Mark the space for the answer you choose.

**SAMPLE C**

Susan is writing a report about stingrays. Which sentence does *not* belong in her report?

- A** Stingrays live in saltwater.
- B** Stingrays can grow to be very large.
- C** Skates are not stingrays.
- D** There are different types of stingrays.

**13** Who would *probably* find Benito's report most useful?

- A** Students who already belong to a club
- B** Students interested in joining a club
- C** Parents of students at any of the five schools
- D** The editor of the community newspaper

**SAT LA06**

▼ **Benito is conducting a survey to learn which clubs are most popular with students. He asked fifty students from five different schools which clubs they belong to and why. He will write a report based on his findings.**

**12** Which question does *not* belong in Benito's survey?

- A** How many students are in your club?
- B** Why did you join your club?
- C** How many years has your club existed?
- D** How many years have you belonged to your club?

**SAT LA06**

**14** Which would be *best* to include in the first paragraph of the report?

- A** The names of students interviewed for the survey
- B** The questions asked on the survey
- C** The purpose of the survey
- D** The purpose of each club

**SAT LA07**



▼ **Chanel is writing a report about Louis Armstrong. Here is a rough draft of her report.**

Everybody knows that Louis Armstrong was a talented trumpet player. He was one of the first legendary jazz musicians. He had a big influence on musicians who came after him. Jazz is very popular today. Louis Armstrong deserves much of the credit for that.

**15** What is the best way to combine Chanel's last two sentences?

- A** Jazz is very popular today because Louis Armstrong deserves much of the credit.
- B** Jazz and Louis Armstrong deserve much of the credit and are popular today.
- C** Louis Armstrong deserves much of the credit for the popularity of jazz today.
- D** Louis Armstrong is very popular today, along with jazz.

**SAT LA08**

**16** Which of these would fit best between sentences 2 and 3?

- A** Armstrong was born in 1901 and became popular in the 1920s.
- B** Jazz is especially popular in New Orleans, Armstrong's hometown.
- C** Many of these musicians tried to imitate his style.
- D** Armstrong died in 1971, but he will never be forgotten.

**SAT LA07**

**17** Which sentence does *not* belong in Chanel's report?

- A** Armstrong was also a talented singer.
- B** Rock and roll and hip-hop are very popular too.
- C** Jazz started in the South and spread throughout the country.
- D** Some musicians are remembered long after they pass away.

**SAT LA06**

**STOP**

**DIRECTIONS** Read each paragraph and the questions that follow it. Choose the best answer for each question. Mark the space for the answer you choose.

**SAMPLES****Kelly Green**

Kelly loves the color green. Even when she was a baby, she clutched her green polar bear and ignored the stuffed animals that weren't green. When she was seven, she wanted her bedroom to be the same color as the leaves on the tree outside her window. Her mother found just the right shade of paint. Now, at the age of twelve, Kelly prefers to eat salads, broccoli, and kiwi, and she always chooses green foods from restaurant menus. Some day Kelly would like to drive a green car, live in a green house, and visit Greenland.

- D** The main idea of this paragraph is that some people —
- A** are easy to please
  - B** get carried away with their favorite things
  - C** like the color green
  - D** eat green foods because they are healthy

- E** Which sentence would go best *after* the second sentence?
- A** Kelly loved stuffed animals, especially polar bears.
  - B** Kelly had stuffed animals in many different colors.
  - C** The polar bear was a gift from Kelly's grandmother.
  - D** The polar bear had a dark green hat, which made Kelly love it even more.

## Uncle Henry

My uncle Henry is an incredible person. He lived in Japan for four years, teaching English to high school students. He plays three musical instruments and is now taking tuba lessons. Uncle Henry taught himself how to sew. He also likes to experiment with design. Last weekend he wore a polka-dotted shirt that he had made out of the curtains that once hung in his kitchen. He volunteers at the local hospital, reading mail and newspapers to patients. When one patient told him how much she missed being outside, he brought her a handful of bright flowers. She was so thrilled that tears came to her eyes. My uncle is wonderful, and I love him.

18 Which of these would fit best after the first sentence?

- A** He is a man of many talents.
- B** He played the tuba for many years.
- C** He has volunteered at many other places, too.
- D** He also plays the guitar, the piano, and the clarinet.

**SAT LA10**

19 Which sentence would *not* belong in this paragraph?

- A** Uncle Henry is my mother's oldest brother.
- B** Uncle Henry has many different interests.
- C** Uncle Henry loves to help people.
- D** Uncle Henry speaks Japanese as well as English and French.

**SAT LA12**

20 Uncle Henry taught himself how to sew. He also likes to experiment with design.

How could these two sentences *best* be combined?

- A** Uncle Henry likes to experiment with design and teach himself how to sew.
- B** Teaching himself how to sew and experimenting with design are some things Uncle Henry likes to do.
- C** Sewing and designing experiments are things Uncle Henry likes.
- D** Uncle Henry taught himself how to sew, and he likes to experiment with design.

**SAT LA08**

## What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet caves are often vast networks of interconnected passages that sometimes stretch for miles. Some of the largest and most fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over thousands of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

21 Which would be the *best* topic sentence for this paragraph?

- ☒ A To understand what caves are, it helps to learn how they form.
- ☐ B Many people visit a cave at some time in their lives.
- ☐ C People find caves interesting for many different reasons.
- ☐ D Some caves have many more passages than others.

SAT LA11

23 Which of these would be the *best* sentence to add to the end of the paragraph?

- ☐ A Caves are interesting to explore.
- ☒ B People who have visited the great caves probably don't think of them as holes.
- ☐ C Some caves are probably millions of years old.
- ☐ D It is possible to tour many caves around the country and around the world.

SAT LA12

22 Which detail does *not* support the idea that caves are more than just holes in hills or mountainsides?

- ☐ A Caves are often networks of passages.
- ☐ B Caves often have interconnected passages.
- ☐ C Cave passages sometimes stretch for miles.
- ☒ D Caves are generally formed by water.

SAT LA10

STOP

# Listening

**DIRECTIONS** Listen carefully to each question as it is read to you. Then listen and read along in your booklet as the answer choices are read. Choose the best answer. Mark the space for the answer you choose.

## SAMPLE A

- A long
- B matted
- ☒ C smooth
- D brown

SAT LV

- 1
- A lazy
  - ☒ B careful
  - C relaxed
  - D necessary

SAT LV

- 2
- ☒ A ridiculous
  - B terrible
  - C annoying
  - D secure

SAT LV

- 3
- A supportive
  - ☒ B past
  - C nicest
  - D best

SAT LV

- 4
- A angered
  - B helped
  - C changed
  - ☒ D tricked

SAT LV

- 5
- ☒ A argue with
  - B agree to
  - C arrange for
  - D decide about

SAT LV

## Listening

**DIRECTIONS** Listen carefully to each paragraph as it is read to you. Then listen to each question. Listen and read along in your booklet as the answer choices are read. If you wish, you may take notes on your scratch paper. You may use your notes to help you choose the best answer. Mark the space for the answer you choose.

### SAMPLE B

- A The author was given the ring.
- B The grandmother wore the ring.
- C The mother wore the ring.
- ☒ D The grandmother bought the ring.

- 6 A how to behave if you get stuck in quicksand
- ☒ B what quicksand is
- C movies with scenes involving quicksand
- D where to find quicksand

SAT LC35

- 7 A very
- B barely
- ☒ C somewhat
- D extremely

SAT LC43

- 8 A Water is thicker than quicksand.
- ☒ B Quicksand is easier to float on than water.
- C Quicksand is shallower than water.
- D Quicksand sucks things down, and water does not.

SAT LC43

- 9 A relax
- ☒ B move about wildly
- C spread out your body
- D paddle gently to solid ground

SAT LC31

- 10 A Quicksand is a big problem.
- B Most people cannot swim.
- C Quicksand often kills people.
- ☒ D Movies often do not portray quicksand accurately.

SAT LC36

- 11 A why Dave was at the bus stop
- B why Dave shared his umbrella
- C who arrived first at the bus stop
- ☒ D whether the bus was late

SAT LC06

- 12 A a forgetful girl
- B the importance of sharing
- ☒ C waiting in the rain
- D being prepared

SAT LC07

## Listening

- 13 **A** clear up confusion  
**B** protest a rule  
**C** settle an argument  
**D** request an action

**SAT LC71**

- 14 **A** get permission  
**B** make a reservation  
**C** be accompanied by a teacher  
**D** be enrolled in a computer class

**SAT LC61**

- 15 **A** The Internet connection is too slow.  
**B** There are not enough teachers.  
**C** There are not enough computers.  
**D** The computers are outdated.

**SAT LC65**

- 16 **A** Jane never sent it.  
**B** The mail carrier never delivered it.  
**C** Lauren lost it.  
**D** Lauren ignored it.

**SAT LC04**

- 17 **A** She wanted Lauren to bring her seashells to the party.  
**B** She was worried that Lauren did not like her.  
**C** She wondered why Lauren was not at the party.  
**D** She wondered why Lauren was at the beach.

**SAT LC06**

- 18 **A** go to Jane's party  
**B** eat lunch  
**C** collect more seashells  
**D** have her own party

**SAT LC03**

**STOP**

