

GRADE 6
Reading

May 2019

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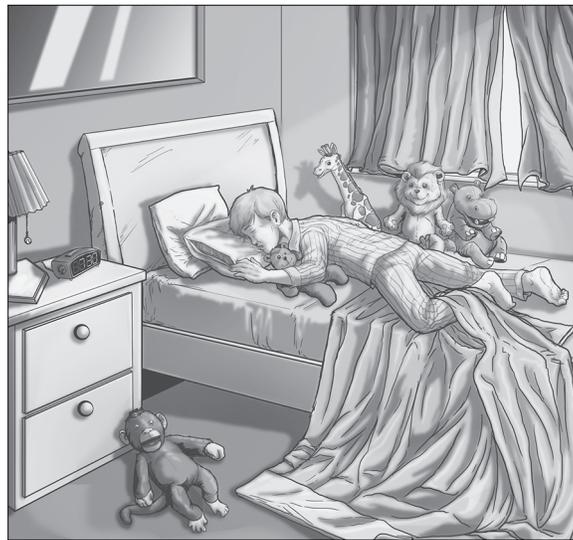
READING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

A Picture of Peace

- 1 When she was just seven years old, Michelle knew with certainty that she wanted to be a photographer when she grew up. That year she received her first camera, a small disposable one to use on the family vacation. At first she randomly clicked the button, not giving much thought to what she was doing. When her father examined her blurred images and aimless shots, he advised Michelle to look through the lens and think about what the resulting picture would look like. The next day Michelle saw a family of ducks, and remembering what her father had said, she lay down on the ground and waited for a duckling to waddle near her. That picture still hangs on her bedroom wall.
- 2 Now, six years later, Michelle was attempting to capture a sunset for a local photography contest. She groaned as storm clouds rolled in before the sun had a chance to cast its vibrant colors across the sky.
- 3 “Mom, I don’t think I’m ever going to get this shot!” Michelle complained, putting her camera equipment on the kitchen table and sighing with exasperation.
- 4 “Still no luck?” Mom asked. “Why don’t you use one of your previous photographs? You have some captivating pictures on the computer.”
- 5 “I can’t—the contest rules specifically say the photos have to be taken with a traditional camera, not a digital one. We turn in the roll of film, it gets developed, and then we choose which picture we want to enter into the contest, just to make sure everything is fair.”
- 6 “I hope the weather clears up by the weekend, then, but I’m wondering why a sunset is so important,” Mom mused.
- 7 “The theme of the contest is tranquillity,” Michelle explained. “I have pictures of the cat lounging in the sun, light reflecting off the calm water in the pond—images like that. But honestly, I feel most peaceful when I study the colorful display of an evening sunset, and I’m hoping the contest judges will feel the same way when they see a picture of the sunset,” Michelle said with another sigh.
- 8 Six-year-old Zach came out of his room when he saw Michelle. “Hi! What are you doing? Are you going to take more pictures? You want to take a picture of me? Look!” Zach put both arms over his head in a muscle-man pose.
- 9 “Not right now, Zach,” said Michelle, laughing at his juvenile antics. “I have to do my homework and think about something besides the contest.” Zach frowned and went back into his room.

- 10 The next afternoon Michelle felt inspired when she saw clear skies, so she again set up her equipment on the hill behind her house as Zach ambled along beside her. Soon the sky glowed orange, gold, and pink as the sun drifted toward the horizon.
- 11 "This is it, Zach," Michelle whispered hopefully as she carefully lined up her shot. "If the colors show up just right, I think I'll have the winning picture."
- 12 "It's just a silly sunset. They happen all the time. I think you should take one of me . . . see, I can be peaceful." Zach closed his eyes and lay on the grass.
- 13 Michelle grinned. "Maybe tomorrow; I'm waiting till the sun reaches the ground. Right . . . about . . . now." Michelle clicked the camera button. "That was perfect!" she exclaimed triumphantly. "Let's go home."
- 14 The next morning Michelle woke earlier than usual, pleased with her picture-taking accomplishments. Picking up her camera, she paused, noticing that she could take one more picture to complete the roll of film. She walked across the hall to Zach's room and stood outside the door. "Hey, buddy, want me to take your picture now?" When she heard nothing in response, she opened the door and peered inside. Zach, normally as active as a fly in a doughnut shop, was on his stomach sleeping quietly. Stuffed animals were scattered around him, a teddy bear was tucked under one arm, and a blanket was wrapped possessively around one foot. Sunlight cast its beam across his back. Carefully Michelle knelt down and took a picture. "Mom will like this," she thought, as she shut Zach's door quietly.



- 15 A week later Michelle hurried her mother into the photo shop that was hosting the contest. The clerk handed her the envelope with her pictures in it and reminded her: "Remember, there is a one picture maximum, and it must be from this group of photos."

16 Michelle nodded as she moved to a table. Her hands trembled as she opened the envelope, and she began to look at her pictures one by one. The cat one was cheery; he certainly looked content. The pond picture was tranquil, too, with its still water. But the sunset picture was the one she was most eager to see. There it was: bright colors layered toward the sky, and the sun delicately balanced on the horizon. It was as near perfection as Michelle had dreamed it would be.

17 Then, as she casually glanced at the last photo, she paused. Her eyebrows rose as she studied the photo of Zach. She looked back at her photograph of the sunset, which suddenly seemed less perfect. She deliberated on the better choice until the clerk called for final submissions.

18 "Here it is—my winning entry," Michelle announced, handing over the last picture of the bunch.

1 Read this sentence from paragraph 14.

Zach, normally as active as a fly in a doughnut shop, was on his stomach sleeping quietly.

The author's use of a simile in this sentence conveys to the reader that Zach usually —

- A has trouble falling asleep
 - B feels sick from eating sweets
 - C has a great amount of energy
 - D likes to sleep late in the morning
-

2 What is the main theme of the story?

- F Recognizing an unexpected opportunity can have surprising results.
- G Enjoying an activity is more important than winning.
- H Younger siblings require a lot of patience and kindness.
- J It is more rewarding to work with others on a task than to work alone.

3 Read the dictionary entry.

capture \ˈkɑp-çər\ v
1. to gain control by force 2. to hold someone's interest 3. to take an opponent's piece in a game 4. to preserve a mood, scene, or quality

Which definition most closely matches the way the word capture is used in paragraph 2?

- A Definition 1
 - B Definition 2
 - C Definition 3
 - D Definition 4
-

4 What is the best summary of the story?

- F Michelle has been interested in photography since she was seven years old. She decides to enter a photography contest hosted by a local photo shop and must take a picture to express the theme of the contest, which is tranquillity. She takes pictures of a sunset, a cat, a still pond, and her sleeping brother.
- G Michelle tries to take a photograph of a sunset for a contest. Her little brother is very interested in what she is doing, and he wants her to take a photograph of him. After she is satisfied with her sunset picture, Michelle photographs her brother while he is sleeping.
- H Michelle has difficulty photographing a sunset for a photography contest she wants to enter. She finally gets a good sunset picture, and she also takes a picture of her sleeping brother. At the last minute she selects the photo she thinks best illustrates the contest theme of tranquillity.
- J Michelle enters a photography contest that requires the use of a traditional camera. The theme of the contest is tranquillity. After getting the pictures developed at the photo shop, Michelle reviews her photos and selects the one she thinks will help her win the contest.

5 Read this sentence from paragraph 10.

Soon the sky glowed orange, gold, and pink as the sun drifted toward the horizon.

In what way does the imagery in the sentence contribute to the story?

- A It emphasizes how difficult it is to photograph the colors of a sunset.
 - B It explains why Michelle thinks a sunset is a good subject for a photo.
 - C It shows that nature is the best source of inspiration.
 - D It suggests that Michelle is a talented photographer.
-

6 Why are the events in paragraph 14 important to the plot?

- F Michelle takes the photo she will decide to submit for the contest.
 - G Michelle has more film available than she realizes.
 - H Michelle takes a photo that will please her mother.
 - J Michelle keeps her promise to her brother.
-

7 Which sentence from the story best supports the idea that taking great photographs requires some effort?

- A *When her father examined her blurred images and aimless shots, he advised Michelle to look through the lens and think about what the resulting picture would look like.* (paragraph 1)
- B *That picture still hangs on her bedroom wall.* (paragraph 1)
- C *"We turn in the roll of film, it gets developed, and then we choose which picture we want to enter into the contest, just to make sure everything is fair."* (paragraph 5)
- D *"I have to do my homework and think about something besides the contest."* (paragraph 9)

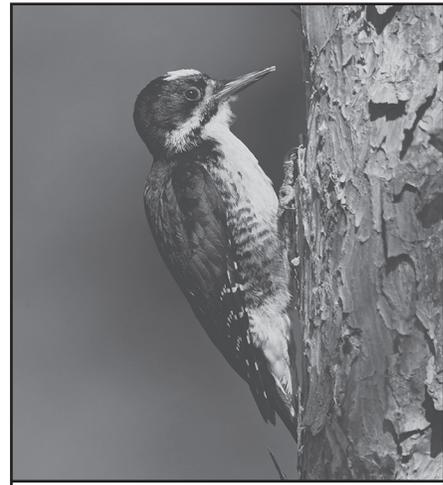
Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Fire Birds

- 1 To humans the area where a recent forest fire occurred may seem devastated. Yet for some species of animals, it is a place full of promise for new life. As larger animals like deer and bears leave the forest to find new homes, the black-backed woodpecker often makes the forest its new home. Doing so helps restore life to the damaged forest.

A Special Kind of Bird

- 2 The black-backed woodpecker is a medium-sized bird found in Canada, Alaska, and parts of the northwest United States. Its dark colors make it hard for predators to detect among trees blackened by fire. This woodpecker relies on the environment of the burned forest. It is mainly attracted to the area by a food source: the beetle.



Black-Backed Woodpecker

Robert Royse/BIA/Getty Images

- 3 After a forest fire certain types of beetles are attracted to the smoke and heat. They travel to the forest and move in. Here they dig into and eat the charred wood. Scientists believe that the black-backed woodpecker hears the activity and follows the beetles to the forest. With plenty of beetles to feed on, the woodpecker begins building a new home by drilling and pecking at a burned tree.



Woodpeckers eat beetles that live in the trees damaged by fire.

© Leemage/Corbis

- 4 The black-backed woodpecker builds a home called a nest cavity. This nest is usually built inside a tree trunk or a fallen log. The bird has a pointy, hard beak designed for drilling into wood. It also has a very thick skull bone and a strong neck. Both help it tolerate the constant pecking that is required to build its nest. Its feet feature sharp nails that allow the woodpecker to cling to the tree while it pecks away at its new home. The woodpecker can move into the nest cavity as soon as it is drilled. It will live in its home until it builds a new nest for itself the following year.

Homes for All

- 5 The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds. "Woodpeckers are pathfinders," says Dick Hutto, a professor at the University of Montana who studies black-backed woodpeckers. "They create the conditions that are going to be improved for birds four, five, six, seven years later. . . ."
- 6 As the black-backed woodpeckers abandon their nests, more and more animals are able to find homes as they return to the forest. More insects come to live in the trees, followed by birds that eat the insects and, eventually, by bigger animals that eat the birds. In this way plant and animal life slowly returns to the forest.



Bringing New Life

- 7 Although natural areas burned by fire may not seem very lively, the black-backed woodpecker's drilling is not the only action taking place. The plentiful ash on the forest floor acts as a natural fertilizer. The ash helps bring about new growth. Plants blossom and provide fruits and seeds for the forest dwellers to eat. Other types of woodpeckers often live in burned forests too. Some finches, robins, and warblers move in, along with western bluebirds and mountain bluebirds. Amazingly even hummingbirds may live in burned forests. They can eat the flower nectar of the new plant growth.
- 8 The black-backed woodpecker does not stay in its new "neighborhood" for the rest of its life. It tends to live in the area for only three or four years. Then the woodpecker moves to another forest more recently affected by a fire. The hard work it has done, however, will benefit other animals for many years to come.

Preserving Habitats

- 9 Often when there is a forest fire, people may want to clean it up by removing some of the burned or dead trees. Some ecologists, however, say that taking away the burned trees is actually taking away the precious habitats of birds and other forest animals. For the black-backed woodpeckers, these trees are more useful burned and dead than when the trees were healthy and alive.
- 10 According to a 2014 article published by the Center for Biological Diversity and the John Muir Project, "Burned forests are not dead zones, but rather teem with life." Terry Rich, who works for the U.S. Fish and Wildlife Service in Idaho, encourages people to visit the forests that have experienced fires in the past. "Go to the burned forests and see what you can see," he says. If you take his advice, you will likely be surprised by the abundance of life you find there.

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- 8** Based on information presented in the selection, what can the reader conclude about the black-backed woodpecker?
- F** It prefers to eat small insects but also consumes a variety of fruits and seeds.
 - G** It is better protected from danger when living in a burned forest than when living in an unburned forest.
 - H** It moves from forests in Canada to forests in the United States each year.
 - J** It leaves the burned forest because other birds invade its habitat.
-

- 9** Read the origin of the word devastate.

from Latin *de-* + *vastare*, meaning "to lay waste"

This information helps the reader understand that devastated in paragraph 1 means —

- A** ruined
 - B** empty
 - C** harsh
 - D** remote
-
- 10** The author wrote this selection most likely to —
- F** describe ways that forest fires affect an area
 - G** explain how burned forests benefit from the black-backed woodpecker
 - H** convince the reader that the black-backed woodpecker is an unusual type of bird
 - J** demonstrate the ways animals survive in different types of forests

11 Which sentence from the selection best explains why the black-backed woodpecker is able to build its unique type of home?

- A** *This woodpecker relies on the environment of the burned forest.* (paragraph 2)
 - B** *This nest is usually built inside a tree trunk or a fallen log.* (paragraph 4)
 - C** *It also has a very thick skull bone and a strong neck.* (paragraph 4)
 - D** *The woodpecker can move into the nest cavity as soon as it is drilled.* (paragraph 4)
-

12 What can the reader conclude from paragraphs 5 through 8?

- F** The work of the black-backed woodpecker has a lasting impact on the survival of other forest birds and animals.
 - G** The black-backed woodpecker moves to another forest when it has difficulty finding food.
 - H** Plants on the forest floor produce fruits and seeds that attract black-backed woodpeckers to the burned forest.
 - J** The black-backed woodpecker is without a home when people try to clean up a burned forest.
-

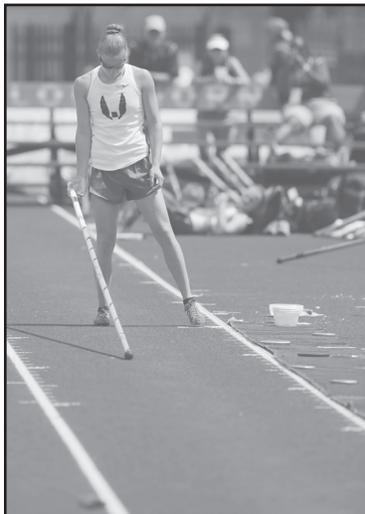
13 The photograph and caption next to paragraphs 5 and 6 in the selection convey the idea that the nest cavity —

- A** extends beyond the tree
- B** is fast and easy to construct
- C** can only be used in certain seasons
- D** provides a safe environment

Read the next two selections. Then choose the best answer to each question.

Soaring to New Heights

- 1 Texas pole-vaulter Charlotte Brown is reaching new heights. As a sophomore in high school, 15-year-old Brown competed in the pole vault at a state track-and-field meet in Texas in 2013. She finished eighth with a vault of 10 feet 6 inches. What makes this accomplishment even more notable is that Brown is legally blind. Because she could distinguish between light and dark, she and her coach developed a system that enabled Brown to vault competitively. Her coach would roll out some dark artificial turf alongside Brown's running lane. This allowed Brown to be able to run in a straight line. She also had to count her steps in order to know when to plant the pole and listen carefully as her coach told her when to jump.



Brown checks her position as she prepares to vault in a 2013 competition.

© Eric Gay/Associated Press

- 2 In 2014, as a junior, Brown found herself in familiar circumstances. She had made it back to the state championships in the pole vault. Over the course of the year, though, Brown's vision had worsened. She could no longer discern the contrast between the dark turf and the runway. This meant that she had to develop new methods that would allow her to continue competing. Her coach now uses a whistle to keep her centered, and Brown uses a beeper that alerts her when to plant her pole.
- 3 Even though her eyesight has diminished, Brown continues to think positively. "The bright side is, I'm already totally blind. I can't get any blinder. What I figure out now will work the rest of my vaulting career," she said after finishing fourth at the state meet with a jump of 11 feet.

- 4 "I think a disability is something that stops you or limits you from being able to do the things that you want to do," Brown says. "I think everyone struggles with something in life. This was my something." As she thinks about the future, Brown clearly doesn't consider her blindness a disability. She is keeping an open mind about continuing competitive pole vaulting in college. She has even considered competing in the Olympics. She also envisions a career in teaching or coaching. With these goals in mind, Brown will surely continue to soar to new heights.



Brown competes at the 2014 state track-and-field meet in Austin, Texas.

© Eric Gay/Associated Press

See It Through

by Rachele Honcharik

- 1 If there is one trait I have taken from my mother, it is her courage. Like most mothers, my mom wants the best for me. She encourages me to seize every opportunity and use it to its fullest potential. She has encouraged me to reach for those opportunities that may even seem impossible. After all, she does this every day.
- 2 When friends meet my mom for the first time they are often taken aback, and when they get me alone for a second, they scold me for not telling them my mom is in a wheelchair. It shocks them, and initially they don't want this emotion to show on their faces when they shake her hand and say hello.
- 3 In my defense, I never think to mention that my mom is in a wheelchair. She has been paralyzed from the waist down for most of her life, and all of mine. To me, though, she is just a regular mom. Like many of my friends' moms, she has always been there for me. When there were those moments as a child when I just needed to be held, I knew I could crawl onto my mother's lap and find comfort in her safe arms. When I needed a cheerleader on the sideline of my soccer games, she was always there. Mother, friend, confidante, teacher, nutritionist, chef, caregiver, banker, coach, consultant, and advisor—my mom has always been there for me. And when it was time to move out of the house, she was there helping me pack, hoping that everything I had learned from home would carry over into the next phase of my life. Like I said, just a regular, great mom.
- 4 On family vacations, my mother never sits out on an activity. Whether it means long arguments with hotel owners to create handicap accessible ramps or strapping herself to some stranger's lap in order to zip-line over the mountains of Costa Rica, we're all right there, helping her be a part of everything. Of course, there are some things that she can't do. She couldn't hike the volcano in Hawaii with the rest of the family or go cliff-jumping in Mexico. But she always tries. She goes as far as she can. No matter how good or bad the chances are of something working out in her favor, she always tries.
- 5 I have learned from watching my mom that if I don't have the courage to try, even if the chances of failure are great, I will also never succeed. My choices are infinite, and not just because of the opportunities I've had. They are without bounds because my mother showed me how to live outside of limits.

"See It Through" by Rachele Honcharik is excerpted from *Bookmarked: Teen Essays on Life and Literature from Tolkien to Twilight*, edited by Ann Camacho, copyright © 2012. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

**Use “Soaring to New Heights” (pp. 14–15) to answer questions 14–18.
Then fill in the answers on your answer document.**

- 14** Which sentence best expresses the main idea of paragraph 2?
- F** Brown adapted her technique as her vision worsened.
 - G** Brown believed that being a junior in high school was easy.
 - H** Brown succeeded at pole vaulting despite her disability.
 - J** Brown competed in the Texas state championships twice.
-
- 15** The photograph and caption below paragraph 1 help the reader understand that —
- A** Brown requires special tools to compete
 - B** Brown needs to confirm her placement on the track
 - C** Brown is becoming more successful at pole vaulting
 - D** Brown appreciates the support of her coach
-
- 16** Which sentence from the selection best highlights that the author is impressed with Brown?
- F** *Because she could distinguish between light and dark, she and her coach developed a system that enabled Brown to vault competitively.*
 - G** *She had made it back to the state championships in the pole vault.*
 - H** *She has even considered competing in the Olympics.*
 - J** *With these goals in mind, Brown will surely continue to soar to new heights.*

17 In paragraph 3, what does the word diminished mean?

- A** Changed constantly
 - B** Been reduced
 - C** Caused defeat
 - D** Produced confusion
-

18 The organization of paragraphs 1 and 2 contributes to the author's main idea by —

- F** comparing Brown with the other athletes she competes against
- G** explaining how Brown overcame her challenges over time
- H** highlighting the competitions Brown has participated in
- J** showing the cause of Brown's disability and its effects on her activities

Use “See It Through” (p. 16) to answer questions 19–24. Then fill in the answers on your answer document.

- 19** What is one message the author conveys in the selection?
- A** Plan ahead for difficult times.
 - B** Be honest with those you love.
 - C** Take risks in order to be successful.
 - D** Treat others as you would like to be treated.
-
- 20** The author admires her mother mostly because her mother —
- F** offers advice on a variety of topics
 - G** exposes the author to many new experiences
 - H** has been in a wheelchair for the author’s entire life
 - J** lives in a way that demonstrates perseverance
-
- 21** What is the most likely reason the author does not tell her friends that her mother is paralyzed?
- A** She does not want people to judge her mother because of her disability.
 - B** She prefers to let her mother explain her own situation to others.
 - C** She does not think it is an important characteristic of her mother.
 - D** She thinks that most people already know her mother uses a wheelchair.

22 The author compares her mother with other mothers in order to show that —

- F** her mother is more supportive than other mothers
 - G** her mother does many of the positive things that other mothers do
 - H** other mothers help the author as much as her own mother does
 - J** other mothers do not understand the difficulties her mother experiences
-

23 Which sentence from the selection best establishes how the author’s mother approaches her situation?

- A** *Like most mothers, my mom wants the best for me.*
 - B** *She has been paralyzed from the waist down for most of her life, and all of mine.*
 - C** *She couldn’t hike the volcano in Hawaii with the rest of the family or go cliff-jumping in Mexico.*
 - D** *No matter how good or bad the chances are of something working out in her favor, she always tries.*
-

24 Paragraph 4 shows that the author’s family —

- F** comforts the mother when she is unable to participate
- G** supports the mother in her efforts to enjoy life to the fullest
- H** wants to prevent the mother from taking unnecessary risks
- J** thinks the mother should try activities designed specifically for people in wheelchairs

Use “Soaring to New Heights” and “See It Through” to answer questions 25–28. Then fill in the answers on your answer document.

- 25** The authors of the two selections most likely think their subject is someone who exhibits —
- A** bravery
 - B** humor
 - C** sympathy
 - D** forgiveness
-

- 26** Read this sentence from “Soaring to New Heights.”

Her coach now uses a whistle to keep her centered, and Brown uses a beeper that alerts her when to plant her pole.

Which phrase from “See It Through” illustrates that the mother also accomplishes tasks in a creative way?

- F** *mention that my mom is in a wheelchair*
- G** *a cheerleader on the sideline of my soccer games*
- H** *strapping herself to some stranger’s lap in order to zip-line*
- J** *mother showed me how to live outside of limits*

27 One **difference** between “Soaring to New Heights” and “See It Through” is that only “See It Through” —

- A** shows how problems caused by a physical challenge become less important over time
 - B** illustrates how certain activities can enhance the quality of a person’s life
 - C** tells of the athletic accomplishments of a person who has limited mobility
 - D** describes a personal experience of living with someone who is disabled
-

28 What does Charlotte Brown in “Soaring to New Heights” have in common with the author’s mother in “See It Through”?

- F** They both want people to ignore the fact that they sometimes need assistance.
- G** They both believe that their situation will improve someday.
- H** They both are unwilling to use special accommodations.
- J** They both refuse to let their circumstances limit their goals.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

A Walk Through My Rain Forest

by Isaac Olaleye

A walk through my rain forest is haunting.
Its greatness makes me feel very small.
What I see
Of its brilliant beauty
5 Is more than can be described.

I walk into a hidden, green paradise—
Paradise within paradise.
Every corner reveals
Unexpected wonders!

10 Its ponds are crowded
By a blizzard of butterflies.
Everywhere there is music—
The sounds of rivers,
A rustling of leaves,
15 An outpouring of mockingbirds,
And the forlorn cooing of turtledoves.

The rain forest is the home
Of exotic plants: resurrection lily
Snakewood and zigzag begonia.

20 The rain forest is my home,
A palace of fragrance and tastes
That delight the senses.
Where the rain forest begins
And ends
25 Is pure paradise.
When I turn to leave,
The trees wave
Good-bye!

"A Walk Through My Rain Forest," © Isaac Olaleye

29 Which line from the poem best helps the reader imagine the flowers and fruits of the rain forest?

- A Is more than can be described.
 - B Its ponds are crowded
 - C A palace of fragrance and tastes
 - D Is pure paradise.
-

30 In stanza 3, the phrase “Everywhere there is music” indicates that the speaker —

- F is distracted by the different sounds of nature
 - G finds the sounds of the rain forest enchanting
 - H wishes he could imitate the sounds he hears
 - J can recognize certain birds by the sounds they make
-

31 Read this dictionary entry.

brilliant \ˈbril-yənt\ *adj*
1. showing great intelligence
2. vivid in appearance 3. full of light 4. excellent or superior in performance

Which definition best matches the way the word brilliant is used in line 4?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

32 Throughout the poem, the rain forest is presented as a place that is —

- F** attractive to many visitors
 - G** highly adaptable to change
 - H** without any imperfections
 - J** best experienced early in the morning
-

33 The poem's structure helps the reader —

- A** picture what a trip to the rain forest is like for the speaker
 - B** understand how much time the speaker spends in the rain forest
 - C** examine how the speaker's emotions about the rain forest change
 - D** realize how the speaker feels about the rain forest compared with other places
-

34 Read this line from the poem.

Its greatness makes me feel very small.

This line helps the reader understand that the speaker —

- F** feels unpleasantly overwhelmed by his surroundings
- G** would prefer to visit the rain forest with a group of people
- H** has a deep appreciation for his surroundings
- J** wants to view the rain forest from a higher location

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Flying into History

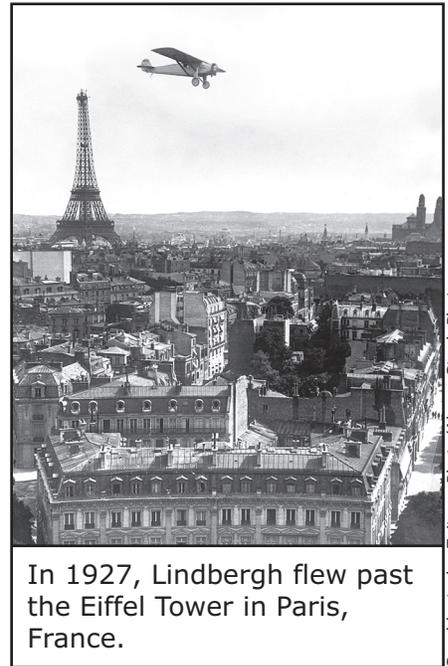
- 1 On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

Young Pilot

- 2 At age 25 Lindbergh had already become known as an excellent pilot, at least in St. Louis, Missouri, where he lived at that time. A veteran of barnstorming, or trick flying, Lindbergh had also become the chief pilot for the airmail service between St. Louis and Chicago. But Lindbergh longed for more.
- 3 Lindbergh decided to accept a challenge offered by New York hotel owner Raymond Orteig in 1920. Orteig had challenged pilots to fly from New York to Paris in one trip. Several pilots had tried to make this flight and failed. Still Lindbergh and other pilots were preparing to attempt the challenge. Most were planning to fly large, sturdy planes with multiple engines. Lindbergh believed this was the wrong approach. A lighter, smaller plane, with only one person on board and a single engine, would conserve fuel and have the best chance of completing the trip.

A Dream Becomes Real

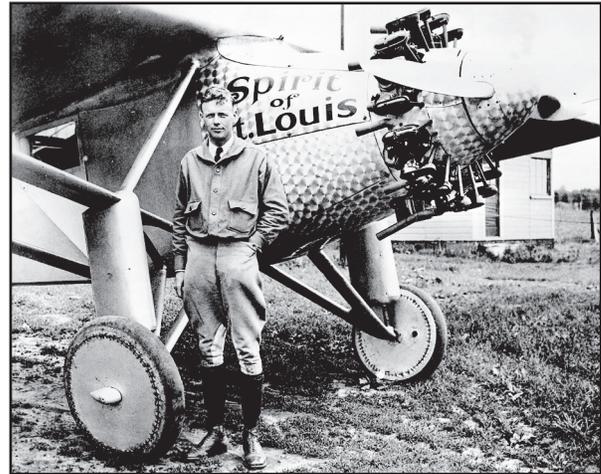
- 4 After speaking with some businessmen in St. Louis, Lindbergh convinced them to support his idea. They provided \$15,000, and Lindbergh searched for a company to make his plane. Wherever he went, aircraft makers rejected his ideas. But at last, a small company agreed to build his plane. They believed in him and completed the project in only two months.



In 1927, Lindbergh flew past the Eiffel Tower in Paris, France.

Sueddeutsche Zeitung Photo/Alamy Stock Photo

- 5 The plane, which Lindbergh named the *Spirit of St. Louis*, had a unique design. Instead of placing the gas tank behind the pilot's seat, as was usually done, Lindbergh had it placed in front of him. He didn't want to be caught between the tank and the engine if the plane went down. However, this meant that Lindbergh would not be able to see out the front window. He didn't mind, though. "There's not much need to see ahead in normal flight," he told the designer. In order to see, Lindbergh had to bank, or tilt, his plane slightly. If necessary, he could use a periscope, an instrument that helped him see objects outside the plane.



Lindbergh with the *Spirit of St. Louis*. This plane can now be seen at the Smithsonian Museum in Washington, D.C.

New York Daily News Archive/Contributor

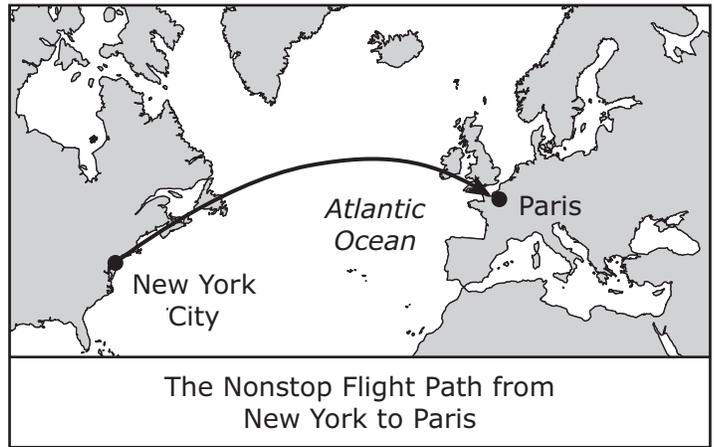
- 6 Having the lightest plane possible was very important. Instead of using a heavy pilot's seat, Lindbergh wedged a lightweight wicker chair into the plane. He packed only the items he considered essential—a raft, a knife, and a flashlight. His plane included a few tools, such as oil pressure and temperature gauges, a clock, and a compass. His efforts to rid the plane of any unnecessary weight also included trimming his flight maps and wearing specially designed lightweight boots.
- 7 Lindbergh made numerous short test flights in his new plane before flying from California to New York in only 20 hours and 21 minutes. With this, he set a new transcontinental record. When he reached New York City, he found several other pilots there, preparing for their flight to Paris. However, bad weather kept them from leaving.
- 8 On May 20, 1927, Lindbergh found a small break in the weather. Just after dawn he filled extra gas tanks with 450 gallons of fuel, placed them inside the plane, and took off. His plane wobbled on bulging wheels down the muddy runway. "The *Spirit of St. Louis* feels more like an overloaded truck than an airplane," he wrote. Although the wind was blowing in the wrong direction and the engine felt weak, Lindbergh urged the plane forward. At the last second, it lifted off. It cleared power lines by only 20 feet.

The Flight

- 9 Armed with only a few sandwiches and some water, Lindbergh was in for a 3,600-mile flight. He was already exhausted because he had not gotten any sleep the night before. He flew very low over land, ocean, and ice, navigating through fog and darkness. His compass and the stars guided him. His body grew stiff, and his legs and feet became cramped. At times he felt himself drifting off to sleep, so he opened the window and gulped in fresh air to make himself alert.
- 10 After 27 hours Lindbergh flew over some fishing boats. "Which way is Ireland?" he shouted, but no one answered. So he continued, gaining energy as he flew over Ireland, England, the English Channel, and France.

11 When Lindbergh finally arrived in Paris, the excited crowd lifted him up and carried him. Later royal leaders and the president of the United States presented him with awards. Lindbergh's incredible journey had made him an international star and inspired young dreamers everywhere.

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35 Which idea is supported throughout the selection?

- A** Lindbergh was younger than most pilots hoping to fly from New York to Paris.
 - B** Airplanes with multiple engines were safest for crossing the Atlantic Ocean.
 - C** It took Lindbergh years to get the money he needed to build his plane.
 - D** Lindbergh believed a new strategy was needed to fly from New York to Paris.
-

36 Which detail about Lindbergh’s flight supports the idea that he flew the plane low in the sky?

- F** Lindbergh used the stars to guide him.
 - G** Lindbergh called out to fishermen for directions.
 - H** The plane traveled through poor weather conditions.
 - J** The plane was equipped with hundreds of gallons of fuel.
-

37 The map of Lindbergh’s flight path helps the reader understand —

- A** that the hotel owner wanted Lindbergh to be the first pilot to reach Paris
- B** why people were able to see the plane when Lindbergh flew over the ocean
- C** that Lindbergh had to fly over a large body of water in order to get to Paris
- D** why Lindbergh made so many test flights over land before his flight across the ocean

38 What is the most likely reason the author wrote this selection?

- F** To give the history of pilots who have been honored for their contributions to air travel
 - G** To explain how businesses have impacted the production of planes throughout history
 - H** To provide information about how the design of planes has changed throughout history
 - J** To relate the details of an important event in the history of air travel
-

39 What is the best summary of the section titled "The Flight"?

- A** Charles Lindbergh asked people for directions as he flew over fishing boats on his long flight to Paris, France.
 - B** Charles Lindbergh received awards from royalty and the president of the United States after he flew from New York to Paris.
 - C** Charles Lindbergh was the first pilot to complete the difficult nonstop flight from New York to Paris and became an international hero.
 - D** Charles Lindbergh flew across the Atlantic Ocean with only a compass and the stars to help him navigate through fog and darkness.
-

40 The main idea of paragraphs 4 and 5 is that the *Spirit of St. Louis* was —

- F** rejected by most manufacturers Lindbergh approached
- G** sponsored by local businessmen
- H** completed in a short period of time
- J** constructed specifically to satisfy Lindbergh's requirements



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