

# Everett Public Schools

## Assessment of Student Learning

### Student Packet



### Coached Reading Assessment

### Grade 6

### Grading Period 3

“Autobiography & Biography: Personal Histories”

“Lincoln’s Humor”

“Midori”

“Be Glad Your Nose is on Your Face”

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

## Informational Passage

Directions: Read the following selection and then answer the questions.

### Autobiography and Biography: Personal Histories

- 1 Nonfiction is “not fiction.” It is writing based on fact. The subjects of nonfiction are as varied as the world itself. Biographies and autobiographies are two types of nonfiction writing.

#### Autobiography: “Self-Written Life”

- 2 Autobiographies are the stories writers tell about their own lives. They are the most personal kind of nonfiction. The word “autobiography” can be broken down into two parts. The prefix “auto” means “self” and the root “biography” means “written life.” In an autobiography we learn from the writer’s own experience. The writer shares personal thoughts and feelings.

#### Biography: “Written Life”

- 3 A biography is also the story of a person’s life. It is written by someone who has done research on the person. Biographers may interview people to gather information. They read many accounts about that person. These accounts may include letters, journals, newspaper stories, and magazine articles. Their goal is to find out as much as they can about the person’s life.
- 4 Many biographies include only events and conversations that really happened. These are written using only facts. One example of this kind of writing is the following paragraph about Elizabeth Blackwell. She was the first woman doctor in America.



5 *Elizabeth Blackwell first came to Geneva College in 1847. The teaching staff had agreed to accept her into the college. All of her classmates were male. They had voted to allow her to attend. She was given no books. No one showed her where classes were held. She was not even allowed to enter her anatomy class.*

- 6 Other biographers choose to add details that may not be completely true. The details could have happened in that time period. Doing this makes the biography read more like a novel. Someone using this style might describe Blackwell’s experience this way:

7 *Elizabeth stood outside the door of the anatomy class clenching her hands. She was angry at the way people were treating her. The teaching staff admitted her to Geneva College in 1847. The all-male student body had approved her coming. Yet, she was ignored and rejected. “A woman studying anatomy?” said one teacher to himself. “Shocking!”*

#### A Writer on Biography

- 8 “The most difficult part of writing, whether it’s biography or fiction, is deciding what to leave out. You want the reader to bring his or her own imagination to the piece. In a biography, you are leaving out most things. Lincoln lived twenty-four hours a day for his whole life. It’s the biographer’s job to pick out the most significant details, the ones that tell something about the man or woman.”

Russell Freedman, author of *The Mysterious Mr. Lincoln*

**Coached Reading Assessment**  
**Grade 6 – Grading Period 3**  
“Autobiography and Biography: Personal Histories”

**Fill in the bubble next to the letter of the best answer.**

1. Based on the information in the selection, which idea would help an author who is planning to write a biography? [IT20]
  - ☐ A. Biographies contain only factual information.
  - ☐ B. Biography means to write about your own life.
  - ☐ C. Biographies read more like novels and may not be completely factual.
  - ☐ D. Biographers must choose the significant details and events in a person’s life.
  
2. What is the purpose of the quoted information in the subheadings? [IA15]
  - ☐ A. The words in quotes define a word in the subheading.
  - ☐ B. The words in quotes were spoken by a character in the story.
  - ☐ C. The words in quotes persuade the reader to write a biography.
  - ☐ D. The words in quotes provide information about Elizabeth Blackwell.
  
3. Which sentence summarizes the selection? [IC12]
  - ☐ A. An autobiography is the story the author tells about his or her own life.
  - ☐ B. Elizabeth Blackwell was angry at the way she was treated at Geneva College.
  - ☐ C. Autobiographies and biographies are two types of nonfiction that tell about a person’s life.
  - ☐ D. One difficult part of writing a biography is deciding what to include and what to leave out.
  
4. Which sentence tells how autobiographies and biographies are different? [IA16]
  - ☐ A. An autobiography is a “self-written life” and a biography is a novel.
  - ☐ B. Autobiographies contain only factual information and biographies contain details that are not factual.
  - ☐ C. Autobiographies contain all of the events, thoughts, and feelings of the writer and biographies contain only the significant details.
  - ☐ D. Autobiographies are written by a person telling his or her own life story and biographies are written by a person telling someone else’s life story.

5. Why did Elizabeth Blackwell become angry at the way people were treating her? [IA17]

- ☐ A. She was the first woman doctor in America.
- ☐ B. She felt ignored and rejected by her classmates.
- ☐ C. The teaching staff did not accept her into the college.
- ☐ D. The author of her biography did not include accurate information.

6. What is most likely the author's purpose for writing this selection? [IT18]

- ☐ A. To persuade the reader to write an autobiography.
- ☐ B. To explain why Elizabeth Blackwell was rejected by the male students.
- ☐ C. To entertain the reader with an amusing tale about Elizabeth Blackwell.
- ☐ D. To inform the reader about the differences between biographies and autobiographies.

7. **Short Answer- 2pts**

Is the following statement a reasonable conclusion that the reader may draw from the selection?

**Authors must include factual information in their biographies and autobiographies.**

Provide **two** details from the selection to support your answer. [IT19]

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## Informational Passage

Directions: Read the following selection and then answer the questions.

### Lincoln's Humor

Adapted from an article by Louis W. Koenig

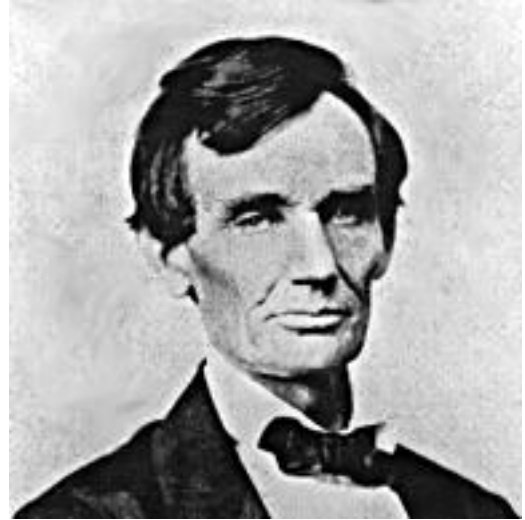
- 1 It is interesting how President Abraham Lincoln could laugh, joke, and tell stories, in spite of the difficult job of being president during the Civil War. A friend said, "He could make a cat laugh."
- 2 Lincoln called laughter "...the joyous, beautiful, universal evergreen of life." Lincoln often used laughter to make problems seem easier and to help him through disappointments. He also told amusing stories for many reasons. They helped other people feel more comfortable while near him. Stories also helped him make important points while speaking and to avoid discussing certain topics. He also used stories to end a conversation or a meeting on a cheerful note.
- 3 Political rivals feared Lincoln's humor since it often damaged their best arguments. Stephen A. Douglas, Lincoln's opponent in a Senate race, said, "Every one of his stories seems like a whack upon my back. When he begins to tell a story, I feel that I am to be overmatched."
- 4 Lincoln also used body language to add meaning to his stories. He found that shrugging his shoulders, raising his eyebrows, or twisting his face in a funny way often made his audiences roar with laughter.
- 5 Here are some examples of Lincoln's humor and how he used it:
- 6 Once while a young lawyer, Lincoln defended a farmer who had been attacked by his neighbor's dog. Trying to protect himself from the dog, the farmer poked it with a pitchfork. This injured the attacking dog. Upset with the injury, the dog's owner took the case to court. His lawyer suggested that the farmer would have caused the dog less harm if he had struck it with the handle end of the pitchfork. In the farmer's defense, Lincoln argued that the dog should have avoided frightening the farmer by approaching him with its other end.
- 7 As president, Lincoln was overwhelmed with people seeking jobs and favors. One day while discussing a visitor's demands, Lincoln's doctor entered the room. Lincoln held out his hands and asked, "Doctor, what are those blotches?"

"They're a mild smallpox," the doctor replied.

"They're all over me," said Lincoln. "It's contagious, I believe."

"Very contagious," said the doctor watching the visitor leave quickly.

"There is one good thing about this," Lincoln said to his doctor after the visitor left. "I now have something I can give to everybody."



- 8 During the war Lincoln became impatient with his generals. He felt they were too cautious when entering a battle. Lincoln began asking them for frequent progress reports of their military actions. An angry general sent this telegram to the White House:

“We have just captured six cows. What shall we do with them?”

Lincoln replied, “Milk them.”

**Coached Reading Assessment**  
**Grade 6 – Grading Period 3**  
“Lincoln’s Humor”

**Fill in the bubble next to the letter of the best answer.**

8. Which statement is the most important conclusion the reader may draw from the selection? [IT19]

- ☐ A. Knowing how to use humor is a valuable skill.
- ☐ B. Knowing how to use fear is one sign of a good leader.
- ☐ C. Generals who are slow to engage in battle are successful.
- ☐ D. Illnesses such as smallpox can change the course of history.

9. What is most likely the author’s purpose for writing this selection? [IT18]

- ☐ A. To explain how Lincoln used humor in his life.
- ☐ B. To describe what it is like to be the U.S. President.
- ☐ C. To persuade the readers to use humor in their own lives.
- ☐ D. To inform the reader of President Lincoln’s achievements.

10. Which sentence from the selection is an opinion? [IT18]

- ☐ A. “Lincoln also used body language to add meaning to his stories.”
- ☐ B. “He also used stories to end a conversation or a meeting on a cheerful note.”
- ☐ C. “Lincoln called laughter, ‘...the joyous, beautiful, universal evergreen of life.’”
- ☐ D. “...the dog should have avoided frightening the farmer by approaching him with its other end.”

11. Which two objects does the author compare using a simile? [LA05]

- ☐ A. jokes and amusing stories
- ☐ B. problems and disappointments
- ☐ C. stories and a whack on the back
- ☐ D. body language and audience laughter

12. Short Answer- 2 pts

One conclusion that a reader can draw from this selection is that humor can be a useful tool in life. Provide **two** details from the selection to support this conclusion. [IT20]

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13. What does Lincoln's friend mean when he says, "He could make a cat laugh," in paragraph 1 of the selection? [IC13]

- ☐ A. Lincoln practiced his humor with cats.
- ☐ B. Many people find cat behavior humorous.
- ☐ C. Lincoln told humorous stories for many reasons.
- ☐ D. People who usually didn't laugh would laugh at Lincoln's humor.

14. What is the main idea of the selection? [IC11]

- ☐ A. Lincoln had blotches that were actually smallpox.
- ☐ B. Lincoln used body language to add meaning to his stories.
- ☐ C. Lincoln used humor to make his job easier and life more pleasant.
- ☐ D. Lincoln had the difficult job of being president during the Civil War.

15. What is the meaning of the word *contagious* in paragraph 7 of the selection? [IC14]

- ☐ A. not able to spread
- ☐ B. able to spread
- ☐ C. likely to be deadly
- ☐ D. unlikely to be deadly



16. According to the selection, what happened when Lincoln became impatient with his generals? [IA17]

- ☐ A. Lincoln was eager to end the war.
- ☐ B. Lincoln asked for progress reports.
- ☐ C. The generals became quick to enter battle.
- ☐ D. The generals were ordered to milk the cows.

17. Based on the information in the selection, what conclusion can the reader draw about President Lincoln's method of communicating with other people? [IT20]

- ☐ A. Lincoln frequently used humor and body language to communicate.
- ☐ B. Lincoln communicated to Americans with frequent progress reports.
- ☐ C. He only used humor when communicating with small groups of people.
- ☐ D. By communicating with others, he was able to stop the spread of small pox.

18. What is the purpose of the bullets in the selection? [IA15]

- ☐ A. To indicate the importance of factual information.
- ☐ B. To show the reader where each paragraph begins.
- ☐ C. To show the reader examples of Lincoln's style of writing.
- ☐ D. To indicate anecdotes describing Lincoln's use of humor.

19. Which sentence tells how Abraham Lincoln and Stephen A. Douglas are similar? [IA16]

- ☐ A. They were both young lawyers.
- ☐ B. They both fought in the Civil War.
- ☐ C. They both used humor to make a point.
- ☐ D. They both ran for a position in the Senate.

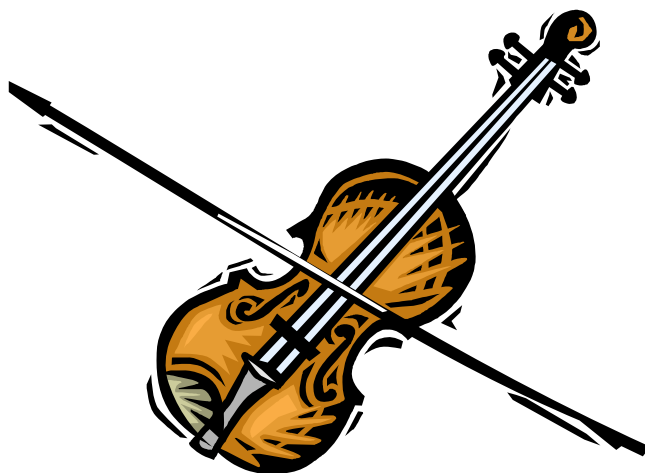
## Literary Passage

Directions: Read the following selection and then answer the questions.

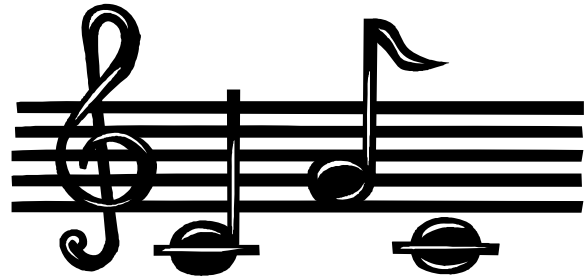
### Midori Outstanding Violinist at Age Eight

By Marlene Targ Brill

- 1 A mature attitude paired with a brilliant musical talent is Midori's formula for worldwide success. This unique combination made her debut at Tanglewood Music Festival unforgettable. People still talk about the youngster's extraordinary debut.
- 2 The fourteen-year-old violinist was performing with Leonard Bernstein, the legendary conductor. In the middle of a complex violin concerto, a string on Midori's violin snapped. Her violin was unusable, and Maestro Bernstein stopped the orchestra. Midori remained calm, turned to the first violinist, and borrowed his violin. Incredibly, a string quickly broke on that violin as well, and Midori had to use yet another instrument. Such a disaster might unnerve even an experienced soloist, but Midori finished the concerto. The response was a roaring ovation from the audience and raves from critics around the world.
- 3 Young Midori had always loved music. As a little girl in Osaka, Japan, Midori lived in a musical home. Her mother, Setsu Goto, was a concert violinist. Setsu's demanding practice schedule forced her to bring little Midori to the music studio. When Midori was just two years old, her mother was amazed to hear her child humming a complex concerto by Bach.
- 4 Midori soon began practicing on a child-sized violin. Her mother gave her music lessons and arranged private performances for family and friends. When Midori was nine years old, her mother recognized that her daughter possessed incredible musical talent. She took Midori to the United States to play at the Aspen Music Festival. After Midori performed flawlessly there, a famous music teacher named Dorothy DeLay accepted her as a student. This meant that Midori and her mother would have to move to New York City.
- 5 In New York, Midori had to learn a new language and an entirely new culture. At the same time, she maintained a busy schedule of music lessons and school. Gradually she made friends and learned to love New York City.



- 6 After her sensational Tanglewood *debut*\*, music fans eagerly waited for each of her concerts. In her early teens, Midori performed only a few times a year. She was attending the prestigious Juilliard School of Music, and she wanted to leave enough time for practice and study.
- 7 When she turned sixteen, Midori decided to leave Juilliard and become a full-time performer. The life of a professional violinist was everything Midori had hoped for. When she appeared onstage, audiences were enchanted by Midori's graceful, shy beauty. As she played, observers were enthralled with the lush and sophisticated sound she produced.
- 8 The adult Midori is perhaps the most famous female musician in the world. Her concerts are sold out around the world. She has received countless awards. But Midori is not just wrapped up in her career. She created the Midori Foundation. This agency provides lecture-demonstrations to teach children about music. Midori remembers how much she loved learning to make music as a child. Now, she is devoted to making the same beautiful experience possible for other young children.



*\*debut: a person's first public appearance, as onstage or in concert*

*Selection taken from- Florida Comprehensive Assessment Test 2006 Sample Test Materials*

**Coached Reading Assessment**  
**Grade 6 – Grading Period 3**  
“Midori”

**Fill in the bubble next to the letter of the best answer.**

20. What is the theme of the selection? [LC01]

- ☐ A. Talent must be developed.
- ☐ B. Musical talent is inherited.
- ☐ C. Practice alone makes perfect.
- ☐ D. The best teachers ensure success.

21. Which sentence best summarizes this selection? [LC02]

- ☐ A. Midori studied under Leonard Bernstein, became a famous violinist, and introduced many children to music.
- ☐ B. When Midori was fourteen she played at the Aspen Music Festival, broke three violin strings, and completed the concert with raves.
- ☐ C. Midori showed musical talent as a child, worked with outstanding teachers, and became a famous musician who created the Midori Foundation.
- ☐ D. Midori began playing the violin when she was nine years old, became famous when she was sixteen, and soon became the most famous musician in the world.

22. What is the meaning of the word *ovation* as it is used in paragraph 2 of the selection? [LC04]

- ☐ A. hissing
- ☐ B. disapproval
- ☐ C. weak applause
- ☐ D. enthusiastic response

23. Which sentence tells how Midori and Setsu Goto are similar? [LA06]

- ☐ A. Both have demanding practice schedules and love music.
- ☐ B. Both studied under Dorothy DeLay and live in New York.
- ☐ C. Both attended the Julliard School of Music and perform in concerts.
- ☐ D. Both enchant audiences with a lush, sophisticated sound and love children.

24. Why does Midori decide to establish the Midori Foundation? [LA07]

- ☐ A. She wanted other children to learn about music.
- ☐ B. She wanted to give music scholarships to young children.
- ☐ C. She wanted to train other performers to play in concerts with her.
- ☐ D. She wanted to become more famous by increasing the number of her fans.

25. Which statement is the most important conclusion the reader can draw from the selection? [LT09]

- ☐ A. A love of music is important for any success.
- ☐ B. Both talent and hard work are important for success.
- ☐ C. An extraordinary experience is necessary for success.
- ☐ D. Performing before an audience is necessary for success.

26. Based on the information in the selection, what assumption could you make about the type of support a young musician needs? [LC03]

- ☐ A. The musician must be given the very best instruments.
- ☐ B. The musician must attend the Julliard School of Music.
- ☐ C. The musician needs a famous teacher and a great deal of money.
- ☐ D. The musician needs people who are supportive and encouraging.

27. **Extended Response- 4pts**

What is the author's purpose for writing the selection? Provide **three** details from the selection to support your answer. [LT08]

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**Literary Passage: Poem**

**Directions: Read the selection and answer the questions.**

**Be Glad Your Nose is on Your Face**

by Jack Prelutsky

- 1 Be glad your nose is on your face,
- 2 not pasted on some other place,
- 3 for if it were where it is not,
- 4 you might dislike your nose a lot.
  
- 5 Imagine if your precious nose
- 6 were sandwiched in between your toes,
- 7 that clearly would not be a treat,
- 8 for you'd be forced to smell your feet.
  
- 9 Your nose would be a source of dread
- 10 were it attached atop your head,
- 11 it soon would drive you to despair,
- 12 forever tickled by your hair.
  
- 13 Within your ear, your nose would be
- 14 an absolute catastrophe,
- 15 for when you were obliged to sneeze,
- 16 your brain would rattle from the breeze.
  
- 17 Your nose, instead, through thick and thin,
- 18 remains between your eyes and chin,
- 19 not pasted on some other place--
- 20 be glad your nose is on your face!

*Selection taken from- <http://www.lessonplanspage.com/>*

**Coached Reading Assessment**  
**Grade 6 – Grading Period 3**  
“Be Glad Your Nose is on Your Face”

**Fill in the bubble next to the letter of the best answer.**

28. What is the theme of the poem? [LC01]

- ☐ A. Some body parts are better left unchanged.
- ☐ B. Doctors are able to change the shape of a nose.
- ☐ C. People wonder if the nose is in the best position.
- ☐ D. It's not a good idea to move your nose between your toes.

29. Which sentence best summarizes the poem? [LC02]

- ☐ A. If you moved your nose, you would like its location better.
- ☐ B. The face is the best location for a nose.
- ☐ C. If the nose was between your toes, you'd smell your feet.
- ☐ D. The ear is not a good place for the nose.

30. What does the author mean when he says, “If it were where it is not, you might dislike your nose a lot,” on lines 3 and 4 of the poem? [LC03]

- ☐ A. Some people don't like how their noses look.
- ☐ B. Your nose should remain between your eyes and chin.
- ☐ C. If your nose was in a different place you wouldn't want it at all.
- ☐ D. A nose might cause trouble if placed on another part of the body.

31. What is the meaning of the word *catastrophe* in line 14 of the poem? [LC04]

- ☐ A. deformity
- ☐ B. handicap
- ☐ C. disaster
- ☐ D. sight to see

32. Which statement is the most important conclusion the reader can draw from the selection? [LT09]

- ☐ A. The nose is where it is for good reason.
- ☐ B. Keep your nose away from feet because they smell.
- ☐ C. It is possible to paste your nose in a different location.
- ☐ D. Your nose could be on top of your head if you had no hair to tickle it.

33. Based on the information in the poem, what conclusion can the reader draw about accepting one's appearance? [LT10]

- ☐ A. Across the world, people are unhappy with their appearance.
- ☐ B. People should experiment with rearranging their body parts.
- ☐ C. Those people who do not like their appearance should make an effort to change it.
- ☐ D. The body is designed to function well and people should accept their appearance.