



Grade 6

FAST ELA Reading

Sample Test Materials

The purpose of these sample test materials is to orient teachers and students to the types of paper-based FAST ELA Reading questions. By using these materials, students will become familiar with the types of items and response formats they may see on a paper-based test. The sample items and answers are not intended to demonstrate the length of the actual test, nor should student responses be used as an indicator of student performance on the actual test. The sample test materials are not intended to guide classroom instruction.

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Read the passage "Sea Creature" and then answer Numbers 1 through 6.

Sea Creature

by Sophia Gallegos

- 1 Descending. You go down, and as you go down the light begins to change. You notice scattered fish in the upper level. Then you see the yellow light that brightens the surface dim. As it dims, the creatures become darker, as if to blend in with their watery homes.
- 2 Like a rain forest, the sea has levels, and as you go down it's as if you are in an elevator. Every floor is like the changing of a color. You feel as if you are descending into your grandfather's basement that is full of relics he obtained when he was a kid.
- 3 Then you've reached it, the light switch in the basement. It brightens the room with wonder. You gasp as the large and gel-like silk body balloons past. You have never seen anything like it. Its limbs wave like spaghetti as you twirl it on your fork. Its body has slight color, you suppose, but you can't be certain due to the lack of light. It looks a bit like velvet and you long to touch the large jellyfish but remembering that jellyfish usually sting, you retreat. Noticing that this one seems to have blubbery limbs, you begin to wonder. Then your question is answered. A fish swims down from above and you watch as the large jellyfish grabs the fish with its limbs instead of stinging it. It shoves the fish into its balloon of a body and relishes the taste. You study it, and as it begins to descend you follow. It descends. You descend.
- 4 Then panting, the purple brightens and sunlight breaks through the dark. I wake up. The version of me in the dream dies. "I know it's real!" I say.
- 5 I rub the sleepy sand from my eyes as I slowly put on my slippers. I stare at the snowflake patterns for a second. Then I announce the declaration in my head that I made two minutes previous. I know it's real! I shake my head as if to release the memories of my dream so that they fall out my left ear and land in a pool by my bed. But, unsuccessful with the extraction, I simply get up.

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- 6 I stumbled to the kitchen where my dad was making waffles in our Belgian waffle maker. The upturned belly of my cat gave me a smile, and I rubbed her as she purred with her face pressed against the heater. I then stood up and helped my dad with the waffles. . . . Then I quickly ate my waffle as I read the front page of the news. My dad tugged the news away from me saying that my young eyes shouldn't be infected with that rubbish. I sighed and stood up to get ready for school. . . .
- 7 Judy was born on [a] crisp November morning. The first few years of her life had been spent doing the usual things like learning words and burping. When she was five, she got a bike and it immediately became her best friend. When she was eight, she took interest in creating small board games, but after a kid named Walter destroyed her best one, she gave up. When she was nine, she became best friends with Jezelle and they have been friends ever since.
- 8 But the most important thing in her life happened when she was eleven. Ten days after her eleventh birthday, . . . she found a dust-covered journal. The journal held so many secrets that it took her the whole year to figure everything out. When she finally finished reading the journal, she read it again and once more after that. The journal told of many different sea creatures that were so foreign, few believed that they even existed. But Judy refused to just push them aside, even though her father had told her many times that no such creatures could possibly be real. Judy decided to take the matter into her own hands and began to lookup many of the creatures on the internet. To her dismay, she could not find many of the creatures that were in the journal. She found references to a few, but the most profound one she discovered was a large jellyfish that had thick limbs and velvety looking skin. She knew that one day she would search for it and she could not wait for the day when she would begin.

Excerpt from "Sea Creature" by Sophia Gallegos. Copyright © 2017 by Stone Soup Magazine. Reprinted by permission of Children's Art Foundation via Copyright Clearance Center.

Now answer Numbers 1 through 6. Base your answers on the passage "Sea Creature."

1. In paragraph 2, how does comparing the sea to a rain forest and an elevator ride add to the meaning of the passage?
- Ⓐ It shows that nature is too hard to understand.
 - Ⓑ It explains how technology is based on nature.
 - Ⓒ It shows how each new view is distinctly special.
 - Ⓓ It explains the importance of visiting new places.

FAST ELA Reading Sample Items

2. Read this sentence from the passage.

“It brightens the room with wonder.” (paragraph 3)

What tone is created by the language in this sentence?

- Ⓐ boldness
- Ⓑ fascination
- Ⓒ intelligence
- Ⓓ satisfaction

3. Read this sentence from the passage.

“It shoves the fish into its balloon of a body and relishes the taste.”
(paragraph 3)

What does the word relishes mean as it is used in the sentence?

- Ⓐ struggles through
- Ⓑ stores memories of
- Ⓒ enjoys considerably
- Ⓓ thinks deeply about

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4. Paragraph 4 shifts to a different point of view. Select **two** statements that explain the effect of the shift.
- Ⓐ It signals the start of the dream experience.
 - Ⓑ It creates a sudden and unpleasant end to the dream.
 - Ⓒ It shows that the earlier description was just a dream.
 - Ⓓ It gives details about why this particular dream occurred.
 - Ⓔ It produces a desire to have similarly vivid and thrilling dreams.

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5. Fill in the bubbles to show whether each detail from the passage supports the theme of “Exploring allows for a deeper understanding of our world,” “There is much to admire in nature,” or both themes.

	Exploring allows for a deeper understanding of our world.	There is much to admire in nature.	Both Themes
“You gasp as the large and gel-like silk body balloons past.” (paragraph 3)	Ⓐ	Ⓑ	Ⓒ
“You study it, and as it begins to descend you follow.” (paragraph 3)	Ⓓ	Ⓔ	Ⓕ
“. . . the most profound one she discovered was a large jellyfish that had thick limbs and velvety looking skin.” (paragraph 8)	Ⓖ	Ⓗ	Ⓖ

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6. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which theme is developed in the passage?

- Ⓐ Friendship is a special bond.
- Ⓑ Continue to believe in dreams.
- Ⓒ Live life with a practical mindset.
- Ⓓ Finding a true interest can take time.

Part B

Which sentence from the passage supports the theme in Part A?

- Ⓐ "The first few years of her life had been spent doing the usual things like learning words and burping." (paragraph 7)
- Ⓑ "When she was nine, she became best friends with Jezelle and they have been friends ever since." (paragraph 7)
- Ⓒ "To her dismay, she could not find many of the creatures that were in the journal." (paragraph 8)
- Ⓓ "She knew that one day she would search for it and she could not wait for the day when she would begin." (paragraph 8)

Read the passages “Putting the ‘Rat’ in Ratification: Tennessee’s Role in the 19th Amendment” and “What Women Have Done with the Vote” and then answer Numbers 7 through 13.

Passage 1: Putting the “Rat” in Ratification: Tennessee’s Role in the 19th Amendment

by Jessie Kratz

1 In 1878 Senator Aaron A. Sargent introduced into Congress a resolution proposing a constitutional amendment granting women the right to vote.

2 On June 4, 1919, after 40 years—and much effort and debate—Congress passed, by a two-thirds vote of both houses, that proposed amendment.

3 It was then up to the states to ratify it.

4 Many states quickly approved the amendment, and by the end of March 1920, it was just one state shy of ratification.

5 Mississippi could have been the final vote needed to make the amendment law, but the state rejected it on March 29.

6 The amendment still needed one more state for ratification when the Tennessee legislature met in special session that summer.

7 The Tennessee Senate passed the amendment, so ratification rested with the Tennessee House of Representatives. After weeks of intense lobbying and debate, on August 18, 1920, a motion to table¹ the amendment was defeated with a 48–48 tie.

8 The speaker then called for the vote to ratify. It seemed certain the result would be another deadlock, but that morning a son received a letter from his mother that changed everything.

9 The son was Harry T. Burn, a 24-year-old representative from East Tennessee. Just two years earlier Burn had become the youngest to be elected to the state’s legislature. Burn, who had been seemingly solidly in the anti-suffrage² camp, received a seven-page letter from his mother asking him to support the amendment.

¹table: postpone

²anti-suffrage: against the right to vote

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- 10 Dear Son, . . . Hurrah and vote for Suffrage and don't keep them in doubt. I noticed Chandler's speech, it was very bitter. I've been waiting to see how you stood but have not seen anything yet. . . . Don't forget to be a good boy, and help Mrs. "Thomas Catt"³ with her "Rats." Is she the one that put rat in ratification, Ha! No more from mama this time. With lots of love, Mama.
- 11 Burn had hoped the issue wouldn't rest with him—he supported suffrage himself, but his constituents⁴ were opposed, and he faced an election that fall. Burn was torn, and when the issue came to vote he blurted out "aye," without thinking, thus breaking the tie.
- 12 The Tennessee legislative had passed the amendment making it law of the land.
- 13 Tennessee Governor Albert H. Roberts sent notice of the ratification to Washington, DC, and on August 26, 1920, Secretary of State Bainbridge Colby certified the ratification of the 19th Amendment effective August 18, 1920.

³Thomas Catt: reference to husband of Carrie Chapman Catt, a leader in the women's suffrage movement

⁴constituents: the people who elect politicians to represent them in government

"Putting the 'Rat' in Ratification: Tennessee's role in the 19th amendment" by Jessie Kratz. Published on August 1, 2017 in "Pieces of History," a blog of the U.S. National Archives. In the public domain.

Passage 2: What Women Have Done with the Vote

by Carrie Chapman Catt

- 14 Five years ago, on August 26, 1920, the vote was extended to the women of the entire United States by Federal constitutional amendment. At the fifth anniversary of the completed campaign, men and women ask: What of it? What good has it done? What change has it made? Has it been worth while? There is an indirect and a direct reply to these questions which combined can alone give the correct answer.

- 15 The indirect reply is this. Although hundreds of doubts and objections were voiced by the opposition to woman suffrage, there were only two real causes for the hesitation and hostility to granting women the vote: one, "the superiority of the male complex;" the other, "the inferiority of the female complex." . . . It was certain that these two complexes would persist after the grant of the vote. . . . Suffrage leaders made this prediction long before the end, and it has been satisfying to discover no incident which has not fitted into this prediction. Now and then a writer, man or woman, issues an article which, in fiery and resentful tones, condemns women voters; but both the writer and the magazine that has published it . . . are merely betraying symptoms of painful adjustment to the new order. . . .
- 16 A series of private dinners has been held of late to discuss the experience of women in politics. The first was attended by women of fourteen nations: Australia, New Zealand, Great Britain, Germany, Czechoslovakia, the Scandinavian countries, Poland, Canada, Holland, France, and Belgium were among those represented.
- 17 The question for discussion was: "Is there a reaction against women suffrage in your country; if so, how does it show itself, and why does it exist?" The answers revealed a remarkable unanimity; no country had a movement to take the vote away from women nor was there any expressed desire to do so. There was, however, in every land a decided resistance to equality in political fields, and the reason, given with surprising agreement, was—"Men are afraid of women voters." . . .
- 18 The direct reply to the questions of doubters is that women are a fresh leaven¹ in the political dough, a pudding stick in the mush pot. They have scarcely begun to stir the mass yet; they have been getting acquainted with its aspects. The colleges are full of women; the clubs studying political questions are numbered by thousands; wants are felt; patriotic and public-spirited aspirations are numerous. . . .
- 19 What, then, is the matter with woman suffrage in the United States? I say, nothing! It is normally, wholesomely moving forward. What is the matter with the critics? They are slowly becoming reconciled to the march of events, but the process is a bit painful—that's all.

¹leaven: an ingredient that makes dough rise

Excerpt from "What Women Have Done with the Vote" by Carrie Chapman Catt. Published in *The Independent* on October 17, 1925. Manuscript from the Library of Congress. In the public domain.

Now answer Numbers 7 through 13. Base your answers on the passages “Putting the ‘Rat’ in Ratification: Tennessee’s Role in the 19th Amendment” and “What Women Have Done with the Vote.”

7. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In paragraph 10 of Passage 1, what rhetorical appeal is used to influence Harry T. Burn’s decision to support women’s voting rights?

- Ⓐ a call to action for the people of East Tennessee
- Ⓑ a request for information about his mother’s friend
- Ⓒ a plea based on the relationship he has with his mother
- Ⓓ a challenge that considers the balance of right and wrong

Part B

Choose the sentence from paragraph 10 that supports the answer in Part A.

- Ⓐ “Hurrah and vote for Suffrage and don’t keep them in doubt.”
- Ⓑ “I noticed Chandler’s speech, it was very bitter.”
- Ⓒ “Don’t forget to be a good boy, and help Mrs. ‘Thomas Catt’ with her ‘Rats.’”
- Ⓓ “Is she the one that put rat in ratification, Ha!”

8. In Passage 1, which sentence supports the argument that Burn was anxious about casting the deciding vote?
- Ⓐ “The son was Harry T. Burn, a 24-year-old representative from East Tennessee.” (paragraph 9)
 - Ⓑ “Just two years earlier Burn had become the youngest to be elected to the state’s legislature.” (paragraph 9)
 - Ⓒ “I’ve been waiting to see how you stood but have not seen anything yet.” (paragraph 10)
 - Ⓓ “Burn had hoped the issue wouldn’t rest with him—he supported suffrage himself, but his constituents were opposed, and he faced an election that fall.” (paragraph 11)

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9. Which feature, if added to Passage 1, would be useful in explaining the mother's reason for writing the letter?
- Ⓐ a picture of the letter showing the mother's handwriting
 - Ⓑ a photo of the mother posing with a voting rights supporter
 - Ⓒ a glossary that explains the joke the mother made in the letter
 - Ⓓ a timeline that includes when the representative read the mother's note

10. Read this sentence from Passage 2.

“The answers revealed a remarkable unanimity; no country had a movement to take the vote away from women nor was there any expressed desire to do so.” (paragraph 17)

The word “unanimity” is a combination of the Latin words *unus* (one) and *animus* (mind, spirit). Based on this, what is the meaning of unanimity as it is used in this paragraph?

- Ⓐ lack of shared interest
- Ⓑ quality of being known
- Ⓒ state of total agreement
- Ⓓ kind of misunderstanding

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- 11.** Select the detail from Passage 2 where the author appeals to the emotions of the audience.
- Ⓐ “There is an indirect and a direct reply to these questions which combined can alone give the correct answer.” (paragraph 14)
 - Ⓑ “Now and then a writer, man or woman, issues an article which, in fiery and resentful tones, condemns women voters; but both the writer and the magazine that has published it . . . are merely betraying symptoms of painful adjustment to the new order.” (paragraph 15)
 - Ⓒ “There was, however, in every land a decided resistance to equality in political fields, and the reason, given with surprising agreement, was—‘Men are afraid of women voters.’” (paragraph 17)
 - Ⓓ “They have scarcely begun to stir the mass yet; they have been getting acquainted with its aspects.” (paragraph 18)

12. How does Passage 2 approach women’s right to vote differently than Passage 1?

- Ⓐ It questions the reasons behind women’s suffrage.
- Ⓑ It examines the many ways women’s suffrage stalled.
- Ⓒ It explains that women’s suffrage was difficult to achieve.
- Ⓓ It suggests that women’s suffrage was steadily making a difference.

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- 13.** Fill in the bubbles to show whether each description matches the author’s purpose in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
to show the difficulties that existed in the fight for women’s voting rights	Ⓐ	Ⓑ	Ⓒ
to describe the events that led up to women gaining voting rights	Ⓓ	Ⓔ	Ⓕ
to show how women responded to opposition after gaining voting rights	Ⓖ	Ⓗ	Ⓘ



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