



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2007**

**Grade 6
Reading**

Reading

We knew the fish was fresh because we bought it from the fisherman on the boat.

- 1 Which sentence uses the word fresh as it is used in the box?
- A. The fruit that was delivered today was fresh.
 - B. The child made a fresh remark to the adult and was punished.
 - C. The water on the island was fresh, not salty.
 - D. The runner traded places in the relay with a fresh runner.

- 2 A synonym for the word example is
- A. excuse.
 - B. model.
 - C. exchange.
 - D. document.

Read this article about maps and mapmaking. Then answer the questions that follow.

MAP IT

Beth A. Clark

Two hundred years ago, maps were rare and expensive. Today, we are surrounded by maps—in newspapers, on computers, on television’s weather channel, in shopping malls, zoos, and campgrounds. Maps may be the most helpful documents ever created by humans!

We use maps to measure distances and plan trips. Captains and pilots use maps to navigate ships and planes. City planners use them to decide where to put buildings and roads. Maps help us understand the world’s geography, ocean currents, rainfall, and human populations. Maps reveal the structure below the earth’s surface and help geologists find natural resources like oil. Today, almost all original maps are made from photographs taken high above the earth, so we have maps of our whole planet, from the highest mountains to the ocean bed. Maps are the blueprints of our world.

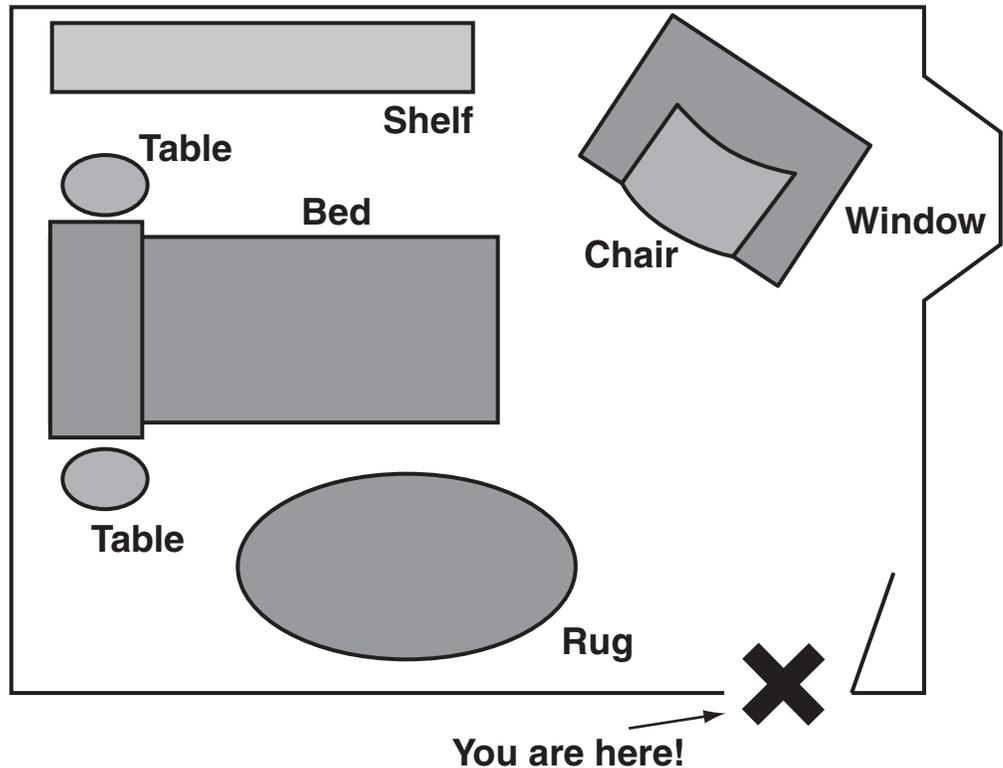
3 The first known maps were carved on cave walls in Europe. Over 4,300 years ago, the Babylonians carved maps on clay tiles, and the Chinese drew maps on silk. Early explorers mapped their journeys on cloth and paper. Most maps today are paper, but some cars have computer maps.

4 When you look at a map, you must pretend you are above the area looking down. A map gives you a bird’s-eye view.

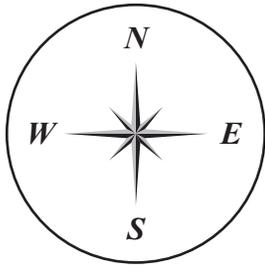
Where Are You?

To make a map, first decide where you are on the map. Below is a map of a bedroom. Pretend you are standing at the door. If you walk through the door at the bottom of the map, you can tell where everything in the room is located. The window is on the right near the top of the map. The rug is on your left near the entrance to the room. The bed is against the left wall. Even though you don’t know how large the bedroom is, you can tell that the bed is farther from the door than the rug is, and that you have to turn left to reach the bed.

Like the map below, your map will have a top, bottom, left side, and right side. Printed maps use the compass directions North, South, West, and East instead.



Most maps are made with North at the top. To find North, look at the map's *compass rose*. It looks something like this:



The name “rose” refers to early compass directions, which had 32 points instead of four. All those points made them look like a flower.

Way To Go!

Explorers and mapmakers, also called *cartographers* (kar-TOG-ruh-furz), had to show distance accurately so that map *users* could find their way alone. They took compass readings and figured out mileage from point to point. However, if you make a map only for yourself or friends, don't worry about exact measurements. For fun, you could count your steps between *landmarks* and note them on your map, but to begin, concentrate on the direction you must go to get from one point to another.

Landmarks to Guide You

Maps use landmarks to mark the distance or direction from place to place. Your bus driver uses landmarks to get you to and from school. You probably use landmarks, too. They can be man-made, like buildings, or natural, like rivers. Sometimes, a tree makes a good landmark.

A mapmaker uses lines, colors, shapes, and *symbols* (SIMM-bulz) to stand for landmarks. Map symbols are pictures that stand for real landmarks. The mapmaker uses a map *key* to explain the symbols. The key is sometimes called a *legend*.

Mapmakers and explorers named many mountains, rivers, and cities. On your map, name a hill, tree, or rock after yourself, or make up any name you want. It's *your* map and can become part of your history, too.

Now you're ready to make maps of your bedroom, your whole house, or your school. Map a campground, a favorite trail, the way to a friend's house, or a mountain bike course. As a game, map the way to a hidden treasure.

Use your imagination!

- 14 Make maps on plain or graph paper, cardboard, or grocery bags. (Crinkle the paper to make it look old.)

Make maps on a light-colored bandanna, handkerchief, old t-shirt, or scrap of material.

Get permission to make maps on the sidewalk with washable chalk or watercolors. You can even make maps the way some Native Americans did to help Lewis and Clark—in the dirt using only natural objects from nature. Have fun!

- 3 Today's maps are different from those of the past because they are more
- A. beautiful.
 - B. costly.
 - C. lasting.
 - D. common.

- 4 What is the **main** idea of paragraph 3?
- A. Mapmaking began in Europe.
 - B. People used maps to tell stories.
 - C. Making a map was very difficult.
 - D. Maps have existed for a very long time.

- 5 In paragraph 4, a bird's-eye view means you are looking
- A. down upon the area.
 - B. rapidly across the area.
 - C. from a great distance from the area.
 - D. out from the center of the area.

- 6 How is today's *compass rose* similar to earlier ones?
- A. Both have only four compass points.
 - B. Both look like a rose.
 - C. Both show compass directions.
 - D. Both explain symbols.

- 7 Using information from the article, explain how people use maps to get from one place to another.

8 In paragraph 14, the word crinkle means

- A. cut.
- B. spray.
- C. discolor.
- D. wrinkle.

9 Which of the following is a landmark that can be used on a map?

- A. a bike rider
- B. a dog
- C. a lake
- D. a school bus

10 Another good title for this article is

- A. "Maps of Clay."
- B. "Finding the Way."
- C. "The Compass Rose."
- D. "Drawing My Room."

11 The **main** purpose of this article is to

- A. explain the compass rose.
- B. inform readers about travel.
- C. inform readers about mapmaking.
- D. explain some careers in mapmaking.

12 After reading this article, tell what information you would include on a map of your school. Use details from the article to explain your answer.

Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program—2007*.

“Map It” (pp. 2–3) by Beth A. Clark as it appeared in *Wild Outdoor World*, September 2002. Copyright © 2002 by Beth A. Clark. Published by Joy Publications, LLC.

Grade 6 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	II	II	WV	II	II	WV	II	IA	IA	IA
GLE Code	5-3	5-3	5-7	5-7	5-3	5-7	5-7	5-2	5-7	5-8	5-8	5-8
Depth of Knowledge Code	2	1	2	2	2	1	3	2	2	2	2	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	A	B	D	D	A	C		D	C	B	C	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
 II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response