

**To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Reading 6A.

**WHAT TO BRING**

- You may be required to bring an audiocassette tape player or CD player for the exam listening material. **Please contact your proctor for the correct player needed.**

**ABOUT THE EXAM**

The examination will have from 90 to 100 questions, both multiple choice and written response. You will have three hours to complete the exam.

The Credit by Exam for Reading 6A will test the objectives and targets listed in the TEKS (Texas Essential Knowledge and Skills) for English Language Arts/Reading, Grade 6.

These objectives include:

- word identification;
- understanding of texts at the 6th grade level;
- reading for different purposes in varied sources;
- acquiring an extensive vocabulary through reading and word study;
- comprehending selections using a variety of strategies;
- expressing and supporting responses to various types of texts;
- analyzing the characteristics of various types of texts (genres);
- using a variety of sources for inquiry and research;
- reading to increase personal knowledge of your own culture, the culture of others, and the common elements of cultures.

You will be asked to read a selection, two to three pages in length, and answer eight to ten questions about the selection. You can have up to four selections with accompanying questions.

You will be asked to read a poem and answer questions about the poem's general meaning, mood, meaning of specific words within the poem, and the author's viewpoint.

The examination will ask you to show that you know how to use an index, a dictionary, a bibliography, and a card catalogue. You may be asked to answer questions by looking at a

map and a graph. You will need to know when to use various information sources such as an encyclopedia, atlas, almanac, *Magazine Index*, *Reader's Guide*, or a specific kind of directory.

One section of the Credit by Exam will ask you to listen to text on an exam tape/CD and answer questions on what you have heard. Your proctor may ask you to bring an audiotape player or CD player to the exam with you.

Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our Reading 6A course is *Just Past the Possible: A New View Series, Grade 6* by Macmillan/McGraw-Hill (1995).

There is also a practice examination included with this letter. The practice exam will give you a model of the types of questions that will be asked on your examination. It is not a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a review sheet.

For more information about CBE policies, visit <http://www.help.k12.ttu.edu/> or see your course Policies & Forms Guide.

Good luck on your examination!

## Practice Exam

Here are some examples of the types of questions on the Credit by Exam. Pretend it is a practice test. Follow the directions, then check yourself when you have finished.

Read the following selection.

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### Outside the Walls

Teachers and textbooks can teach you a lot about subjects like math, science, history, and English. Some lessons, however, can only be learned beyond the walls of a classroom. Children at schools in New Mexico, Massachusetts, and Pennsylvania discovered this when they pitched in to help their communities. They learned a lesson they'll never forget: by giving to their communities, they could make a difference.

Judy Starr teaches fifth grade at Corrales Elementary School. Her students found out that St. Martin's Hospitality Center, a homeless shelter in nearby Albuquerque, New Mexico, needed blankets. The students saved up their allowances and raised money through bake sales.

After a few months, they were able to give the shelter 21 blankets and sleeping bags. They also brought socks, soap, and food. They made cards and presents for people at St. Martin's. During the holidays, they visited the shelter and sang.

One year later, Ms. Starr's students took on a second project. They began helping at Cuidando Los Ninos, a day care shelter for homeless children. The students made puzzles and posters for the shelter and raised money to buy toys. In helping both shelters, the students gave comfort and cheer to people who really needed it.

Far away in Quincy, Massachusetts, Kathleen Kelly's class decided to clean up Wollaston Beach, which was a fifteen-minute walk from Merrymount School. The two-mile beach was littered with trash.

Ms. Kelly's students eagerly tackled the mess on the beach. They formed teams, put on plastic gloves, and began collecting trash. It took three clean-ups to collect everything. When they were done, the kids had gathered more than 2,000 pieces of plastic. Now Wollaston Beach is cleaner, thanks to the students' efforts.

Roberta Jacoby's class in Wyncote, Pennsylvania, became involved in an unusual kind of project. The students became pen pals with senior citizens who had recently moved to America. These senior immigrants were part of a local program that helped them learn English and life skills.

For several months, the students and the senior immigrants exchanged letters. Writing to the students gave the immigrants a chance to practice their English. Eventually the pen pals began

meeting each other face to face. The fourth graders helped the seniors learn about American history, put on plays, and wrote lots of letters.

At the end of the year, the pen pals held a party. There were lots of hugs and smiles all around. The students felt proud about what they had accomplished during the year. Not only had they made new friends, but they had also helped their special pen pals feel more comfortable and welcome in America.

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Circle the letter of the best answer to each question. You may look back at the selection to help find the answers.

1. Which sentence tells what this selection is mostly about?
  - A. Teachers and textbooks can teach you a lot about subjects like math, science, history, and English.
  - B. Children at schools in New Mexico, Massachusetts, and Pennsylvania learned that by giving to their communities, they could make a difference.
  - C. Judy Starr's fifth-grade class gave comfort and cheer to people at St. Martin's Hospitality Center and Cuidando Los Ninos.
  - D. Roberta Jacoby's class in Wyncote, Pennsylvania, became involved in an unusual kind of project.
  
2. How did Judy Starr's class help people at a homeless shelter?
  - A. The class raised money to buy toys.
  - B. They found out that St. Martin's Hospitality Center needed blankets.
  - C. They made cards and presents for people at St. Martin's.
  - D. One year later, Ms. Starr's students took on a second project.
  
3. What is the most important thing that all of the students discovered by working on their special projects?
  - A. Some lessons can only be learned beyond the walls of a classroom.
  - B. Lots of people will buy homemade baked goods.
  - C. People who move to this country do not always feel welcome.
  - D. People who want to be American citizens must be able to speak English.

4. How were the projects in New Mexico and Pennsylvania alike?
  - A. Both involved helping people directly.
  - B. Both required the students to write letters.
  - C. Both involved cleaning up trash.
  - D. Both were suggested by older people.
5. Why do you think Kathleen Kelly's students chose Wollaston Beach for their clean-up project?
  - A. It was the dirtiest beach in the state.
  - B. It was a small beach.
  - C. It was closed to sunbathers.
  - D. It was close to their school.
6. Which project would one of the classes in this selection most likely choose to take on?
  - A. organizing a pet show
  - B. donating books and toys to a children's hospital
  - C. putting on a school play for parents
  - D. raising money to buy computers for their classroom
7. Which would be the best way to keep Wollaston Beach clean and usable?
  - A. Forbid people from walking on the beach.
  - B. Have Merrymount School students clean the beach every day.
  - C. Make people pay fines for eating on the beach.
  - D. Place plenty of trash containers along the beach.
8. The selection says, "the students saved up their *allowances*." What is an *allowance*?
  - A. an amount of leftover food from the school lunchroom
  - B. a period of extra time after school
  - C. a sum of money given to them each week
  - D. a place where homeless people live

9. The selection says that Roberta Jacoby's students exchanged letters with "senior immigrants." Which sentence tells what an *immigrant* is?
- A. The students became pen pals with senior citizens who had recently moved to America.
  - B. Eventually the pen pals met each other face to face.
  - C. The class performed a play for their pen pals.
  - D. Ms. Jacoby's students wrote letters to the immigrant seniors.
10. Which sentence best shows how the immigrant seniors felt about the students in Ms. Jacoby's class?
- A. Writing letters helped the senior citizens with their English.
  - B. They wrote letters to the immigrant seniors.
  - C. These senior immigrants were part of a local program that helped them learn English and life skills.
  - D. There were lots of hugs and smiles all around.



## Study Skills—Index

For a school project, Mariah is reading a book about water pollution and Chan is reading a book about recycling. Use the excerpts from the indexes to answer the questions below.

### INDEX

Pesticides *See* Insecticides  
Photosynthesis, 12-13  
Plankton, 15-17  
    phytoplankton, 15  
    zooplankton, 16  
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    *See* Desalinization plants  
Rain *See* Precipitation  
Reservoirs, 26  
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Run-off, 55-56  
Salt water *See* Sea water  
Sea water, 28-34  
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    cost of, 110  
    need for, 103-104  
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### INDEX

Packaging, 63  
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    *See also* Magazines;  
    Newspapers; Newsprint  
Plastics, 2-4  
Reclamation plants *See* Resource  
    recovery plants  
Recycling centers, 45-56  
Resource recovery plants, 71-79  
Sanitary landfill, *See* Landfill  
Scrap industry, 60-61  
    Solid wastes, general, 17-23  
        as energy sources, 31-35  
        collection of, 28-30  
        disposal costs of, 36-39  
        kinds of, 24-26  
        separation of, 27  
Steel industry, 58

14. Mariah wants to find information about methods used by sewage treatment plants. On what page or pages would she find the information she wants? \_\_\_\_\_
15. Under what topic should Mariah look to find additional information on the purification of water? \_\_\_\_\_
16. Chan wants to find information on the collection of solid wastes. On what pages would he find the information he wants? \_\_\_\_\_
17. On what pages would Chan find information on recycling centers?  
\_\_\_\_\_

Read the poem, and then answer the questions.

**The Courage That My Mother Had**

The courage that my mother had  
Went with her, and is with her still;  
Rock from New England quarried;  
Now granite in a granite hill.

The golden brooch my mother wore  
She left behind for me to wear;  
I have no thing I treasure more;  
Yet, it is something I could spare.

Oh, if instead she'd left to me  
The thing she took into the grave!-  
That courage like a rock, which she  
has no more need of, and I have.

—*Edna St. Vincent Millay*

18. The mother in this poem left a golden brooch to her daughter. What does the daughter wish she had left her instead?
19. In this poem, the speaker compares her mother's courage to "Rock from New England quarried." What does this comparison suggest about the mother?

## Practice Exam Answer Key

1. B.
2. C.
3. A.
4. A.
5. D.
6. B.
7. D.
8. C.
9. A.
10. D.
11. They should take the Eagle Peak Trail north and/or west, then the El Capitan Trail west.
12. 8-10 miles, or 1-16 km
13. Take the shuttle bus (from Staircase Fall or Curry Village).
14. 105-109
15. Desalinization plants
16. 28-30
17. 45-56
18. The daughter wishes she had left her courage instead.
19. It suggests that the mother was strong and courageous, as solid, lasting, and unbreakable as rock.