

Assessment Practice

**COMMON
CORE**

DIRECTIONS Read these selections and answer the questions that follow.
Bob Lemmons is a cowboy who is able to capture a herd of mustangs single-handedly.

from **The Man Who Was a Horse** *by Julius Lester*

COMMON CORE

RL1 Cite textual evidence to support inferences drawn from the text. RL3 Analyze how particular elements of a story interact. RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. L4a Use context as a clue to the meaning of a word. L4c Consult general reference materials to clarify meaning. L1a Explain the function of phrases.

- 1 He had been seeing the wild horses since he could remember. The first time had been at dusk one day. He had been playing near the corral when he happened to look toward the mesa and there, standing atop it, was a lone stallion. The wind blew against it and its mane and tail flowed in the breeze like tiny ribbons. The horse stood there for a long while; then, without warning, it suddenly wheeled and galloped away. Even now Bob remembered how seeing that horse had been like looking into a mirror. He'd never told anyone that, sensing that they would perhaps think him a little touched in the head. Many people thought it odd enough that he could bring in a herd of mustangs himself. But, after that, whenever he saw one mustang or a herd, he felt like he was looking at himself.
- 2 One day, several of the cowboys went out to capture a herd. The ranch was short of horses and no one ever thought of buying horses when there were so many wild ones. He had wanted to tell them that he would bring in the horses, but they would have laughed at him. Who'd ever heard of one man bringing in a herd? So he watched them ride out, saying nothing. A few days later they were back, tired and disgusted. They hadn't even been able to get close to a herd.
- 3 That evening Bob timidly suggested to Mr. Hunter that he be allowed to try. Everyone laughed. Bob reminded them that no one on the ranch could handle a horse like he could, that the horses came to him more than anyone else. The cowboys acknowledged that that was true, but it was impossible for one man to capture a herd. Bob said nothing else. Early the next morning he rode out alone, asking the cook to leave food in a saddlebag for him on the fence at the north pasture every day. Three weeks later the cowboys were sitting around the corral one evening and looked up to see a herd of mustangs galloping toward them, led by Bob. Despite their amazement, they moved quickly to open the gate and Bob led the horses in.
- 4 That had been some twenty years ago, and long after Bob left the Hunter Ranch he found that everywhere he went he was known.

**Practice
Test**

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KEYWORD: HML7N-306

from *A Mother in Mannville*

by Marjorie Kinnan Rawlings

- 1 When I took the cabin, I asked for a boy or man to come and chop wood for the fireplace. The first few days were warm, I found what wood I needed about the cabin, no one came, and I forgot the order.
- 2 I looked up from my typewriter one late afternoon, a little startled. A boy stood at the door, and my pointer dog, my companion, was at his side and had not barked to warn me. The boy was probably twelve years old, but undersized. He wore overalls and a torn shirt, and was barefooted.
- 3 He said, "I can chop some wood today."
- 4 I said, "But I have a boy coming from the orphanage."
- 5 "I'm the boy."
- 6 "You? But you're small."
- 7 "Size don't matter, chopping wood," he said. "Some of the big boys don't chop good. I've been chopping wood at the orphanage a long time."
- 8 I visualized mangled and inadequate branches for my fires. I was well into my work and not inclined to conversation. I was a little blunt.
- 9 "Very well. There's the ax. Go ahead and see what you can do."
- 10 I went back to work, closing the door. At first the sound of the boy dragging brush annoyed me. Then he began to chop. The blows were rhythmic and steady, and shortly I had forgotten him, the sound no more of an interruption than a consistent rain. I suppose an hour and a half passed, for when I stopped and stretched, and heard the boy's steps on the cabin stoop, the sun was dropping behind the farthest mountain, and the valleys were purple with something deeper than the asters.
- 11 The boy said, "I have to go to supper now. I can come again tomorrow evening."
- 12 I said, "I'll pay you now for what you've done," thinking I should probably have to insist on an older boy. "Ten cents an hour?"
- 13 "Anything is all right."
- 14 We went together back to the cabin. An astonishing amount of solid wood had been cut. There were cherry logs and heavy roots of rhododendron, and blocks from the waste pine and oak left from the building of the cabin.
- 15 "But you've done as much as a man," I said. "This is a splendid pile."
- 16 I looked at him, actually, for the first time. His hair was the color of the corn shocks and his eyes, very direct, were like the mountain sky when



rain is pending—gray, with a shadowing of that miraculous blue. As I spoke, a light came over him, as though the setting sun had touched him with the same suffused glory with which it touched the mountains. I gave him a quarter.

17 “You may come tomorrow,” I said, “and thank you very much.”

18 He looked at me, and at the coin, and seemed to want to speak, but could not, and turned away.

19 “I’ll split kindling tomorrow,” he said over his thin ragged shoulder. “You’ll need kindling and medium wood and logs and backlogs.”

20 At daylight I was half wakened by the sound of chopping. Again it was so even in texture that I went back to sleep. When I left my bed in the cool morning, the boy had come and gone, and a stack of kindling was neat against the cabin wall. He came again after school in the afternoon and worked until time to return to the orphanage. His name was Jerry; he was twelve years old, and he had been at the orphanage since he was four. I could picture him at four, with the same grave gray-blue eyes and the same—independence? No, the word that comes to me is “integrity.”

Reading Comprehension

Use the excerpt from “The Man Who Was a Horse” to answer questions 1–4.

1. From his thoughts in paragraph 1, you can infer that Bob —

- A. is as wild as a horse
- B. feels a kinship with horses
- C. loves to run through the hills
- D. has big ears and a long face

2. Because the story is told from the third-person limited point of view, we know that —

- A. all the cowboys think Bob is crazy
- B. wild horses are afraid of people
- C. Bob feels like a horse
- D. everyone trusts Bob

3. Which sentence from the story shows that Bob is a talented horseman?

- A. *He had been playing near the corral when he happened to look toward the mesa and there, standing atop it, was a lone stallion.*
- B. *But, after that, whenever he saw one mustang or a herd, he felt like he was looking at himself.*
- C. *He had wanted to tell them that he would bring in the horses, but they would have laughed at him.*
- D. *Bob reminded them that no one on the ranch could handle a horse like he could, that the horses came to him more than anyone else.*

4. In paragraph 3, Bob resolves his conflict by —
- A. sitting around the corral
 - B. asking for the food in saddlebags
 - C. bringing in a wild herd alone
 - D. asking if he could go after a wild herd

Use the excerpt from “A Mother in Mannville” to answer questions 5–8.

5. The narrator of the story is —
- A. a boy who lives in an orphanage
 - B. a writer who lives in a cabin
 - C. a voice outside the story
 - D. the mother of a young boy
6. Which sentence shows that this excerpt is told in the first person?
- A. *The boy was probably twelve years old, but undersized.*
 - B. *He said, “I can chop some wood today.”*
 - C. *I went back to work, closing the door.*
 - D. *An astonishing amount of solid wood had been cut.*
7. The narrator expects that she will need to hire another worker later because —
- A. she is busy with her own work
 - B. the boy who shows up to work is so small
 - C. the boy from the orphanage is very quiet
 - D. it was getting too late in the day to work

8. A characteristic of Jerry’s that affects the plot is his —
- A. irritability
 - B. reliability
 - C. talkativeness
 - D. thoughtlessness

Use both selections to answer this question.

9. Which character trait do Bob and Jerry have in common?
- A. Boldness
 - B. Dependability
 - C. Optimism
 - D. Recklessness

SHORT CONSTRUCTED RESPONSE

Write two or three sentences to answer this question.

10. Name two character traits of Bob Lemmons in “The Man Who Was a Horse.” Give details from the story that reveal these traits.

Write a paragraph to answer this question.

11. Reread paragraphs 15–19 of “A Mother in Mannville.” What can you infer about the boy from his reaction to the narrator’s praise? Support your answer with details from the story.



10.

11.

Vocabulary

Use the following dictionary entries to answer the questions.

1. Read the dictionary entry for the word *blunt*.

blunt \blunt\ *adj.* 1. having a dull edge; not sharp 2. abrupt and frank in manner; gruff 3. slow to understand 4. lacking in feeling; insensitive

What is the definition of *blunt* as it is used in paragraph 8 in "A Mother in Mannville"?

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

2. Read the dictionary entry for the word *texture*.

texture \tēks' chər\ *n* 1. the appearance of a fabric 2. a grainy quality as opposed to a smooth quality 3. the composition or structure of a substance 4. a distinctive character

What is the definition of *texture* as it is used in paragraph 20 in "A Mother in Mannville"?

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

Use your knowledge of context clues and similes to answer the following questions.

3. Which expression from "The Man Who Was a Horse" contains a simile?

- A. *its mane and tail flowed in the breeze like tiny ribbons*
- B. *Who'd ever heard of one man bringing in a herd?*
- C. *no one on the ranch could handle a horse like he could*
- D. *A few days later they were back, tired and disgusted.*

4. In paragraph 1 of "The Man Who Was a Horse," Bob remembers that "seeing that horse had been like looking into a mirror." This simile means that —

- A. the horse looks like other horses
- B. Bob looks like the horse
- C. Bob and the horse are always together
- D. Bob identifies with the horse

5. What does the following simile from paragraph 16 in "A Mother in Mannville" mean?

"his eyes, very direct, were like the mountain sky when rain is pending"

- A. A nearby mountain was hiding some rain clouds.
- B. The sky was about to pour rain on them.
- C. The boy's eyes were a blue-grey color.
- D. It was hard to see the boy's eyes.

Revising and Editing

DIRECTIONS Read this passage and answer the questions that follow.

(1) A hundred years ago, methods of transportation are very different. (2) It was tougher to get around during that era an important time period than it is now. (3) Traveling by surrey a horse-drawn carriage was usually slower than using streetcars or trains. (4) Transportation will improve greatly when the automobile and airplane were invented. (5) Planes and cars changed everything because they were much faster and more comfortable. (6) Today, these two modes of transportation automobile and airplane are now the most convenient of all.

1. What change, if any, should be made in sentence 1?
 - A. Add a comma after *methods* and *transportation*
 - B. Change *are* to *will be*
 - C. Change *are* to *were*
 - D. Make no change
2. What change, if any, should be made in sentence 2?
 - A. Change *was* to *is*
 - B. Add a comma after *era* and *period*
 - C. Add a comma after *time* and *period*
 - D. Make no change
3. What change, if any, should be made in sentence 3?
 - A. Add a comma after *surrey* and *carriage*
 - B. Add a comma after *carriage* and *streetcars*
 - C. Change *was* to *will be*
 - D. Make no change
4. What change, if any, should be made in sentence 4?
 - A. Change *will improve* to *improved*
 - B. Add a comma after *automobile* and *airplane*
 - C. Add a comma after *greatly* and *airplane*
 - D. Make no change
5. What change, if any, should be made in sentence 5?
 - A. Add a comma after *planes* and *cars*
 - B. Change *changed* to *will change*
 - C. Change *were* to *will be*
 - D. Make no change
6. What change, if any, should be made in sentence 6?
 - A. Add a comma after *transportation* and *airplane*
 - B. Add a comma after *automobile* and *convenient*
 - C. Change *are* to *were*
 - D. Make no change

