

Student Name _____

Teacher Name _____

School _____

System _____

ACH



Tennessee Comprehensive Assessment Program
Achievement Test ~ Grade 6
Practice Test



Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies. The questions in this practice test are examples of items used in the actual test.

What are the questions testing?

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

Who will be tested?

Students in grades 3 through 8 will be tested.

How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations.

How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3–8) as per system policy.

Which test accommodations may be used?

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and ELL accommodations.

What is the purpose of the practice test?

In a classroom learning session, these questions can be used to prepare students for the actual test. Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered. This practice test can also be used to inform parents of the type of test their children will be taking.

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

Listen: Listen to and read the test directions carefully.

Plan Use of Time: First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

Pause and Think: If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

Reading/Language Arts

Part 1

Directions Read the passage. Then answer Numbers 1 through 5.

Overloaded

1 Mariah watched as the basketball swooshed through the net at the edge of the driveway.

2 “Great shot,” applauded her brother, Jonathan.

3 “Thanks,” replied Mariah. The ball bounced back, and Mariah shot it into the air. It swished through the net once more.

4 “You need to give me lessons,” said Jonathan. He grabbed his own basketball and sent it hurtling through the air like a cannonball. It hit the rim of the basket with a thud and bounced into the hedge.

5 “Here’s a tip—aim the ball.” Mariah smiled as she glanced at her watch. “I have to practice my flute. Maybe I can help you later.”

6 Jonathan nodded as his next shot bounced off the rim again. His sister was the star player on her basketball team, but Jonathan had decided he didn’t possess any of her talent. Jonathan sighed and shook his head.

7 “Don’t give up,” Mariah encouraged him as she hurried inside the house. Part of her wanted to stay and coach him, but she had to practice her flute for the upcoming band concert.

8 When Mariah got to her room, she rummaged through her backpack, searching for her music folder. It was missing. Mariah groaned as a feeling of disappointment washed over her. She’d been in such a hurry to help paint the sets for the middle school play on Friday afternoon that she left her music folder in the band hall.

9 A moment later, the phone rang, and Mariah ran to answer it. Her friend Elizabeth reminded her they were working on the sets for the play again that afternoon.

10 “Come and help,” Elizabeth invited.

11 “I’m on my way,” Mariah said, hanging up the phone. Mariah took a plastic water bottle from the kitchen cabinet. Then she grabbed the can of lemonade powder sitting on the counter and hastily poured a scoop of the mix into her water bottle and filled the rest of the bottle with tap water from the kitchen sink. She put the lid on the bottle and shook it as she ran out the door. A twinge of regret tugged at her. Somehow, her day had managed to get two steps ahead. *When would she have time to practice her flute?*

12 Mariah walked across the street to her school and found a group of students working outside the theater building. Elizabeth was painting cardboard trees. Other students were constructing a drawbridge, while another group was painting a backdrop.

13 Mariah picked up a paintbrush, dipped it in a can of dark green paint, and began to help Elizabeth paint. *Maybe if we work fast, we'll finish the trees today*, Mariah thought as she brushed back and forth like a windshield wiper. Then without meaning to, she bumped her paint can. She gasped as it tumbled down and exploded on the cement with a giant, green splat.

14 “Quick! I need some rags!” shouted Mariah, and Elizabeth scrambled to her rescue. The green puddle oozed across the pavement. Elizabeth had two rolls of paper towels and a bucket of water. It took the girls fifteen minutes to wipe up the green blob.



15 “Thanks for your help,” Mariah said when they finished. Then Mariah grabbed her water bottle for a quick drink. She took a gulp of her lemonade and suddenly gasped. She was expecting a tangy, sweet liquid, but the lemonade was sickly sour. Mariah sighed as she closed the lid. She’d been in such a hurry that she hadn’t measured the lemonade powder, and she had added way too much.

16 As Mariah held the bottle up to catch the sunlight, she realized she’d added too much to her own life too. She was trying to play basketball, learn her flute music, and paint the play sets. She’d added too many activities! Instead of enjoying everything, she felt like she was sprinting from one task to the next, in a never-ending relay race.

17 Mariah spoke suddenly. “Elizabeth, I’m going to pass on painting any more props. It’s fun, but I think I’ll have to wait until next year to test my artistic talents.”

18 “Okay,” Elizabeth agreed, waving goodbye to her friend. As Mariah turned to leave, Elizabeth piped up,
“Mariah, wait! I nearly forgot! You left your music folder in the band hall on Friday. I thought I might see you
this weekend, so I picked it up for you.”

19 More relieved now, Mariah sprinted home with her music. She found Jonathan sitting on the porch steps
with his basketball. His shoulders drooped.

20 “What’s wrong?” inquired Mariah.

21 “In ten shots, I only made one basket,” he grumbled.

22 Mariah smiled patiently. “I shoot a hundred baskets every day,” she explained.

23 “A hundred?” squeaked Jonathan with wide eyes. He’d never realized how much Mariah practiced. His
sister wasn’t just lucky, she worked hard—and he could do that too.

24 “Are you ready to shoot some hoops?” asked Jonathan wistfully.

25 “I’ve got twenty minutes,” offered Mariah, “and then I’ve got some serious practicing to do.”

26 Jonathan leapt up as if his legs had springs.

27 Mariah laughed. For now she planned to concentrate on her basketball and her flute. Then she’d be able
to do both things well and still have plenty of time for one little brother too.

1

Read this sentence from Paragraph 8.

When Mariah got to her room, she rummaged through her backpack, searching for her music folder.

Which word is a synonym for rummaged?

- A looked
- B passed
- C dodged
- D moved

2

Which word completes the analogy?

Walked is to sprinted as drank is to _____.

- A poured
- B sipped
- C gulped
- D emptied

3

Why did the author most likely write this passage?

- A to persuade readers to show interest in hobbies
- B to entertain readers with a lesson about managing time
- C to compare different activities that students enjoy
- D to inform readers about the mistakes a girl makes

4

Read this sentence from Paragraph 4.

He grabbed his own basketball and sent it hurtling through the air like a cannonball.

The author uses the simile to show that Jonathan threw the ball

- A** cautiously.
- B** very hard.
- C** skillfully.
- D** with grace.

5

Read Paragraph 17.

Mariah spoke suddenly. “Elizabeth, I’m going to pass on painting any more props. It’s fun, but I think I’ll have to wait until next year to test my artistic talents.”

Look at the dictionary definitions below for the word pass.

pass (verb) 1. to go from control, ownership, or possession of one person or group to another 2. to sit in judgment 3. to go from one quality, state, or form to another 4. to let something go without taking advantage of it

Choose the definition of pass that is used in the Paragraph 17.

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

Directions

Read the passage. Then answer Numbers 6 through 8.

Matchstick Wonders

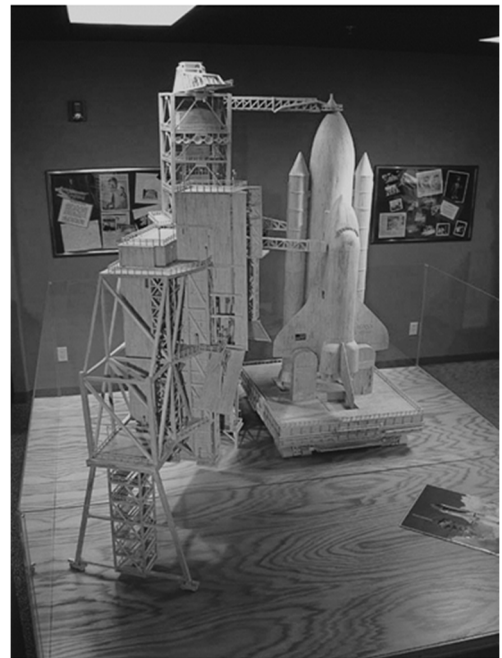
by Barbara Kramer

- 1 Pat Acton has always enjoyed building things. As a kid, he built a fully enclosed tree house with glass windows and a stove for heat. His older brothers soon left their more traditional tree houses to hang out in Pat's.
- 2 Back then, Acton used his father's tools, and he sometimes got into trouble for not putting them back where they belonged. After he graduated from college, he had time for woodworking but little money to buy tools. That was when he remembered a news story that he had seen on television when he was young. It was about a man who used matchsticks to build a model of his farm.

Matchsticks, Glue, and Patience

- 3 Acton bought two boxes of wooden matchsticks and some glue. Then he began work on his first project—a small country church with a high steeple. Other models followed, including a stagecoach, a steamboat, and a 1930s-style locomotive. Each was carefully constructed with matchsticks that were only two inches long. The work was slow, and it took a lot of patience. “You just have to take your time doing this,” Acton says. “You can't hurry.”
- 4 Acton enjoyed building the models, but he did not like cutting the sulfur head off each matchstick before he could use it. He contacted the manufacturer and learned that he could buy matchsticks without heads directly from the company. With that problem solved, Acton began making larger, more detailed models.

Details plus Imagination



Acton dedicated his model of the *Challenger* space shuttle to the astronauts who lost their lives in its final mission.

- 5 Many of Acton's pieces are of historical subjects, such as his model of the *Challenger* space shuttle. He uses the library and the Internet to find photos and other information to help him make sure the details are correct.
- 6 Other projects come from his imagination. His model of a crooked house started with the nursery rhyme about the "crooked man" who lived "in a little crooked house." But Acton wanted to create more than just a crooked house. He wanted something bigger and more interesting, like the haunted houses in the Hardy Boys books he'd read as a child. He combined the two ideas and let his imagination go to work. "That was fun because I could do whatever I wanted," he recalls. The result was a crooked mansion complete with a leaning tower.



It took almost 300,000 matchsticks and 1,000 hours of work to complete this model of a crooked house.

- 7 Because there are so few people who build with matchsticks, Acton has learned his art through trial and error. "I'm always learning new things," he says. He was able to make his model of Pinocchio only after he learned to bend matchsticks. He uses needle-nosed pliers to pinch the matchstick, making small breaks in some of the wood fibers. Then he gently bends the matchstick into the curve he wants and glues it into place. When the glue is dry, he uses sandpaper to smooth the broken fibers.
- 8 Currently, Acton is working on a model of Hogwarts Castle, from the Harry Potter books. He says that he will never run out of ideas. He continues to explore this unique art form, turning matchsticks and imagination, glue and patience into wonderful creations.
- 9 Other projects come from his imagination. His model of a crooked house started with the nursery rhyme about the "crooked man" who lived "in a little crooked house." But Acton wanted to create more than just a crooked house. He wanted something bigger and more interesting, like the haunted houses in the Hardy Boys books he'd read as a child. He combined the two ideas and let his imagination go to work. "That was fun because I could do whatever I wanted," he recalls. The result was a crooked mansion complete with a leaning tower.

"Matchstick Wonders" by Barbara Kramer, photos by Pat Acton, from *Highlights for Children*, Aug. 2006, copyright © 2006 by Highlights for Children, Inc. Columbus, Ohio. Used by permission.

6

Which sentence from the passage is an opinion?

- A As a kid, he built a fully enclosed tree house with glass windows and a stove for heat.
- B “That was fun because I could do whatever I wanted,” he recalls.
- C “I’m always learning new things,” he says.
- D Currently, Acton is working on a model of Hogwarts Castle, from the Harry Potter books.

7

Which message is communicated by the crooked-house illustration and its caption?

- A You must be an adult to make matchstick models.
- B You must have a background in building to make models.
- C You must have time and energy to participate in this hobby.
- D You must have a great deal of money to participate in this hobby.

8

If a student wants to find the names of other matchstick model makers, where should she or he look?

- A an atlas
- B a textbook
- C the Internet
- D the dictionary

Directions

Read and answer Numbers 9 through 11.

9 A student is writing a research paper about the history of flying. Which is the most appropriate research source for the student's paper?

- A a newspaper article about modern advances in flight
- B a magazine article about new equipment used in flight
- C an encyclopedia entry about the first experiments with flight
- D an almanac entry about the weather conditions during a historic flight

10 Look at the train schedule.

Departing Station-Time		Arriving Station-Time	
Abbey	6:12 P.M.	Browne	6:32 P.M.
Browne	6:37 P.M.	Charles	6:49 P.M.
Charles	6:52 P.M.	Dunmore	7:06 P.M.
Dunmore	7:09 P.M.	Eldridge	7:19 P.M.
Eldridge	7:22 P.M.	George	7:46 P.M.
George	7:49 P.M.	Abbey	8:02 P.M.

If a passenger leaves Abbey Station on a train at 6:12 P.M., what time will the passenger arrive at George Station?

- A 7:49 P.M.
- B 7:46 P.M.
- C 7:22 P.M.
- D 8:02 P.M.

11

Look at the picture.



© Aldo Murillo/Stockphoto #6493749

The girl in this picture appears to be

- A** surprised.
- B** outraged.
- C** modest.
- D** upset.

Directions

Read the speech and answer Numbers 12 through 16.

Four Can Be Better Than Five

Members of the Green Valley School Board,

- 1 My name is Rick Smithfield. I am a sixth grader at Green Valley Middle School. I just moved to this area last summer. Many people might still consider me to be “new.” I have made many adjustments this past school year. I have seen how the teachers, staff, school board members, and the community work together to provide the best education possible for students at this school. I have nearly finished one school year here. I have had to get used to a more traditional approach to educating students. Today, I would like to share an idea with you. I hope you might consider it as part of your plans for the future of educating students like me in this community.
- 2 My idea involves moving away from a five-day school week and introducing a four-day week. We used this system in the last school I attended. My parents and I have seen the benefits this unique schedule provides. Additionally, the school district can continue to maintain the state educational standards.
- 3 By law, students are required to attend school 35 hours per week. Our current schedule divides this time into 7 hours on each of five school days. To create a four-day week, we would need to divide 7 more hours into these four days. This seems like a much longer school day. However, if we extended our school day from 7:15 A.M. to 4:00 P.M., it would give us the required 35 hours a week of school. I think most people would agree that this schedule still seems fairly traditional.
- 4 There are many advantages to having a four-day school week. Teachers would have an extra day to grade papers or create lesson plans. Teachers could also attend training classes and meetings or even make doctor appointments on this day. This would greatly reduce the need for teachers to miss class time. At school, having more time in class could benefit teachers too. They would have more time to extend their lessons or to work with students requiring extra help.
- 5 Students would benefit from this arrangement too. A longer school day would allow students to complete lessons, such as science experiments, without interruption. Also, an extra day off would allow students more time to work on projects or study for tests. Like teachers, students could also use this extra day to attend doctor appointments. The extra day might also allow families to spend more time together.
- 6 A four-day week can benefit the school financially too. The school could save money on utilities, such as lighting and heating on the days the school is closed.
- 7 Changing to a four-day week system may seem like an extreme idea at first. However, other school districts thrive with this schedule. I am sure that once the community and parents are made aware of some of the positive reasons for making this change, they will eagerly support a four-day school week. Please take the time to consider this idea, because it would truly benefit both the school and our community.

12

Rick believes that altering the school day will be good for students and their families because they will

- A** be able to play more sports during the week.
- B** be able to do more family chores.
- C** have more time to be with family.
- D** have less homework to complete each week.

13

The purpose of the last paragraph in this speech is to

- A** share an experience.
- B** suggest ideas.
- C** present more activities.
- D** provide a summary.

14

Which sentence from the speech is a fact?

- A** By law, students are required to attend school 35 hours per week.
- B** There are many advantages to having a four-day school week.
- C** Students would benefit from this arrangement too.
- D** Changing to a four-day week system may seem like an extreme idea at first.

15

When giving this speech to the school board, Rick should

- A** speak clearly.
- B** read from notes.
- C** look at the back wall of the room.
- D** hold his hands behind his back.

What would best help illustrate Rick's argument?

- A a video of a class in session from his former school
- B a giant calendar with every Friday marked in red ink
- C an Internet Web site of a school district that has switched to a four-day week
- D a PowerPoint presentation reporting student performance at a four-day school

Directions

Steven wrote the following report. It contains mistakes. Read it and answer Numbers 17 through 22.

What Does the Nervous System Do?

- 1 How does the body know to breathe and move? The central nervous system tells the body what to do. It is just one of the systems of the human body. This is a very busy system because it is responsible for all the thinking humans do. It also controls all the voluntary movements of the body and the involuntary actions that keep a person alive, such as breathing, sleeping, and digesting food.
- 2 Where can people learn more about the central nervous system? There are many books that people can read to learn more about the central nervous system. The best book about the skeletal system is *Bones, Calcium, and You*. The Internet also offers a lot of information. Of course, people can also talk with doctors about this amazing body-messaging system.
- 3 How does the central nervous system work? Here is one example: if a person wants to kick a soccer ball, the brain sends a message to the foot to kick the ball. The message is sent from the brain to the foot through nerves in the body. The spinal cord connects the brain with the nerves to send messages back and forth.
- 4 Do people have to think about everything their bodies do? The answer is no. Kicking a soccer ball, jumping, or reading a book, are *voluntary* actions. The person knows he or she wants to kick the ball and thinks about it before it happens. Other actions are *involuntary*. People do not spend time thinking about breathing. It happens because of the central nervous system.

17 Choose the most logical order for the paragraphs in this report.

- A 1, 3, 4, 2
- B 2, 3, 4, 1
- C 3, 4, 2, 1
- D 4, 2, 1, 3

18

Choose the best thesis statement for this report.

- A The nervous system is a topic that is covered in many publications.
- B The nervous system is just one of the many systems in the human body.
- C The nervous system controls voluntary and involuntary responses.
- D The nervous system controls human thinking, body movement, and functions.

19

Read Paragraph 2.

(1) Where can people learn more about the central nervous system? (2) There are many books that people can read to learn more about the central nervous system. (3) The best book about the skeletal system is Bones, Calcium, and You. (4) The Internet also offers a lot of information. (5) Of course, people can also talk with doctors about this amazing body-messaging system.

Choose the sentence that should be deleted from this paragraph.

- A Sentence 1
- B Sentence 2
- C Sentence 3
- D Sentence 5

20

Choose the best concluding sentence for Paragraph 3.

- A Though many of our actions are voluntary, the central nervous system also carries out involuntary actions.
- B When a person claps his or her hands, reads a book, or eats dinner, the brain sends these messages through the central nervous system.
- C Other examples of involuntary actions are when the heart beats or when food is digested after a meal.
- D The central nervous system is undeniably the busiest of all the systems of the body.

21

Before Steven wrote his report, he thought of a list of topics to research. Choose the topic that is most focused.

- A** how blinking is both an involuntary and voluntary nervous-system response
- B** how the nervous system affects athletic performance
- C** historical explanations of the role of the nervous system
- D** nervous-system disorders and their treatments

22

When Steven is ready to present his report, what visual images could he add that would best enhance his presentation?

- A** names of books about the skeletal system
- B** photographs of himself sleeping, eating, and reading a book
- C** a scientific drawing of a human nervous system
- D** a sketch of a doctor listening to a patient breathe

Directions Read and answer Numbers 23 through 29

23 Which sentence uses quotation marks correctly?

- A “The students sitting on the left side of the auditorium,” said Mr. Greene, “will need to stop by the office and make an appointment to discuss their schedules for next school year.”
- B “The students sitting on the left side of the auditorium said Mr. Greene will need to stop by the office and make an appointment to discuss their schedules for next school year.”
- C “The students sitting on the left side of the auditorium, “said Mr. Greene,” will need to stop by the office and make an appointment to discuss their schedules for next school year.”
- D “The students sitting on the left side of the auditorium,” said Mr. Greene, will need to stop by the office and make an appointment to discuss their schedules for next school year.

24 Which sentence contains an error?

- A Your locker should be neat and organized.
- B Turn in your permission slip by Tuesday.
- C You’re dog is barking at a squirrel.
- D If you’re able to stay, please tell us.

25

Read the sentence.

All the students artwork was posted on display in the schools library.

Choose the correct punctuation for the underlined words.

- A student’s . . . schools
- B students’ . . . school’s
- C students . . . schools’
- D student’s . . . school’s

26

Read the sentences.

*Marc, Jalil, and Pablo were determined to get an “A” on the group project.
Each of the students pledged to do their best.*

Choose the word that best replaces the underlined word.

- A his
- B our
- C its
- D correct as is

27

Choose the sentence that is written correctly.

- A The cake looked delicious Melissa did not have a piece.
- B The cake looked delicious but Melissa, did not have a piece.
- C The cake looked delicious, Melissa did not have a piece.
- D The cake looked delicious, but Melissa did not have a piece.

28

Read this sentence.

*When Jayda recieved invitations to visit fourteen college campuses, she
knew that her years of dedication to her studies were finally paying off.*

Choose the word in the sentence that is spelled incorrectly.

- A recieved
- B fourteen
- C campuses
- D dedication

Look at the picture.



Choose the statement that best summarizes the message of this picture.

- A Students at graduation can expect to be successful in life.
- B Graduation day is a proud event for a student and his family and friends.
- C A student smiles for a picture on graduation day.
- D Parents discuss plans for the future at the graduation for their son.

Part 2

Directions

Read the drama. Then answer Numbers 30 through 34.

Togetherness

CHARACTERS:

MOM

DAD

BENNY, age 11

CHLOE, age 6

(Setting: Dinnertime, Tuesday, at the Williams' house.)

MOM: Listen up, everybody. Let's think about what we want to do on Saturday.

BENNY: Saturday? But it's only Tuesday.

MOM: I know, but we never plan anything, and then our family doesn't get to do things together. Remember what we did last Saturday?

BENNY: No.

MOM: That's because we didn't do anything.

DAD: I mowed the lawn.

CHLOE: I rode my bike.

MOM: I was thinking more about *fun* things we can all do *together*.

DAD: I know! There's a playoff game on TV this Saturday. We can all watch the game.

MOM: You know I don't like football very much. I'm more of a basketball fan.

DAD: You're right, I need to remember that. Maybe you'd watch a little bit of the game with us?

BENNY: Whatever you decide, I'm not going to be able to join you.

MOM: Why, Benny?

BENNY: Because I have a school project that I have to complete this weekend.

CHLOE: Can't you do it later?

BENNY: No, I already put it off. I shouldn't have done that. Now I have to do it this weekend.

MOM: What's the project?

BENNY: It's about muscles. In science class, we're studying how muscles work. But I have no idea what I'm going to do for my project.

DAD: I guess that rules out a family weekend.

MOM: I guess so.

CHLOE: Why can't we do the project together?

BENNY: What do you know about muscles, Chloe?

CHLOE: Nothing.

MOM: Wait a minute. Maybe Chloe is on to something.

CHLOE: I am?

DAD: (*To MOM.*) Does "on to something" mean this is a project we could help Benny finish as a team? That would be a great family activity.

MOM: Do you remember going to the science museum last year?

DAD: Yes, I do because it was a day when each one of us had fun and learned a lot too.

MOM: Well, they had an exhibit on how the body works—how there are over 600 muscles in the body. Don't you remember that even the heart is a muscle?

CHLOE: I remember! They showed the inside of a stomach too. That was cool but maybe a little gross.

MOM: Well, we don't have to show the stomach muscles. Maybe Benny can use other muscles for his project.

BENNY: What do you mean?

MOM: You like making movies with your video camera, right?

BENNY: Sure. It's my favorite. Remember last month? I made a movie of your anniversary party.

MOM: Well, you can use your video camera to do another project with the family.

BENNY: What do you mean, Mom?

MOM: Make a film! However, you'll need our help. (*To CHLOE.*) Chloe, you like to ride your bike, right?

CHLOE: It's *my* favorite.

MOM: You can ride your bike while your brother films you. As he films, you can talk about how the muscles in your legs feel as they turn the pedals. You could even add a part about how tired they are when you have ridden for a long time.

BENNY: That's a good idea! The thigh muscles are called *quadriceps*. Chloe, think you can remember that word?

CHLOE: I can try.

BENNY: You can also talk about how the muscles in the rest of your body help you keep your balance . . . so you don't fall.

CHLOE: Fair enough.

DAD: What about me? You know my job has me reading so much that it might be good to mention the muscles that we use in our eyes.

MOM: That could be a problem because it wouldn't be very interesting to film your eyes moving from side to side for 2 to 3 minutes.

DAD: Hmmm, you're right. Filming eyes going back and forth would be pretty boring.

MOM: We need more than that. You could go outside and throw a football.

DAD: That would be fun and a good break from all the eye exercising I do!

BENNY: Great! I'll film you throwing while you talk about how the muscles in your arm and shoulder work together to help you make a perfect pass. Right?

DAD: What are those muscles called?

BENNY: The shoulder muscles are called *deltoids*, and the main ones in your arm are *biceps* and *triceps*.

DAD: Oh, right! I remember that.

MOM: It all sounds terrific.

BENNY: What will you do, Mom?

MOM: You can film me while I weed the garden and pick the ripe tomatoes and zucchinis. I'll talk about using my arm and leg muscles. I'll also mention that kneeling, bending, and standing up build muscle strength and balance.

BENNY: So, it's decided. This is going to be a cool project. I have the very best family. Thank you all for your help.

MOM: See how things are better when we work *together*?

CURTAIN

30

What is the main idea of this drama?

- A** Benny's family takes a trip to a science museum.
- B** Benny's family talks about past experiences.
- C** Benny's family learns to enjoy football.
- D** Benny's family helps him with a school assignment.

31

The conflict in the drama results from

- A** Dad wanting to watch a football game.
- B** Mom wanting to make a movie.
- C** Benny needing to do schoolwork.
- D** Chloe attempting to help with the project.

32

Choose the line that best shows the turning point of the drama.

- A** Whatever you decide, I'm not going to be able to join you.
- B** Wait a minute. Maybe Chloe is on to something.
- C** I remember! They showed the inside of a stomach too.
- D** I'll talk about using my arm and leg muscles.

33

Choose the statement that best describes the theme of this drama.

- A Honesty is worth the rewards it may bring.
- B Teamwork can accomplish more than one person can.
- C Sometimes the youngest of people have the best ideas.
- D Families that spend quality time together become lifelong friends.

34

The author wrote this drama mostly to

- A entertain readers with a family story.
- B persuade readers to make family movies.
- C explain how a family should communicate.
- D compare different activities a family can do together.

Directions

The following is a rough draft of a student's letter. It contains mistakes. Read it and answer Numbers 35 through 42.

123 1st Street
Anytown, TN
April 9, 2008

Dear Mr. Berners-Lee:

(1) I am writing to you because I recently learned that you are the person that created the World Wide Web. (2) We have been studying modern inventors in school. (3) I believe that of all time you may be one of the most important inventors. (4) Millions of people use your invention every day for they're own purposes. (5) In fact, using the Web has become so common, people cannot imagine life without it. (6) With so many people using it, traffic on the Web is increasing.

(7) I recently used the Web while I was working on a research project about China for school. (8) And using a computer in the school lab, I found all the information I needed for my report. (9) I found pictures of the Great Wall of China and maps of Shanghai and Beijing. (10) I used a computer, not books. (11) I found a way to e-mail a student who lives in China. (12) We even communicated using a Webcam. (13) I, for one, am very grateful to you for inventing this amazingly tool.

(14) I am very interested to know how you came up with the idea of enabling computer users all over the world to communicate with one another. (15) Did you realize, at the time, how important your invention would be? (16) Were you always interested in computers and technology, or were you inspired by another person or experience? (17) I would love to know what your hobbies were when you were younger and do you think those hobbies helped you become an inventor?

(18) Thank you so much for taking the time out of your busy schedule to read my letter. (19) I hope to hear from you soon! (20) My e-mail address is m#tadesse!@intercast.com

Sincerely,

Monica Tadesse

35**Read Sentence 1.**

I am writing to you because I recently learned that you are the person that created the World Wide Web.

Choose the correct pronoun to replace the underlined word.

- A which
- B whom
- C whose
- D who

36**Read Sentence 3.**

I believe that of all time you may be one of the most important inventors.

Choose the correct way to rewrite the sentence.

- A I believe that one of the most important inventors you may be of all time.
- B I believe that you may be one of all time of the most important inventors.
- C I believe that you may be one of the most important inventors of all time.
- D I believe of all time that you may be one of the most important inventors.

37**Read Sentence 4.**

Millions of people use your invention every day for they're own purposes.

Choose the correct revision of the underlined word.

- A their
- B its
- C there
- D it's

38

Read Sentence 5.

In fact, using the Web has become so common, people cannot imagine life without it.

Choose the verb or verb phrase that would **best** replace the underlined words.

- A became
- B becomes
- C has become
- D will become

39

Read Sentence 8.

And using a computer in the school lab, I found all the information I needed for my report.

Choose the word that should replace the underlined word for a smoother transition.

- A Since
- B While
- C Certainly
- D Previously

40

Read Sentences 11 and 12.

I found a way to e-mail a student who lives in China. We even communicated using a Webcam.

Choose the **best** way to combine the sentences.

- A I found a way to e-mail a student who lives in China, when we even communicated using a Webcam.
- B Using a Webcam, we even communicated because I found a way to e-mail a student who lives in China.
- C Finding a way to e-mail a student who lives in China, we even communicated using a Webcam.
- D I found a way to e-mail a student who lives in China, and we even communicated using a Webcam.

41

Read Sentence 13.

I, for one, am very grateful to you for inventing this amazingly tool.

Choose the best revision for the underlined word.

- A amaze
- B amazed
- C amazing
- D amazement

42

Read Sentence 17.

I would love to know what your hobbies were when you were younger and do you think those hobbies helped you become an inventor?

Choose the best way to correct the run-on sentence.

- A I would love to know what your hobbies were when you were younger and whether they helped you become an inventor.
- B I would love to know what your hobbies were when you were younger, or if you think those hobbies helped you become an inventor.
- C I would love to know what your hobbies were when you were younger. And do you think those hobbies helped you become an inventor?
- D I would love to know what your hobbies were when you were younger; and do you think those hobbies helped you become an inventor?

Directions

Read the passage. Then answer Numbers 43 through 49.

Just a Little Wrinkle

1 “No, thank you.”

2 Madeleine L’Engle heard those words twenty-six times before she found a publisher to finally accept her novel, *A Wrinkle in Time*. However, the many trials L’Engle faced throughout her childhood had helped to prepare her for such difficulties, and she was not one to give up easily.

3 Madeleine L’Engle was born in New York in 1918. Since her parents were both artists, she developed an appreciation for creativity at a very young age. Much of her childhood was spent reading. She read books over and over again. Once she became bored with the books available to her, she started to invent her own stories.

4 Although she loved reading, school presented many obstacles for L’Engle. She was shy by nature, and she often felt that she didn’t belong with the other students. Since she did not have many friends, she would write stories and hide in her imagination.

5 L’Engle was also extremely quiet around her teachers. Her fifth grade teacher thought that she was not very smart, perhaps because L’Engle preferred to spend her time reading and writing rather than doing her schoolwork. In fact, when L’Engle won a poetry contest at the end of the year, her teacher accused her of cheating. The teacher said, “Madeleine isn’t bright. She couldn’t have written that poem; she must have copied it.” To prove that the poem was not copied, L’Engle’s mother showed the teacher all the poems and stories that the young writer had already written. Needless to say, her teacher was surprised.

6 When L’Engle was twelve, her family moved to Europe, and she was sent to a boarding school where she lived in a dormitory with twelve other girls. She was the only American and not used to being around so many people all of the time. After one year, her parents sent her to a different school in Switzerland. Once again, she was a new student, a foreigner, and extremely timid. As a result, she had a difficult time making friends. Feeling unpopular and being in a strange place, L’Engle naturally turned to her writing.

7 A short time later, L’Engle’s parents moved her to yet another boarding school—the Ashley Hall Boarding School in Charleston, South Carolina. L’Engle had to try to make friends yet again. Although she continued to write, L’Engle started to try new things at Ashley Hall. She acted in plays and edited the literary magazine. By her senior year of high school, L’Engle had friends and no longer felt like the strange, unpopular girl.

8 Throughout her childhood, Madeleine L’Engle faced many trials and obstacles. Rather than be defeated, she found strength in her talent as a writer. Her writing remained a constant. Even though her teacher doubted her, and her peers thought she was odd, L’Engle believed in herself and in her craft.

9 After writing *A Wrinkle in Time*, L’Engle would again face rejection, this time from publishers. Time and time again, she would hear that they did not think anyone would want to read her book. She kept trying until she found a publisher that believed in her. The book was published and later won the Newbery Award. It has been reprinted more than sixty times and is now considered a classic. After all of her trials, one can imagine L’Engle responding to all those rejections, “This is just a little wrinkle.”



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Madeleine L'Engle 1918 – 2008

43

Read this sentence from Paragraph 9.

It has been reprinted more than sixty times and is now considered a classic.

In this sentence, classic means

- A** a standard of excellence.
- B** a memory of long ago.
- C** fashionable or stylish.
- D** dull or faded in color.

44

This passage shows that people's personalities affect how

- A** others view them.
- B** families treat them.
- C** much they know.
- D** well they write.

45

L'Engle's fifth grade teacher was surprised at L'Engle's poetry because the teacher

- A** had not known about the poetry contest.
- B** had not written any poetry herself.
- C** did not think L'Engle would cheat.
- D** did not know L'Engle could write.

46

Which sentence from the passage supports the idea that L'Engle learned to overcome rejection?

- A Although she loved reading, school presented many obstacles for L'Engle.
- B Feeling unpopular and being in a strange place, L'Engle naturally turned to her writing.
- C Although she continued to write, L'Engle started to try new things at Ashley Hall.
- D She kept trying until she found a publisher that believed in her.

47

Choose the best summary of Paragraph 6.

- A L'Engle lived with many other girls while at school in Europe.
- B L'Engle was the only American while at school in Europe.
- C L'Engle went to two schools in Europe and had trouble making friends.
- D L'Engle spent time studying in Europe and enjoyed time alone.

48

Read this sentence from Paragraph 6.

When L'Engle was twelve, her family moved to Europe, and she was sent to a boarding school where she lived in a dormitory with twelve other girls.

In this sentence, dormitory means a

- A center for relaxation.
- B room in a castle.
- C residence hall.
- D mountain cabin.

49

Choose the question that is answered in the passage.

- A** When did L'Engle begin writing?
- B** Which books did L'Engle enjoy reading in school?
- C** Which author inspired L'Engle to become a writer?
- D** What award did L'Engle's book win?

Directions

Read the poem. Then answer Number 50.

Decisions, Decisions Sometimes late

All snug in my bed,
Thoughts of my childhood
Parade through my head.

- 5 I think back to simpler times,
No large decisions to make.
Just play time and games,
With afternoon naps to take . . .

- I'd play all day and
10 Sleep when told,
Sometimes wishing
I'd quickly grow old.

- Growing older, growing choices,
Each minute, every second.
15 Requires many more decisions
Than I ever reckoned.¹

- What to do? Where to go?
To save or to buy?
All the decisions now required
20 Make me shiver and sigh.

Childish choices I choose
Childish consequences I get
Won't someone come
And rescue me yet?

- 25 If growing older means making
Even more choices still,
I'd rather stay young
Forever, I will!

at night,



¹reckoned: thought

Read Line 3.

Thoughts of my childhood

What does childhood mean as it is used in the line above?

- A able to be a child
- B similar to a child
- C state of being a child
- D a person who is a child

Directions

Read the paragraph. Then answer Numbers 51 through 55.

The Chesapeake Bay Bridge-Tunnel is located in Chesapeake Bay, Virginia. It's an amazing sight to see. Not only does it cross over the water, it tunnels under the water as well. The bridge-tunnel is more than twenty miles long, and about twenty million vehicles travel on it each year. The wind is sometimes strong on the bridge. Construction on the Chesapeake Bay Bridge-Tunnel began in 1960, and it took nearly four years to complete.

51 Which sentence, if added, would best support ideas presented in the paragraph?

- A Many bridges and tunnels are used in America every day.
- B The Lesner Bridge is also known as Highway 60.
- C The bridge tunnel connects Virginia Beach to Virginia's eastern shore.
- D The Brunswick Bridge connects Maryland and Virginia.

52 Which sentence does not belong in this paragraph?

- A The Chesapeake Bay Bridge-Tunnel is located in Chesapeake Bay, Virginia.
- B It's an amazing sight to see.
- C Not only does it cross over the water, it tunnels under the water as well.
- D The wind is sometimes strong on the bridge.

53 Which sentence would be the best conclusion for this paragraph?

- A Virginia is on the eastern seaboard.
- B Virginia has five covered bridges that are open to the public.
- C The bridge-tunnel continues to be an engineering marvel.
- D Other Virginia bridges are the James River Bridge and the Boulevard Bridge.

54

The next paragraph should contain information about

- A what drivers should know when traveling across bridges in Virginia.
- B how the Chesapeake Bay Bridge-Tunnel was constructed.
- C the types of vehicles permitted on the Chesapeake Bay Bridge-Tunnel.
- D some of the other bridges in Virginia.

55

Choose the best title for the paragraph.

- A Bridging the Gap
- B One Unique Bridge
- C Constructing Bridges
- D Bridges in Virginia

56

Read the sentence.

_____! *The oven door is hot, and I wouldn't want you to burn yourself on it.*

Choose the interjection that best completes the sentence.

- A Oh, no
- B Look out
- C Calm down
- D Way to go

57

Read the paragraph.

The Mississippi River is the second largest river in the United States. Only the Missouri River is larger. The Mississippi River flows from Minnesota to the Gulf of Mexico. The river supports many species of freshwater fish, birds, deer, raccoons, and other mammals. It also supports a variety of trees. The flow of the Mississippi is much slower than the Amazon River.

Choose the sentence that contains irrelevant information and should be deleted from the paragraph.

- A The Mississippi River is the second largest river in the United States.
- B The Mississippi River flows from Minnesota to the Gulf of Mexico.
- C The river supports many species of freshwater fish, birds, deer, raccoons, and other mammals.
- D The flow of the Mississippi is much slower than the Amazon River.

58

Marisol's history class is doing group projects. Marisol has been assigned as the group's leader. When several of her group members begin arguing over the details of the project, Marisol must make a decision. What could Marisol do that would best keep her group on task and able to complete the assigned work?

- A Marisol could remind the group members that they only have a short period of time in which to complete the assigned task, and then she could work independently if others do not begin helping.
- B Marisol could gather the group together to go over the task the group needs to complete, and then she could assign jobs to individuals in the group.
- C Marisol could take notes about the different opinions being expressed by group members, and then she could choose the best idea and suggest that the group complete the task using it.
- D Marisol could talk to her teacher about changing jobs within her group so she will not have to interfere in the discussions taking place.

59

Which member of a group is most responsible for making sure every member's opinion is written down for evaluation during a brainstorming task?

- A the leader
- B the timekeeper
- C the recorder
- D the information gatherer

Read these two sentences.

There are several reasons I do not want to go to the movie theater with James. _____, I am saving my money for new in-line skates and a helmet.

Which word or phrase best joins the two sentences?

- A For example
- B As a result
- C However
- D Similarly

Carmen is planning a summer vacation. What steps should she take to make sure necessary arrangements are made for her absence at work?

- A Carmen should write a letter to her boss requesting time off, and then she should send an e-mail to her coworkers letting them know the details of her vacation.
- B Carmen should write a report of the work she has completed during the year, and she should e-mail the report to her boss before she leaves on vacation.
- C Carmen should send an e-mail to her coworkers letting them know that she is planning to be out of the office for several days in the summer, and then Carmen should leave directions with her boss of where she will be traveling.
- D Carmen should send an e-mail to her boss requesting time off for the days she will be out of the office and prepare a list of instructions for the person who will take over her workload while she is away.

6th Grade ELA

Answer Key

SeqNo	SPI	Answer	SeqNo	SPI	Answer
1	0601.1.14	A	31	0601.8.2	C
2	0601.5.5	C	32	0601.8.3	B
3	0601.8.10	B	33	0601.8.6	B
4	0601.8.7	B	34	0601.8.10	A
5	0601.1.17	D	35	0601.1.1	D
6	0601.5.2	B	36	0601.1.4	C
7	0601.7.5	C	37	0601.1.9	A
8	0601.4.3	C	38	0601.1.2	C
9	0601.4.3	C	39	0601.1.5	B
10	0601.6.4	B	40	0601.1.7	D
11	0601.7.4	D	41	0601.1.3	C
12	0601.2.3	C	42	0601.1.8	A
13	0601.2.7	D	43	0601.1.19	A
14	0601.5.2	A	44	0601.5.3	D
15	0601.2.6	A	45	0601.5.7	A
16	0601.7.1	D	46	0601.6.5	D
17	0601.3.4	A	47	0601.6.6	C
18	0601.3.3	D	48	0601.1.20	C
19	0601.3.7	C	49	0601.6.1	D
20	0601.3.9	B	50	0601.1.16	C
21	0601.4.1	A	51	0601.3.6	C
22	0601.7.2	C	52	0601.3.7	D
23	0601.1.6	A	53	0601.3.9	C
24	0601.1.9	C	54	0601.3.4	B
25	0601.1.10	B	55	0601.3.10	B
26	0601.1.11	A	56	0601.1.13	B
27	0601.1.12	D	57	0601.4.5	D
28	0601.1.18	A	58	0601.2.4	B
29	0601.7.5	B	59	0601.2.5	C
30	0601.6.2	D	60	0601.3.8	A
			61	0601.3.12	D