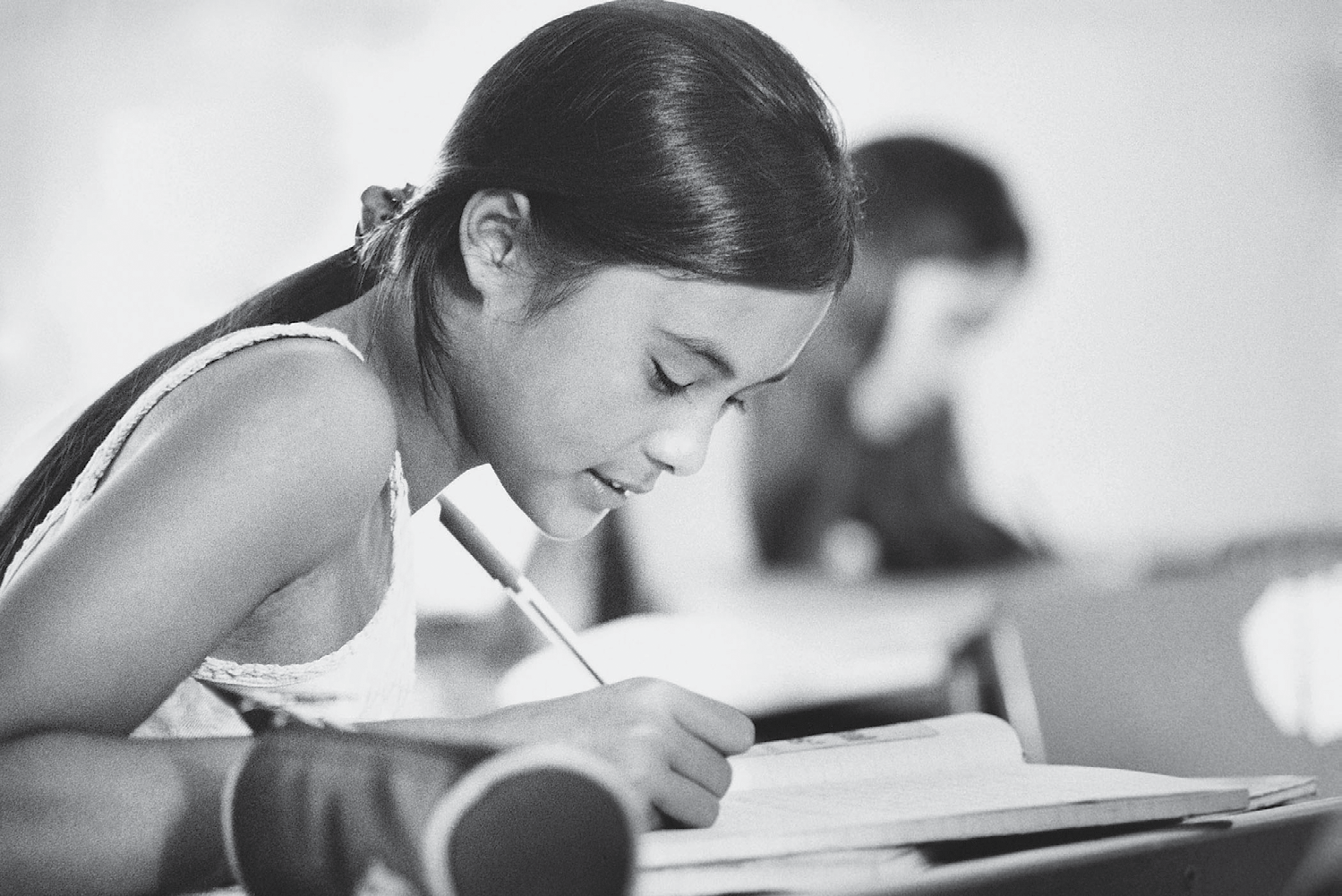
The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler

2017–2018 Grade 6

Pennsylvania Department of Education Bureau of Curriculum, Assessment and Instruction—September 2017

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**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS**

**Directions:**

On the following pages are the Reading passages and questions .

**Directions for Multiple-Choice Questions:**

Some questions will ask you to select an answer from among four choices. For the multiple-choice questions:

* First, read the passage carefully.
* Read each question and choose the best answer.
* Only one of the answers provided is correct.
* You may look back at the passage to help you answer the question.
* Record your choice in the answer booklet.

**Directions for Evidence-Based Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

* Read Part One of the question and choose the best answer.
* You may look back at the passage to help you answer Part One of the question.
* Record your answer to Part One in the answer booklet.
* Only one of the answers provided in Part One is correct.
* Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
* You may look back at the passage to help you answer Part Two of the question.
* Record your answer or answers to Part Two in the answer booklet.

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**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

**Directions for Text-Dependent Analysis (TDA) Prompts:**

The English Language Arts TDA prompt will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA Essay:

* Be sure to read the passage and the TDA prompt carefully.
* Review the Writer’s Checklist to help you plan and organize your response.
* You may look back at the passage to help you write your essay.
* Write your essay in the appropriate space in the answer booklet. If you use  
  scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
* Be sure to check that your essay contains evidence from the passage to support your response.
* Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**PASSAGE 1**

**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

The following passages feature Abraham Lincoln. Read the first passage and answer questions 1–3. Then, read the second passage and answer questions 4–6.

**Frontier Boy**

by Edison McIntyre

Abraham Lincoln’s rise to the national political stage and the presidency did not come easily. He lost his first election, finishing eighth among 13 candidates. While Lincoln was no stranger to setbacks, he possessed a determination to succeed that was born in the rugged country where he grew up.

Abraham’s parents, Thomas Lincoln and Nancy Hanks, married in 1806. The couple settled near Elizabethtown, Kentucky, where their daughter, Sarah, was born in 1807. The Lincolns owned a series of farms, but Thomas grew barely enough food to feed his family. He made additional money as a skilled carpenter. He built a one-room log cabin near Hodgenville, where a son, Abraham, was born on February 12, 1809.

In later years, Abe remembered little about Kentucky. He was just seven years old when his family decided to leave and move farther west, across the Ohio River to Indiana. The Lincolns settled in what is now Spencer County, a few miles north of the river. Although Indiana became a state that year, 1816, the land along the Ohio was still dense forest, with few trails or settlements. The Lincolns spent their first winter there in a rough lean-to shelter while Thomas built a cabin.

Tall and strong for his age, Abe took up an ax to cut down the trees surrounding their new home and hitched up a team to plow the fields he had helped clear. He hauled water to the house from the nearest spring, a mile away.

The farm began to yield good crops, and as other settlers came to the area, Thomas found more work as a carpenter. But 1818 was a cruel year. A disease called “milk-sick” struck the community. It killed Nancy, who was just 34 years old.

Death at such an early age was common in the 1800s. Abe’s younger brother, Thomas, died when he was only a baby; his sister, Sarah, died at age 20 while bearing her first child. When Abe was 10, he was nearly killed after being kicked in the head by a horse. He learned quickly the hard lessons of life.

Abe also learned to value knowledge. Thomas and Nancy had little formal education. In fact, Thomas could hardly sign his name, while Nancy signed with an X. Still, Nancy had great respect for learning. She loved to tell stories to Sarah and Abe, and before the family left Kentucky, she sent Abe to a small school near their home.

About a year after Nancy died, Thomas went back to Elizabethtown. When he returned to Indiana, he brought with him his second wife. Sarah Bush Johnston Lincoln was a widow with three children. Warm and loving, she treated Abe and Sarah as though they were her own children.

**ENGLISH LANGUAGE ARTS GRADE 6**

Abe’s stepmother encouraged him to learn all he could. Over the years, he received fewer than 12 months of schooling, but he learned to read, write, and do a bit of arithmetic. An eager student, Abe often walked several miles to borrow books. He read *Aesop’s Fables*, *Robinson Crusoe*, *Pilgrim’s Progress*, a biography of George Washington—anything he could find. He enjoyed listening to his father and other adults talk late into the night about farming, politics, and life.

By age 14, Abe was old enough to work away from the Lincoln farm when his father could spare him. Over the next few years, he held several jobs—clearing land, splitting logs for fence rails, running a ferry. He gave most of his earnings to his father. When he was 19, he helped guide a flatboat loaded with produce down the Mississippi River to New Orleans. It was his first trip to a big city.

In 1830, the Lincoln family moved west again, this time to Illinois. Soon afterward, Abe left home and began working in a general store in New Salem, a small settlement near Springfield. He enjoyed roughhousing with his new friends, and he loved to wrestle, but he also spent many hours reading. He joined a debating group and, in 1831, voted for the first time.

The following year, Lincoln decided to run for the Illinois legislature. His campaign was severely delayed, though, when he volunteered for the state militia during the Black Hawk War. After serving for three months, he returned to New Salem in late July. He campaigned hard but lost the election. Still, he got 277 of the 300 votes in his town, and that encouraged him to run again. In 1834, with overwhelming support from New Salem, Lincoln won a seat in the state legislature, an office he would win three more times. After he was admitted to the bar in 1836, politics and the practice of law would pave a new path for this hardworking frontier boy.

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**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

**Evidence-Based Selected-Response Question**

**1.** This question has two parts. Answer Part One and then answer Part Two. **Part One**

In “Frontier Boy,” which claim about Lincoln does the author make?

1. Lincoln had a determination to succeed.
2. Lincoln used his physical appearance to gain popularity.
3. Lincoln achieved more in his life than his parents.
4. Lincoln understood the importance of educating others.

**Part Two**Which sentences from the passage support the answer in Part One? Choose **two** answers.

1. “Abe’s stepmother encouraged him to learn all he could.”
2. “Over the next few years, he held several jobs—clearing land, splitting logs for fence rails, running a ferry.”
3. “In fact, Thomas could hardly sign his name, while Nancy signed with an X.”
4. “In 1830, the Lincoln family moved west again, this time to Illinois.”
5. “Still, he got 277 of the 300 votes in his town, and that encouraged him to run agaiage10image1109814624

**ENGLISH LANGUAGE ARTS GRADE 6**

**Multiple-Choice Questions**

**2.** Which sentence from “Frontier Boy” **best** conveys the central idea of the passage?

1. “Abraham Lincoln’s rise to the national political stage and the presidency did not come

easily.”

1. “An eager student, Abe often walked several miles to borrow books.”
2. “He enjoyed listening to his father and other adults talk late into the night . . .”
3. “His campaign was severely delayed, though, when he volunteered for the state militia . . .”

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**ENGLISH LANGUAGE ARTS GRADE 6**

**3.** Which statement **best** describes the author’s purpose in “Frontier Boy”?

1. to explain to the reader how Lincoln was educated
2. to persuade the reader that Lincoln was a great leader
3. to entertain the reader with stories of Lincoln’s childhood
4. to inform the reader about Lincoln’s life before the presidency

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**PASSAGE 2 PSSA ENGLISH LANGUAGE ARTS GRADE 6**

Abraham Lincoln wrote this autobiography for Jesse Fell, a long-time Illinois Republican friend who was a native of Pennsylvania. Fell used his influence to get the piece incorporated in an article appearing in a Pennsylvania newspaper on February 11, 1860. Lincoln enclosed the autobiography in a letter to Fell that said, “There is not much of it, for the reason, I suppose, that there is not much of me.”

**December 20, 1859**

**Abraham Lincoln Autobiography**

I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families—second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon County, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or 2. His ancestors, who were Quakers, went to Virginia from Berks County, Pennsylvania.

My father, at the death of his father, was but six years of age; and he grew up, literally without education. He removed from Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals, still in the woods. There I grew up. There were some schools, so called; but no qualification was ever required of a teacher beyond “readin, writin, and cipherin” to the Rule of Three. If a straggler supposed to understand Latin happened to sojourn in the neighborhood, he was looked upon as a wizard. There was absolutely nothing to excite ambition for education. Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher to the Rule of Three; but that was all. I have not been to school since. The little advance I now have upon this store of education, I have picked up from time to time under the pressure of necessity.

I was raised to farm work, which I continued till I was twenty-two. At twenty-one I came  
to Illinois, and passed the first year in Macon County. Then I got to New-Salem (at that time in Sangamon, now in Menard County), where I remained a year as a sort of Clerk in a store. Then came the Black-Hawk war; and I was elected a Captain of Volunteers—a success which gave me more pleasure than any I have had since. I went the campaign, was elated, ran for the Legislature the same year (1832) and was beaten—the only time I ever have been beaten by the people. The next, and three succeeding biennial elections, I was elected to the Legislature. I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to practice it. In 1846 I was once elected to the lower House of Congress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a  
Whig in politics, and generally on the Whig electoral tickets, making active canvasses—I was losing interest in politics, when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

If any personal description of me is thought desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing on an average one hundred and eighty pounds; dark complexion, with coarse black hair, and grey eyes—no other marks or brands recollected.

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**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

**Multiple-Choice Questions**

**4.** Read the sentence from the text box that introduces “Abraham Lincoln Autobiography.” “Lincoln enclosed the autobiography in a letter to Fell that said, ‘There is not much of it, for the

reason, I suppose, that there is not much of me.’ ”  
What does the repetition of the phrase “not much” **most** reveal about Lincoln?

1. Lincoln’s simple education
2. Lincoln’s humble personality
3. Lincoln’s reluctance to write the piece
4. Lincoln’s fear of disappointing a friend

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**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

**5.** Which meaning of the word tickets is used in “Abraham Lincoln Autobiography”?

1. lists of candidates for nominations
2. cards recording transactions
3. documents that serve as permits
4. certificates showing that fees have been paid

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**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

**6.** Which sentence expresses how the focus of “Frontier Boy” differs from the focus of “Abraham Lincoln Autobiography”?

1. “He lost his first election, finishing eighth among 13 candidates.”
2. “He learned quickly the hard lessons of life.”
3. “He gave most of his earnings to his father.”
4. “He joined a debating group and, in 1831, voted for the first time.”

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**PASSAGE 3**

**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

Read the following folktale about the creation of a famous dessert. Then answer question 7.

**Paranka’s Dumplings**

based on a Ukrainian Tale by Nancy Hallas

In old Ukraine, before cooks collected their recipes in books, a young girl named Paranka worked alongside the old cook of a wealthy aristocrat’s manor house, memorizing all of her delicious recipes. The old cook, whom everyone affectionately called Babka after her wonderful small cakes, loved Paranka dearly. The two spent many hours working together, passing the time with stories and riddles.

One day Paranka was making her favorite recipe, tasty fruit dumplings, called *varenyky* or *pyrohy*. Paranka laughed as she mixed the dumpling dough. Paranka formed the dough into small circles and spooned cherries into the center of each. She gently folded the half-moon pockets, then pinched them closed with her nimble fingers. As Paranka delicately boiled the dough to perfection, Babka told her how dumplings were brought to Europe from Asia long ago.

Summer days passed, and Babka, who was getting quite old, suddenly became ill and couldn’t cook anymore.

Ivan, the butler, hoped Paranka would take over the running of the kitchen. But the next day the lady of the manor said, “Paranka, I’m afraid you are too young and inexperienced to cook for my husband and our important guests. I have hired a new head cook.” Paranka’s heart sank, but she did not complain.

That afternoon Olya came to take over the kitchen of the manor. She marched about and bragged of the fine houses she had cooked for all over Europe. Soon she was shrieking orders. Olya laughed scornfully as Paranka and the others scurried about trying to stay out of her way. It wasn’t long until the older servants had had enough of her nasty ways.

One morning the aristocrat sent word that he would like fruit dumplings for dessert. Paranka begged Olya, “Please let me make them—it is my favorite recipe.”

“No,” barked Olya. “You are only a girl. You know nothing of dumplings.”

Paranka watched in horror as Olya jabbed the dough, threw on more flour, and whacked it with a rolling pin. Paranka shook her head and thought, dumplings must be made tenderly and gently.

Olya poked cherries into the dumplings and clumsily pinched them shut with her thick fingers. When the dumplings had overboiled in the too-salty water, she put them on a cold, wet, drippy plate and sent them into the dining room.

The aristocrat bit into a dumpling and cried out in pain. “I’ve broken a tooth on a cherry pit!” The lady of the manor was furious.

“Take these back!” she ordered Ivan. “Send out the new cook. I wish to speak with her.” Olya rushed into the dining room.

**ENGLISH LANGUAGE ARTS GRADE 6**

The lady of the manor stared at her coldly and said, “These dumplings are terrible.”

Olya smiled like a snake. “It is that girl Paranka, my lady,” she hissed. “I told her to let me make the dumplings, but she wouldn’t listen. She is so useless—no help at all.”

“Paranka is young, and you must teach her,” said the lady, her tone softening, “but don’t let it happen again.”

Back in the

passed, and whenever a meal was not pleasing to the lady, Olya blamed it on Paranka.

The day came when the gardener brought a basket of sweet, ripe, purple plums. As everyone made ready to serve the midday meal, Olya ordered Paranka to make plum dumplings for dessert.

“And if you tell anyone that you made them,” she threatened, “I’ll have you sent to live with the pigs.”

Paranka nodded and reached for a bowl.

“And, by the way,” said Olya, yawning, “I’m going to have a rest. So you’ll have to serve the soup and all of the courses, too.” Then Olya sneaked some sweets from the cupboard, which she always kept locked, and retired to her bedroom by the kitchen. Soon she was snoring heavily.

“That Olya!” steamed Paranka as she flew about the kitchen giving direction to the other servants. She ladled out the soup and served the bread rolls. She arranged the fish, meats, and *kovbasa* onto platters and the *holubtsi* and vegetables into bowls. Hurrying to make the dumplings, she raced to the flour bin. She threw open the lid and gasped. There was hardly any flour left! Lazy Olya had forgotten to order more to be ground. Paranka scraped the last of the flour from the bin and mixed her dough.

“There isn’t much, but hopefully the dumplings will work,” she told herself. While the dough rested, Paranka washed and pitted the plums. Just as she was about to start making dumplings, Ivan burst through the door.

“A most distinguished guest has arrived!” he announced, rushing into the kitchen. “He is to join the master’s table for dessert.” Ivan turned to Paranka. “This guest is very important. You must help our master make a good impression.”

“I’m making plum dumplings, but—” started Paranka.

“Ah, that is good!” interrupted Ivan. “They are the master’s favorite. Your dumplings would warm the heart of any aristocrat. Hurry! Work, Paranka, and prosperity could be ours!”

Ivan rushed out of the kitchen before Paranka could say another word.

“But there’s no flour to make more dumplings!” she wailed.

“What are you going to do?” asked the scullery maid.

Paranka shook her head. She paced the floor in front of the cooking fire and pondered her dilemma. The fire crackled gently, whispering to her.

Suddenly in the small, friendly flames Paranka saw an image of Babka, the beloved old cook. “Oh, Babka!” Paranka cried. “Please help me.”**LANGUAGE ARTS GRADE 6**

The image smiled at Paranka. Then the flames flickered, and pictures began to emerge. The first showed the plums as they stood on the table. The second showed a white sheet on a clothesline flapping in the breeze. Then the image grew smoky and turned into a whirlpool of water, spinning round and round, until it dissolved into the flames and a puff of smoke.

Babka’s image has given me a riddle to solve, thought Paranka. What could it mean?

Paranka quickly but gently rolled the dough onto the table. As she rolled, she grew calmer. She thought over the riddle she had seen in the fire: the plums, a bedsheet, and a rolling swirl of water. How could she make a dessert from a bedsheet? It was crazy! As if in a dream, she rolled the dough thinner and thinner. Could it possibly stretch to make enough? But when she looked, it was too thin to make proper dumplings. It was thin like a sheet.

“That’s it!” exclaimed Paranka. She brushed the stretched dough with melted butter, then topped it with sliced plums and honey. Taking one edge, she rolled it over and over, as she would to make  
a poppy seed roll. She rolled it like a bedsheet into a whirlpool. Then she cut the roll into two long pieces and placed them in the hot oven to bake.

When Ivan returned to the kitchen, Paranka was serving warm slices of thick, flaky pastry filled with sweet plums onto plates. She sprinkled each slice with poppy seeds and a drizzle of buckwheat honey, then placed a generous dab of rich sour cream on the top.

The delicious smells soon woke Olya. She stumbled into the kitchen, rubbed her eyes, and yawned.

“These are not dumplings!” she scolded Paranka. “How dare you disobey me!” Olya grabbed the dessert from Paranka and prepared to toss it into the fire, but Ivan stopped her.

“Stop, I beg you, Olya,” Ivan said. “While you were resting, a distinguished guest arrived. We have nothing else to serve him for dessert.”

“Is that so?” Olya sneered. “If the lady doesn’t like this strange dessert, tell her that Paranka made it. But if she does like it, be sure to tell her that *I* made it.”

“As you wish,” said Ivan, gritting his teeth. The servers took the dessert into the dining room. Soon Ivan returned.

“They like it!” he said. The servants cheered, but not Olya. She grumbled jealously.

“The master and the lady would like to have a word with the cook of the dessert,” Ivan announced.

“That’s me!” said Olya. She primped her hair and rushed into the dining room.

“Cook, it seems you have made a new dessert to celebrate our guest’s visit,” said the lady. “How did you make it?”

Olya, who didn’t have a clue how Paranka had made the dessert, was quick to boast all the same. “I chose only the finest flour and the sweetest plums . . . ,” she began.

“It’s delicious!” exclaimed the guest. He turned to his host. “I simply must have your cook. She must come to my manor house and make this wonderful dessert for all of my guests.”

“Very well,” commanded the aristocrat, not wanting to offend his guest. “She will go with you today.” Olya, who was taken completely by surprise, was, for once, speechless. **PSSA ENGLISH LANGUAGE ARTS GRADE 6**

Paranka, Ivan, and the other servants happily waved good-bye as Olya trundled away behind the guest’s carriage, in a pig’s cart filled with heaping baskets of ripe plums and squawking geese.

After the carriage had gone, the lady of the manor complained, “I am tired of replacing cooks just to have them taken away.”

“My lady, may I suggest that you put Paranka in charge of the kitchen?” said Ivan. “She is young, but she is very capable.” Desperate, the lady took the butler’s advice and appointed Paranka head cook on a trial basis.

Olya went to the guest’s fine manor house, but she didn’t know how to make the rolled plum dessert and was eventually let go. The rolled pastry, however, traveled widely throughout central Europe. Eventually the artful cooks of Hungary and Austria made it into a grand dessert. World famous, it became known by the German name for whirlpool—strudel.

As for Paranka, she stayed on at the manor and became a great cook, and the aristocrat and his wife were pleased to find that she made very tasty fruit dumplings after all.

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**PSSA ENGLISH LANGUAGE ARTS GRADE 6**

**Text-Dependent Analysis Prompt**

**7.** The passage “Paranka’s Dumplings” focuses on two cooks with different styles who work in the same kitchen. Write an essay analyzing the significance of Paranka’s and Olya’s different approaches to preparing dumplings. Use evidence from the passage to support your response.

**Writer’s Checklist for the Text-Dependent Analysis Prompt**

PLAN before you write

* Make sure you read the prompt carefully.
* Make sure you have read the entire passage carefully.
* Think about how the prompt relates to the passage.
* Organize your ideas on scratch paper. Use a thought map, outline, or other

graphic organizer to plan your essay.

FOCUS while you write

* Analyze the information from the passage as you write your essay.
* Make sure you use evidence from the passage to support your response.
* Use precise language, a variety of sentence types, and transitions in your essay.
* Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

I wrote my final essay in the answer booklet.

I stayed focused on responding to the prompt.

I used evidence from the passage to support my response.

I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**E** **NGLISH LANGUAGE ARTS GRADE 6**

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS AND WRITING PROMPT**

**Directions:**

On the following pages are the Language questions and the Writing Prompt .

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices. For the multiple-choice questions:

* Read each question and choose the best answer.
* Only one of the answers provided is correct.
* Record your choice in the answer booklet.

**Directions for the Writing Prompt:**

* Review the Writer’s Checklist to help you plan and organize your response.
* Read the writing prompt carefully.
* Write your response in the appropriate space in the answer booklet.

**ENGLISH LANGUAGE ARTS GRADE 6**

**STANDALONE MULTIPLE-CHOICE QUESTIONS**

**8.** Read the sentence.  
For my research paper, I studied the giant sculptures on exibit at the museum.

Which change would correct a spelling mistake in the sentence?

1. Change research to reserch.
2. Change giant to giante.
3. Change sculptures to sculpters.
4. Change exibit to exhibit.

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**ENGLISH LANGUAGE ARTS GRADE 6**

**9.** Read the paragraph.

(1) Plants, just like animals, need certain things to stay alive. (2) Water is one thing that is needed to stay alive by both plants and animals. (3) If a plant does not have water, it will start to look droopy, and its leaves will dry up and eventually fall off the stems. (4) If the plant goes without water for too long, it will die. (5) Plants need other things too, such as air and light. (6) Most plants, but not all, also need soil. (7) Those that do not need soil can get the nutrients, or food, that they need in other ways instead.

Which revision that combines sentences 1 and 2 into one sentence **best** improves the style of the paragraph?

1. Plants and certain animals are the same in that they need water to stay alive.
2. By plants and animals, water is needed by both to stay alive.
3. Water, by both plants and animals, is needed to stay alive.
4. Plants, just like animals, need water to stay alive.

674834 **ENGLISH LANGUAGE ARTS GRADE 6**

**10.** Read the paragraph.

(1) Some people think bananas, which are available at many grocery stores, make good desserts. (2) They are healthier than many other sweet foods. (3) Many people believe, that sugary desserts should be avoided. (4) Eating fruits like bananas may be a great way to enjoy a healthy dessert.

Which revision should be made to the paragraph?

1. Remove the comma after stores in sentence 1.
2. Add a comma after healthier in sentence 2.
3. Remove the comma after believe in sentence 3.
4. Add a comma after fruits in sentence 4.

**ENGLISH LANGUAGE ARTS GRADE 6**

**11.** Read the paragraph.

(1) Monarch butterflies, like many other animals, migrate south for the winter. (2) Butterfly lovers flocks to Michoacán, Mexico, every year to see the millions of monarchs that spend the winter there. (3) These monarchs hatched somewhere in the north the previous spring, and because monarchs have a short lifespan, no single monarch lives long enough to make the return trip. (4) That task is left to their offspring, who somehow find their way north.

Which change should be made to the paragraph to correct the error in agreement?

1. Change migrate to migrates in sentence 1.
2. Change flocks to flock in sentence 2.
3. Change lives to live in sentence 3.
4. Change find to finds in sentence 4.

**WRITER’S CHECKLIST AND OPINION WRITING PROMPT**

**12.**

Some people prefer to study for a test in a quiet place with few or no people. Others prefer to study in a noisy place with many people and sounds. Think about the best conditions for studying for an important test. Consider the location, noise level, time of day, presence of others, or anything else.

Write an argumentative essay for your teacher supporting your claim about which conditions are best for studying for a test and why they are better than other conditions. Be sure to use reasons and evidence to support your argument.

**Writer’s Checklist for the Argumentative Writing Prompt**

PLAN before you write

* Make sure you understand what the prompt is asking you to do.
* Think about your task and your audience.
* Think about the topic and the claim you want to support for that topic.
* Organize your ideas on scratch paper. Use a thought map, outline, or other

graphic organizer to plan your essay.

FOCUS while you write

* State your claim about the topic.
* Support your claim with reasons and evidence.
* Organize your paper with an introduction, body, and conclusion.
* Use transitions to connect your ideas.

PROOFREAD after you write

I stayed focused on the topic.

I used reasons and evidence to support my claim.

I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**ENGLISH LANGUAGE ARTS GRADE 6**

**Directions:** On the following pages is the Argumentative Writing Prompt. **12.**

Some people prefer to study for a test in a quiet place with few or no people. Others prefer to study in a noisy place with many people and sounds. Think about the best conditions for studying for an important test. Consider the location, noise level, time of day, presence of others, or anything else.

Write an argumentative essay for your teacher supporting your claim about which conditions are best for studying for a test and why they are better than other conditions. Be sure to use reasons and evidence to support your argument.

**Go to the next page to begin writing your response.**