Webster County Schools

6th Grade

Packet 6

6th Grade ELA
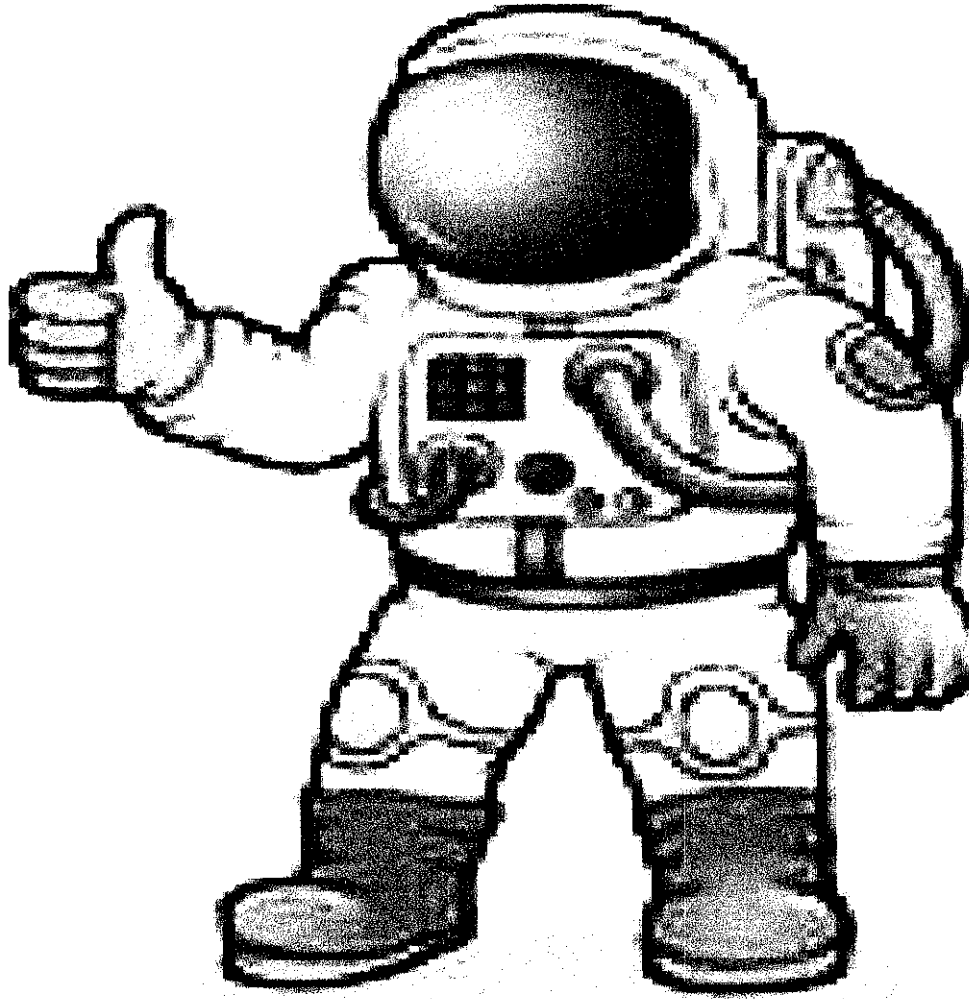
To Proficiency and Beyond!

Table of Contents

- Glossary of Academic Terms
- Annotation Guide
- Vocabulary Practice Items
- Comprehension Practice Items
- Answer Guide

Glossary of Academic Terms

accurate – correct, precise, exact

alliteration – repetition of consonant sounds

alternate – different; another (example: Alternate Ending)

analogy – a comparison between two things; relationships between words to clarify meaning

analysis – a detailed examination of the structure or elements of a text or piece of text

analyze – to examine in detail the structure or elements of a text

anecdotes – short/engaging stories

annotate – add notes to text to clarify understanding

antonym – a word opposite in meaning to another

archetypes – a recurring character-type, theme, or idea in literature

argument – a set of reasons to persuade that something is a correct or right choice

attributes - characteristics

author's point of view – the perspective or feeling of the author about characters, ideas, details

author's purpose – the author's reason for writing/creating text or features in text

author's style – the way an author uses words in a text

central idea – the message the author is trying to convey throughout the text; the author's main point; the author's claim

characterization – the construction of literary characters; the description of characters

cite – to quote text

claim – a statement of truth which can be backed up by reasons and evidence

ineffective claims - claims that are not supported by reasons and evidence

effective claims - claims that are supported by reasons and evidence

classifications – groups or categories

climax – the highest point of action/tension in a literary/fiction text

coherent – makes sense from start to finish; logical

compare – state similarities between things/ideas

concluding statement/ section – conclusion, final section

conflict- a struggle between two ideas/forces/characters in literature

connotation – what comes to the reader's mind when a word, phrase, story
is heard (connotative meaning)

context clues – hints the author gives to help with a difficult word or
phrase

contrast – state differences between things/ideas

contributes - adds to, makes stronger

convey – to communicate

counterclaim – an opposing claim

definition- meaning of a word/term

describe- to give details about an event, character, or idea

descriptive words/phrases – words used to give details about a
character, event, or idea

details – a particular item of information about a character, event, or idea
in a text

determine – to discover

development of ideas – how the claim, central idea, or prompt answer in a
piece of writing is created through evidence and
support

dialogue – conversation between characters in a text

distinct – clear, specific

distinguish – to point out, to spot

domain-specific vocabulary – words specific to a certain type of writing (informational, argumentative, narrative)

drama – literary text written in the form of a play for the theater

drama elements – all of the important parts of a play, such as the actors, script, stage directions, etc.

evaluate – judge or analyze

exaggeration/hyperbole – a statement making something seem much greater/larger than it really is

explain – describe in detail, giving important facts and ideas

explanatory – type of writing that describes, gives details, and provides information

explicit – word for word, clear

exposition - explanation

fact – a statement that can be proven true, a piece of evidence

falling action – the point in a story between the climax and the resolution

figurative – not literal, metaphorical

figurative language – the use of words or phrases outside of their literal, everyday meanings

figures of speech – a word or phrase used in a non-literal way

formal style – a style of writing in which the writer refrains from personal pronouns, contractions, slang, or informal language.

generalizations – stereotypes or statements made without knowing more than just basic information; a broad statement

genre – type of writing, category of art

graphics – features in informational text which provide additional information

imagery – the use of descriptive language to paint a picture for the reader

implicit – inferred meaning

infer – to draw a conclusion based upon what is read and what is already

known

inference – a conclusion reached by using what is read (evidence) and what

is known (reasons)

influence – an effect on the creation of something

informative – writing that provides information, facts, details

interpret – to explain the meaning of something

item – a MAAP question

key idea- the most important idea within a paragraph

literal – word for word, when words mean exactly what they say; explicit

literary devices – a technique the author/writer uses to

literary text – a fictional book, story, or poem

live version – a version of a story performed in the theater or on stage

logically – in a way that shows sound reasoning and makes sense

major theme – the most important lesson or moral in a piece of literature,

repeated most often

manipulate – to control (an author manipulates text or literary devices)

metaphor – a comparison of unlike things which is not directly stated, it is

implied

minor theme – a lesson or moral mentioned in a small part of a text, briefly

mentioned

mood – how the text makes the reader feel

narrative techniques – different methods an author uses to tell a story,

such as the plot, theme, setting, narrator, etc.

narrator – the character or voice who tells the events/story in a literary

text.

nonliteral – figurative; inferred

opinion – how a writer feels about a certain topic, situation, or statement

organizational structure – how writing/text is put together

pacing – the timing of the text; how an author spreads out events or action

over time

personification – when an author gives human characteristics to a nonhuman thing

play – a piece of literature written (with parts and stage directions)

plot – the series of events in the text, the action in the text

plot structure – how the plot is organized, paced, and ordered

poem – a piece of writing, written in specific form or verses, which uses figurative language to achieve its purpose

point of view – how the author, a character, or the reader sees something or feels about something within the text

precise language – specific words chosen by the author to make things clear to the reader

quote – a specific line or group of lines from text

reasons – they writer's justification of his argument. Reasons are backed up by evidence from text.

relationships – connections between elements, ideas, or characters within a text.

relevant evidence – evidence that is directly connected to the argument, claim, or idea.

repeated lines – lines of poetry that appear more than once in a poem to create effect

resolution – how the story ends, specifically how the conflict is solved.

rhymes – repeated sounds within poetry, usually at the end of a line.

rising action – all action leading up to the climax which builds suspense or tension in a story

sensory details – details which help the reader picture text

setting – the location where the story or part of the story takes place

similes – comparisons of unlike things by using the words like, as, or than to compare

solution – the answer to problems in the text

speaker – the narrator of a poem

specific claims –reasons a writer gives for his/her argument

stanza – a group of lines in poetry which are set apart (like a paragraph in prose).

story elements – parts of a story, specifically devices or techniques used to tell the story (plot, setting, characters, structure, etc.)

structure – how a text is set up, ordered, and organized

stylistic devices – figures of speech, using words to create meaning and effect (irony, oxymoron, personification, comparison, etc.)

summary – a brief statement, set of statements which go over the main points of a story, including the theme and/or central idea.

support – evidence which helps hold up the claim

synonym – a word with the exact meaning as another word.

technical language – language specific to a certain field or area

text – a book, story, article, or other printed work

textual evidence – facts and details found in a text which support a claim or statement

theme – the lesson or moral within the story, either major or minor

tone – the attitude of the writer

topic - a subject in a text

trace – to uncover, find, or outline

transitional words – words which signal a change from one idea to another

turning point – the turning point leads the rising action into the falling action; a change in the action of a story

unfold – reveal or make clear

visualize – to picture events or ideas from text

word choice – the specific selection of words by an author to achieve an effect

6th Grade Vocabulary Practice Items

1. Read the sentence from paragraph 3.

Streams, stream banks, and the low lands around them provide important habitat for animals and plants that share the urban/suburban landscape with us.

What does the word habitat mean as it is used in the sentence?

A. area

B. environment

C. shelter

D. territory

2. Read the sentence from paragraph 5.

Instead it hits impervious surfaces like hard pavement and rooftops and has no chance to infiltrate the soil.

What is the meaning of the word impervious as it is used in the sentence?

A. affected

B. cracked

C. exposed

D. resistant

3. Read the sentence from paragraph 7.

If all this extra water is diverted directly into a stream channel, several important changes will occur.

What is the meaning of the word diverted as it is used in the sentence?

A. pushed

B. sped forward

C. brought together

D. redirected

4. Read the sentence from paragraph 1.

As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and dreamily he fell to considering what a nice, snug dwelling-place it would make for an animal with few wants and fond of a bijou riverside residence, above flood level and remote from noise and dust.

What does the word remote mean as it is used in the sentence?

A. bothered

B. delayed

C. isolated

D. reserved

5. Read the sentence from paragraph 12.

Then he held up his fore-paw as the Mole stepped gingerly down.

What does the word gingerly mean as it is used in the sentence?

A. angrily

B. carefully

C. clumsily

D. quickly

6. Read the sentence from paragraph 3.

Workers carved sandstone from the hillside for walls and salvaged floor tiles from the ruins of an old Spanish fort.

What does the word salvaged mean as it is used in the sentence?

A. abandoned

B. harmed

C. increased

D. recovered

7. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence from paragraph 1.

He rode through the streets demurely enough, but on reaching the open country roads his spirits broke forth into wild jubilation, and, urging the butcher's horse to full gallop, he dashed away in true cowboy fashion.

What does the word **jubilation** mean in the sentence?

A. boldness

B. joyfulness

C. playfulness

D. sadness

Part B

Which quotation from the passage is another example of jubilation as it is defined in Part A?

A. " . . . urging the butcher's horse to full gallop, he dashed away. . . ." (paragraph 1)

B. "Then he wanted still more liberty. . . ." (paragraph 2)

C. " . . . he yelled and whooped to his heart's content." (paragraph 2)

D. "This was unexpected." (paragraph 4)

8. Read the sentence from paragraph 2 in "Changing Attitudes."

At first, Colonial men did not intend to launch a full-scale rebellion against Great Britain.

What does the word rebellion mean as it is used in the sentence?

A. activity

B. change

C. opposition

D. retreat

9. The following question has two parts. First, answer Part A. Then, answer Part B.

Paragraph 2: At first, Colonial men did not intend to launch a full-scale rebellion against Great Britain. Forming Sons of Liberty groups, they tried to bring about change through organized protests and acts of resistance to British policies. In 1768, they decided to boycott British-made products, such as cloth and tea, to force Parliament to repeal certain taxes. The men knew that the only way to get their boycott to work was to enlist their wives, sisters, and mothers. After all, women were the ones who shopped for and used the products.

Part A

What is the meaning of **boycott** as used in paragraph 2 of "Changing Attitudes"?

A. blame

B. deny

C. dismiss

D. reject

Part B

Which quotation from the passage supports the answer to Part A?

A. " . . . to enlist their wives, sisters, and mothers." (paragraph 2)

B. " . . . the ones who shopped for and used the products." (paragraph 2)

C. " . . . female members started weaving their own cloth. . . ." (paragraph 3)

D. " . . . they discussed the issues of the day with one another." (paragraph 4)

10. Read the sentence from paragraph 3.

From trunk to trunk the creature flitted like a deer, running manlike on two legs, but unlike any man that I had ever seen, stooping almost double as it ran.

What does the phrase flitted like a deer mean?

A. glided smoothly and gracefully

B. moved in short, quick bounds

C. blended into the background

D. dashed away in alarm

11. Read the excerpt from paragraphs 5–8.

. . . as soon as I began to move in his direction he reappeared and took a step to meet me. Then he hesitated, drew back, came forward again, and at last, to my wonder and confusion, threw himself on his knees and held out his clasped hands in supplication.

At that I once more stopped. "Who are you?" I asked.

"Ben Gunn," he answered, and his voice sounded hoarse and awkward, like a rusty lock. "I'm poor Ben Gunn, I am; and I haven't spoke with a soul these three years."

Which two phrases from these paragraphs help you understand the meaning of **in supplication**?

A. "took a step to meet me"

B. "hesitated, drew back, came forward again"

C. "threw himself on his knees"

D. "held out his clasped hands"

E. "sounded hoarse and awkward"

12. Paragraph 2: I was now, it seemed, cut off upon both sides; behind me the pirates, before me this lurking nondescript. And immediately I began to prefer the dangers that I knew to those I knew not. Silver himself appeared less terrible in contrast with this creature of the woods, and I turned on my heel, and looking sharply behind me over my shoulder, began to retrace my steps in the direction of the boats.

Paragraph 15: All this time he had been feeling the stuff of my jacket, smoothing my hands, looking at my boots, and generally, in the intervals of his speech, showing a childish pleasure in the presence of a fellow creature. But at my last words he perked up into a kind of startled slyness.

Which two meanings of the word creature are used in this passage (paragraphs 2 and 15)?

    A. one controlled by another person or organization

    B. living being that seems strange or frightening

    C. imaginary or fantastic being

    D. something created

    E. human being

13. **Paragraph 4:** Perhaps the most well-known characteristic of this time period is the large, pyramidal earthen mounds, such as Emerald Mound in Adams County. These large mounds served as temples, mortuaries, chiefs' houses and other important buildings (Hudson, 1976). The mounds were built using baskets to carry loads of dirt to the desired location. The dirt was dumped out, and then stamped down to pack it in place. The sides of the mounds were usually very steep and an earthen ramp was added to the mound for easier access to the summit.

What does the word earthen mean as it is used in paragraph 4?

    A. made from cement

    B. made from packed dirt

    C. made from plastic

    D. made from tree bark

MAAP Annotation Marks for Success

During the Reading/Multiple Choice Section of Your Upcoming MAAP Assessment, be sure to ANNOTATE for SUCCESS. Use the following marks to ensure focus during the reading passages!
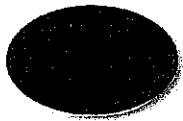
CIRCLE –   ALL unknown words!

UNDERLINE –   Any context clues to help you define those words!

▨ -   Skim the questions and HIGHLIGHT ▨ ▨ the words/phrases you are asked about!

STAR-   Put a star by the MAIN/CENTRAL idea of each paragraph!

Use these marks to help you answer your questions!

KEY: 6th Grade Vocabulary Practice Items

Question	Answer	Standard
1	B	RI 6.4
2	D	L 6.4
3	D	RI 6.4
4	C	L 6.4
5	B	L 6.6
6	D	L 6.4
7	B, C	RL 6.4
8	C	RI 6.4
9	D, C	L 6.6
10	B	RL 6.4
11	C,D	RL 6.4
12	B, E	L 6.4
13	B	RI 6.4

Excerpt from *Addison Cooke and the Treasure of the Incas*
by Jonathan W. Stokes

1   Aunt Delia dropped Addison and Molly off in front of the New York Museum of Archaeology. It was a sprawling marble building, backlit by lightning strikes in the glowering night sky. Trees bent under the lash of a whipping wind. Addison and Molly dashed through the heavy raindrops of the growing storm, splashing their way through puddles to the basement entrance.

2   Aunt Delia and Uncle Nigel were museum curators,1 so Addison and Molly knew the wooded grounds by heart. They cut through a maze of hedges and ducked under an arched portico. Skimming rainwater from his face, Addison found the basement key hidden in a crack of loose mortar. He unlocked the creaking iron door and hauled it open with all his strength. He and Molly slipped inside from the howling rainstorm, the great door booming shut behind them.

3   The New York Museum of Archaeology was Addison's favorite place in the world. Great echoing halls filled with Egyptian mummies, Mongolian battle armor, a Viking warship, and the eastern wing of an Aztec temple. Deep down in the musty, snaking passageways of the basement archives was a secret underground world the public never saw. A labyrinth of vaults where millions of specimens were filed and stored. This was their uncle's workplace.

4   Addison and Molly trotted through the dark corridors by feel, listening to the rising thunder rattling the cement walls above. They passed a long hallway crammed with crates of Ice Age bones for the Hall of Paleontology: saber-toothed tiger skulls with teeth curved like Arabian sickle swords, giant

sloth femurs heavy as tree limbs, dire wolf claws sharp as switchblades. At last they spotted a light glowing from an office at the end of a dark passage.

5   "Uncle Nigel, we're here!" Molly called. . . .

6   "Your aunt has a lot to worry about right now," explained Uncle Nigel. "People don't visit museums as often as they used to. So your aunt and I have to work incessantly,2 like Slinkies on an escalator. If we don't find a great exhibit that will draw visitors back to the museum, our funding will be slashed and . . ." Uncle Nigel trailed off. Then, looking hard at Addison and Molly, he seemed to decide that honesty was the best policy. "Well, we could lose our jobs."

7   Addison and Molly weren't sure how to respond. Molly busied herself picking bits of turf from her cleats. Addison drew in his notebook, sketching the Cherokee headdress he saw draped over the filing cabinet.

8   "The point is," continued Uncle Nigel, "your aunt is on a short fuse. And you'd be wise to be model children for her until we sail through this rough patch." . . .

9   "Well, that's enough serious talk," said Uncle Nigel. "I just returned from a dig in the jungles of Bolivia and found the most improbable relic. An artifact that's not even supposed to exist! I don't suppose you'd like to see it?"

10   "I don't see why not," said Addison, who could think of nothing better than a strange relic from a distant country.

11   As Uncle Nigel talked, Addison's eyes darted to the shadowy corners of the office, containing relics from every era of history. Ancient maps, papyrus scrolls, and decaying mummies. Blood-encrusted samurai swords from feudal Japan. Maasai spears decorated in ostrich feathers. The fossil skeleton of an extinct dodo bird. Even the ten foot tusk of a narwhal, spiraled like a unicorn's horn...

12   Uncle Nigel nodded and wound up his tale. "The Incas never delivered their treasure. Instead, they locked it away in a secret chamber and hid three keys across the Incan Empire. Each key contains a clue leading to the next. Locals believe Atahualpa's treasure is cursed . . . Fortune hunters have searched for it over the centuries, and none have returned alive. Legends say the treasure vault will open only for someone who has learned from King Atahualpa's mistakes." . . .

13   "So what did you find on your dig in Bolivia?" Addison asked quietly.

14   "Oh, only this," replied Uncle Nigel, unlocking the safe behind his desk and removing a fragile wooden box. He pried open the mildewed lid and tilted it to the light.

15   Addison's jaw dropped in amazement. Molly's followed suit. Inside the box lay an intricately carved stone, roughly the size of a large chess piece.

16   "One of the three keys!" cried Addison.

17   More thunder broke outside the museum. It shook the walls, as if giants upstairs were rearranging their furniture, and repeatedly changing their minds on where to set the couch. The wind howled so fiercely it could be heard even in the basement.

18   Molly shivered. "Is it real?" Uncle Nigel allowed himself a smile. "I'm pretty sure it is Atahualpa's first key," he replied, his precise Oxford accent elegantly slicing the words into perfect squares. "Though the key is made of stone, so we can't carbon-date it."

1. Which important idea is developed in paragraph 6?

    A Uncle Nigel has been at the museum a long time.

    B Uncle Nigel is afraid he may lose his job.

    C Uncle Nigel has a plan to attract visitors to the museum.

    D Uncle Nigel is hoping to start a new job soon.

2. What does the phrase "on a short fuse" mean as used in paragraph 8?

    A hard to please

    B hard to find

    C easy to upset

    D easy to frighten

3. How does paragraph 9 contribute to the structure of the story?

    A It changes the setting of the story.

    B It establishes the conflict in the story.

    C It states the theme of the story.

    D It foreshadows events in the story

4. How does the language in paragraph 12 contribute to the overall tone of the story?

    A It introduces a threatening tone.

    B It highlights the sorrowful tone.

    C It stresses the mysterious tone.

    D It creates a worried tone.

5. What do paragraphs 10 and 13 indicate about Addison?

    A He is uncertain whether his uncle's story is true.

    B He is curious to see what his uncle has found.

    C He knows that his uncle's discovery will save the museum.

D He wishes he had gone with his uncle on the dig.

6. Which sentence from the story signals a turning point?

A "Addison and Molly weren't sure how to respond." (paragraph 7)

B "I just returned from a dig in the jungles of Bolivia and found the most improbable relic." (paragraph 9)

C "Instead, they locked it away in a secret chamber and hid three keys across the Incan Empire." (paragraph 12)

D "The wind howled so fiercely it could be heard even in the basement." (paragraph 17)

7. Which quotation is most important to include in a summary of the story?

A ". . . Addison and Molly knew the wooded grounds by heart." (paragraph 2)

B " 'Uncle Nigel, we're here!' Molly called." (paragraph 5)

C "As Uncle Nigel talked, Addison's eyes darted to the shadowy corners of the office . . ." (paragraph 11)

D "I'm pretty sure it is Atahualpa's first key." (paragraph 19)

6th Grade Comprehension Passage I

Excerpt from *Addison Cooke and the Treasure of the Incas*
by Jonathan W. Stokes

Item Type	Correct Answer		Standard
1 Multiple Choice	B	1	CCSS.ELA-Literacy.RL 6.2
2 Multiple Choice	C	1	CCSS.ELA-Literacy. RL 6.4
3 Multiple Choice	D	1	CCSS.ELA-Literacy.RL 6.5
4 Multiple Choice	C	1	CCSS.ELA-Literacy .RL 6.4
5 Multiple Choice	B	1	CCSS.ELA-Literacy.RL 6.3
6 Multiple Choice	B	1	CCSS.ELA-Literacy.RL 6.3
7 Multiple Choice	D	1	CCSS.ELA-Literacy. RL 6.2

Finding Sacagawea
by Eileen Charbonneau

1   Were we related? I had to find out.

2   I grew up in a house without books. Our family owned only an encyclopedia and a well-used dictionary. The only other books we had were those we borrowed from the library.

3   The day I was able to write the seventeen letters of my name and receive my library card was one I can remember as if it were yesterday, right down to the big desk that smelled of paper and paste and ink. I was so afraid that I'd made a mistake and would be banished from this wondrous place where the books lived. But I succeeded. The card was mine. My life as a reader had begun!

4   When I was ten, I found a book at the library about celebrated women. The book said that the American woman with the most statues in her honor was a Shoshone Indian named Sacagawea. She had been an interpreter on Lewis and Clark's great voyage from 1804 to 1806, joining them in the spring of 1805.

5   President Jefferson had hired Lewis and Clark and their band of adventurers to map and explore the United States, including the vast new territory just acquired from France in the Louisiana Purchase. Sacagawea was the only woman to go with them. She made the perilous journey across half our continent with her baby on her back. The presence of a mother and child was a sign that the expedition was a peaceful one and helped keep it safe from Indian attack.

6   Sacagawea provided a woman's laughter, strength, and endurance on the journey. During a boat mishap, she remained calm and saved

instruments and documents from floating down the Missouri River. Lewis and Clark needed Shoshone horses and guidance over the Rocky Mountains, so Sacagawea's help translating was crucial to the expedition's success.

7   When I discovered that Sacagawea and I had the same last name—Charbonneau—I jumped up from my place at my father's feet and announced my discovery to him.

8   My father put down his newspaper. Yes, he knew about the woman and her brave trek across the territory that was to become part of the United States. Yes, this woman had been married to a French Canadian named Charbonneau. Daddy's father was also a French Canadian. I asked if we could possibly be related.

9   My father said he didn't know, but he'd wondered himself if we had a common ancestor.

10   From that day on, it became our project. We used the resources of the Library of Congress, which began its collection with President Jefferson's books. We explored tiny libraries on American Indian reservations. We visited libraries in Canada, France, and Ireland, and we also entered the ever-expanding web of cyberspace. In search of our family, we made friends with the world.

11   After hours spent in the National Archives in Washington, D.C., poring over passenger lists of great ocean liners, I recognized the name of a girl from Ireland. I knew she had seen the Statue of Liberty for the first time on her nineteenth birthday in 1894. She had traveled across the Atlantic with one suitcase and the dream of a better life. Like Sacagawea, she was to marry a man named Charbonneau. "Dad!" I yelled. "Look! It's grandma!"

12   My father and I located family members galore on our search. One ran an ice-cream stand in the beautiful Laurentian Mountains of Quebec, Canada. Three brothers changed their name to Cole before traveling south to fight in the American Civil War. Two centuries before them, another set of

Charbonneau brothers had been traders with the Indians of the American West. One of these brothers fathered our line. The other's descendants led to the fur trader Toussaint, husband of Sacagawea, always facing west in her statues.

13   So now we know how we're related. We're cousins of the Shoshone woman with the baby on her back who explored America by canoe, horseback, and on foot to map it for the first time. Her baby, Jean-Baptiste Charbonneau, also called Pomp, was educated by Captain William Clark and became a guide, too. He traveled through Europe as the guest of a prince and could understand five languages. Once he helped the United States govern an Indian mission in California, but lost his position for being "too fair" to the Indians. I think I would have liked that cousin.

14   Now I'm a storyteller. I travel through the past to find stories for my own books. In search of stories I spend lots of time in libraries, for that's still where the books live. In books and in life, the words of a Lakota Indian saying ring true for me: Mitakuye oysain, "We are all related."

1. In paragraph 4, what does the phrase "woman with the most statues in her honor" show about Sacagawea?

    A that she was a charming person

    B that she had been fearless

    C that she is a famous person

    D that she died long ago

2. How is the author's pride in her ability to read introduced in the article?

    A through a story from her childhood

    B by contrasting her family with other families

    C through examples of the books she finished

    D by comparing herself with other readers

3. How do the details about Sacagawea in paragraphs 5 and 6 contribute to the development of the article?

    A by helping readers see the difficulties in Sacagawea's life

    B by explaining the mystery surrounding Sacagawea's life

    C by creating curiosity for readers about where Sacagawea traveled

    D by describing how Sacagawea played an important role in history

4. Which is the best definition of "crucial" as it is used in paragraph 6?

    A heroic

    B fantastic

    C important

    D urgent

5. Based on the article, the author's relationship to Sacagawea is developed through:

A a comparison of the author's life to that of Sacagawea

B explanations that show how the author is similar to Sacagawea

C examples of the research that the author did on the life of Sacagawea

D a chronological sequence of events that explained Sacagawea's life to the author

6. Read this sentence from paragraph 13.

We're cousins of the Shoshone woman with the baby on her back who explored America by canoe, horseback, and on foot to map it for the first time.

What does this sentence suggest about Sacagawea?

A how long she participated in the expedition

B how remarkable her accomplishment was

C how familiar she was with the areas being explored

D how she felt about her leadership abilities

7. Which sentence best expresses a central idea of the article?

A "Our family owned only an encyclopedia and a well-used dictionary." (paragraph 2)

B "The presence of a mother and child was a sign that the expedition was a peaceful one and helped keep it safe from Indian attack." (paragraph 5)

C "My father said he didn't know, but he'd wondered himself if we had a common ancestor." (paragraph 9)

D "We explored tiny libraries on American Indian reservations." (paragraph 10)

KEY: 6th Grade Comprehension Passage II

Finding Sacagawea
by Eileen Charbonneau

	Item Type	Correct Answer		Standard
1	Multiple Choice	C	1	CCSS.ELA-Literacy.RI 6.4
2	Multiple Choice	A	1	CCSS.ELA-Literacy. RI 6.3
3	Multiple Choice	D	1	CCSS.ELA-Literacy.RI 6.5
4	Multiple Choice	C	1	CCSS.ELA-Literacy.L 6.4
5	Multiple Choice	C	1	CCSS.ELA-Literacy. RI 6.3
6	Multiple Choice	B	1	CCSS.ELA-Literacy. RI 6.4
7	Multiple Choice	C	1	CCSS.ELA-Literacy RI 6.2

Drawing Horses
by Cerelle Woods

1   I'd give anything to draw horses the way Euphemia Tucker does. She draws them in the margins of spelling tests and on the back of her math homework. They're always running wild and free, their manes swirling over the paper like clouds across the sky.

2   Euphemia's horses look so real you can almost feel their breath on your face.

3   Luke Anderson, who sits next to me, says he can't decide whether my horses look more like Great Danes or kitchen tables. He also calls me Messy. I prefer Marisa, which is my real name, to Missy, which is what everyone—except Luke—calls me. If I could draw like Euphemia, I'd sign all my pictures Marisa. Nobody messes with Euphemia's name, not even Luke Anderson.

4   Today I sharpened my pencil and took a clean sheet of paper out of my desk. Then I closed my eyes and pictured one of Euphemia's perfect horses rearing up and pawing the air with its sharp hooves. I could see it so clearly I was sure I'd be able to draw it this time.

5   I started with what I do best: a big, billowing mane. Next I roughed in most of the body and drew a long tail streaming out behind. It really wasn't turning out half bad until I got to the front-legs-pawing-the-air part, which looked more like two macaroni noodles with tiny marshmallows for hooves.

6   I tried again, but the hooves still didn't seem right, and rather than doing them over and over, I erased them and went on to the head. That was when I really ran into trouble.

7   First I drew some great donkey ears, followed by sheep ears, pig ears, kangaroo ears . . . everything except horse ears. I erased again and again

until I had rubbed a hole in the paper. That was when Luke Anderson poked his nose over my shoulder.

8   I scratched a big X through my earless, macaroni-legged horse, wadded it up into a little ball, and stuffed it under the lid of my desk.

9   I was still upset when I got off the school bus this afternoon. I walked past the neighbors' horses standing in the field next to our house. They've been in that field for as long as I can remember. Their stringy manes never float into the sky. Their ragged old tails hang straight down to the ground, and I've never seen them run.

10   I brooded about it all through dinner. After I'd helped clear the dishes, I sat down with a stack of typing paper and a freshly sharpened pencil. Without Luke Anderson there to pester me, I hoped I'd have better luck. I practiced a few horses' heads, trying to get the 35 ears right. Nothing worked.

11   I tossed all the sketches into the trash and walked outside. The sun had just sunk below the horizon, feathering the whole sky with pink and orange wisps. Everything looked special in that light, even the scraggly horses next door.

12   I dragged a lawn chair over to the fence and sat down to take a better look at them. They'd never be free spirits like Euphemia's horses, but they did seem patient and strong. I noticed the curves of their muscles, the shadows on their faces, the shine along their backs. Their colors reminded me of dessert—rich chocolate, deep cinnamon, creamy caramel.

13   I was just sitting there, feeling kind of dazzled by the unexpected beauty of it all, when I remembered the big box of pastels my grandmother had sent.

14   An idea began to take shape in my mind, and just then the cinnamon horse turned its head toward me and nodded three times. It was like a sign.

15   I hurried into the house, grabbed the pastels and some paper, and raced for the door.

16   I choose a deep brown, pulling it across my paper in the shape of the chocolate horse. It comes out right the first time, even the legs and ears! Drawing horses is easier when they're right in front of you, and I'll say this for the ones next door—they hold their poses.

17   The sky is turning out just as I'd hoped, too; all the pinks and reds blending together like a strawberry parfait, and I love the way the caramel horse's mane is blowing, just barely, in the wind.

18   It doesn't look exactly like one of Euphemia's horses, of course. But I already know that when this drawing is finished, I'll be signing it Marisa.

1. In paragraph 1, what does the simile "like clouds across the sky" help the reader understand about 8 the horses in Euphemia's sketches?

> A They are drawn sloppily.
>
> B They look like they are in motion.
>
> C They are getting tangled up with each other.
>
> D They look like they are trotting through fog.

2. How does paragraph 4 contribute to the development of the plot?

> A They establish Marisa's problem.
>
> B They emphasize Marisa's hopefulness.
>
> C They contrast Marisa's artistic abilities with Euphemia's.
>
> D They illustrate Marisa's determination to not let Luke bother her.

3. Which phrase best conveys the tone in paragraphs 1-8?

> A "They're always running wild and free. . ." (Paragraph 1)
>
> B "He also calls me Messy." (Paragraph 3)
>
> C "Next I roughed in most of the body. . ." (Paragraph 5)
>
> D "I scratched a big X through my earless, macaroni-legged horse, . . ." (Paragraph 8)

4. Read this sentence from Paragraph 10.

I brooded about it all through dinner.

What effect does the word "brooded" have in the story?

> A It shows Marisa's anxiety about her abilities.
>
> B It reveals Marisa's motives for drawing.
>
> C It emphasizes how Marisa is growing as a character.
>
> D It indicates Marisa has a major decision to make.

5. How does paragraph 11 help convey the theme of the story?

   A They show that some situations take time to change.

   B They prove that practice can help natural talents to develop.

   C They suggest that inspiration may come in unexpected ways.

   D They demonstrate that new ideas will eventually be accepted.

6. Which sentence best explains why Marisa's final horse drawing was different than her 13 first tries?

   A "Everything looked special in that light, even the scraggly horses next door." (Paragraph 11)

   B "I noticed the curves of their muscles, the shadows on their faces, the shine along their backs." (Paragraph 12)

   C "An idea began to take shape in my mind, and just then the cinnamon horse turned its head toward me and nodded three times." (Paragraph 14)

   D "I choose a deep brown, pulling it across my paper in the shape of the chocolate horse." (Paragraph 16)

7. How does Marisa change while watching her neighbors' horses?

   A She realizes that Euphemia's horses do not look realistic, so she decides to try to draw better pictures than her friend.

   B She decides to try a different way of drawing and is proud of her work.

   C She realizes she can never be an artist like Euphemia but wants to draw like her anyway.

   D She finally learns that drawing horses is easier with proper lighting and art supplies.

KEY: 6th Grade Comprehension Passage III

Drawing Horses
by Cerelle Woods

	Item Type	Correct Answer		Standard
1	Multiple Choice	B	1	CCSS.ELA-Literacy. L 6.5
2	Multiple Choice	B	1	CCSS.ELA-Literacy. RL 6.5
3	Multiple Choice	D	1	CCSS.ELA-Literacy. RL 6.4
4	Multiple Choice	A	1	CCSS.ELA-Literacy. RL 6.4
5	Multiple Choice	C	1	CCSS.ELA-Literacy. RL 6.2
6	Multiple Choice	B	1	CCSS.ELA-Literacy. RL 6.1
7	Multiple Choice	B	1	CCSS.ELA-Literacy RL 6.3

Excerpt from *The Black Pearl*
by Scott O'Dell

1   I had put the seventh pearl on the scales and was carefully setting the small copper weights to make them come to a proper balance when I heard my father's steps outside the office. My hand shook at the sound and one of the weights slipped from my fingers. A moment later the heavy iron door swung open.

2   My father was a tall man with skin turned a deep bronze color from the glare of the sea. He was very strong. Once I saw him take two men who were fighting and grasp them by the backs of their necks and lift them off the ground and bump their heads together.

3   He came across the room to where I sat at the desk on my high stool and glanced at the ledger.

4   "You work with much rapidity," he said. "Six pearls weighed and valued since I left this morning." He wiped his hands on the tail of his shirt and took a pearl from the tray. "For this one," he said, "what is your notation?"

5   "Round. Fair. Weight 3.5 carats," I answered.

6   He rolled the pearl around in the palm of his hand and then held it to the light.

7   "You call this one only fair?" he asked. "It is a gem for the king."

8   "For a poor king," I said. After four months of working with my father I had learned to speak my mind. "If you hold it closer to the light, you will see that it has a flaw, a muddy streak, about midway through."

9   He turned the pearl in his hand. "With a little care the flaw can be peeled away," he said.

10   "That, sir, I doubt."

11   My father smiled and placed the pearl back in the tray. "I doubt it also," he said and gave me a heavy pat on the back. "You are learning fast, Ramón. Soon you will know more than I do."

12   I took a long breath. This was not a good beginning for the request I wanted to make. It was not good at all, yet I must speak now, before my father left. In less than an hour the tide would turn and the fleet sail from the harbor.

13   "Sir," I began, "for a long time you have promised me that when I was sixteen I could go with you and learn how to dive for pearls. I would like to go today

14   My father did not reply. He strode to the slit in the wall and peered out. From a shelf he took a spyglass and held it to one eye. He then put the spyglass down and cupped his hands and shouted through the slit.

15   "You, Ovando, leaning against the cask, send word to Martin, who leans against the tiller of the Santa Teresa, that there is much work to do and little time in which to do it."

16   My father waited, watching through the slit, until his message was sent forward by Ovando.

17   "If you go with the fleet," he said, "then all the male members of the Salazar family will be on the sea at once. What happens if a storm comes up and drowns the both of us? I will tell you. It is the end of Salazar and Son. It is the end of everything I have worked for."

18   "The sea is calm, sir," I answered.

19   "These words prove you a true landsman. The sea is calm today, but what of tomorrow? Tomorrow it may stand on end under the lash of a chubasco.[1]"

20   "It is still a week or two before the big wind comes."

---

[1] Chubasco: a storm

21 "What of the sharks? What of the devilfish that can wring your neck as if it were the neck of a chicken? And the giant mantas by the dozens, all of them the size of one of our boats and twice as heavy? Tell me, what do you do with these?"

22 "I have the knife that grandfather gave me."

23 My father laughed and the sound bounded through the room like the roar of a bull.

24 "Is it a very sharp knife?" he asked scornfully.

25 "Yes, sir."

26 "Then with much luck you might cut off one of the eight arms of the devilfish, just before the other seven wrap around you and squeeze out your tongue and your life."

27 I took another breath and brought forth my best argument.

28 "If you allow me to go, sir, I shall stay on deck while the others dive. I shall be the one who pulls up the basket and minds the ropes."

29 I watched my father's face and saw that it had begun to soften.

30 "I can take the place of Goleta," I said quickly, to follow up the advantage I had gained. "There is an apology to make, sir. At noon Goleta's wife came to say that her husband is sick and cannot sail. I forgot to tell you."

31 My father walked to the iron door and opened it. He looked at the sky and at the glossy leaves of the laurel trees that hung quiet on their branches. He closed the door and put the tray of pearls in the safe and turned the bolt.

32 "Come," he said.

1. Read this line from paragraph 7.

"You call this one only fair?" he asked. "It is a gem for the king."

What does this line suggest about the father?

    A He has not looked at the pearl as closely as Ramón has.

    B He does not think that Ramón is correct about the pearl.

    C He is testing Ramón's confidence in judging the pearl's value.

    D He is teaching Ramón about the pearl's quality.

2. Which detail from the story best supports the idea that Ramón is becoming an expert at judging pearls?

    A " 'For this one,' he said, 'what is your notation?' " (paragraph 4)

    B " 'For a poor king,' I said." (Paragraph 8)

    C " 'With a little care the flaw can be peeled away,' he said."
(Paragraph 9)

    D "I would like to go today." (Paragraph 13)

3. Why is the father reluctant to bring Ramón on a pearl-diving trip?

    A He is concerned for Ramón's safety.

    B He needs Ramón to evaluate more pearls.

    C He thinks Ramón is still too young to sail.

    D He is unsure Ramón is ready to dive.

4. In paragraph 28, why does Ramón suggest that he will "stay on deck while the others dive"?

    A His father needs him to help with other jobs on the boat.

    B He realizes that his father will never actually let him go.

    C His father has convinced him that it is too dangerous.

    D He is trying to gradually change his father's mind.

5. How does paragraph 29 best contribute to the development of the story?

    A by signaling a turning point

    B by providing a solution to the problem

    C by comparing the characters' actions

    D by introducing a new conflict

6. How does the father change during the story?

    A He becomes concerned about a diver's health.

    B He begins to acknowledge Ramón's maturity.

    C He becomes frustrated by Ramón's persistence.

    D He stops worrying about his family business.

7.The author develops Ramón's point of view in the story mostly by:

    A describing Ramón's fear of pearl diving

    B including Ramón's analysis of the pearl

    C describing how Ramón feels about his father

    D including dialogue between Ramón and his father

KEY: 6th Grade Comprehension Passage IV

Excerpt from *The Black Pearl*
by Scott O'Dell

	Item Type	Correct Answer		Standard
1	Multiple Choice	C	1	CCSS.ELA-Literacy RL 6.1
2	Multiple Choice	B	1	CCSS.ELA-Literacy. RL 6.1
3	Multiple Choice	A	1	CCSS.ELA-Literacy. RL 6.1
4	Multiple Choice	D	1	CCSS.ELA-Literacy. RL 6.3
5	Multiple Choice	A	1	CCSS.ELA-Literacy. RL 6.5
6	Multiple Choice	B	1	CCSS.ELA-Literacy. RL 6.3
7	Multiple Choice	D	1	CCSS.ELA-Literacy RL 6.6

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6th Grade Math
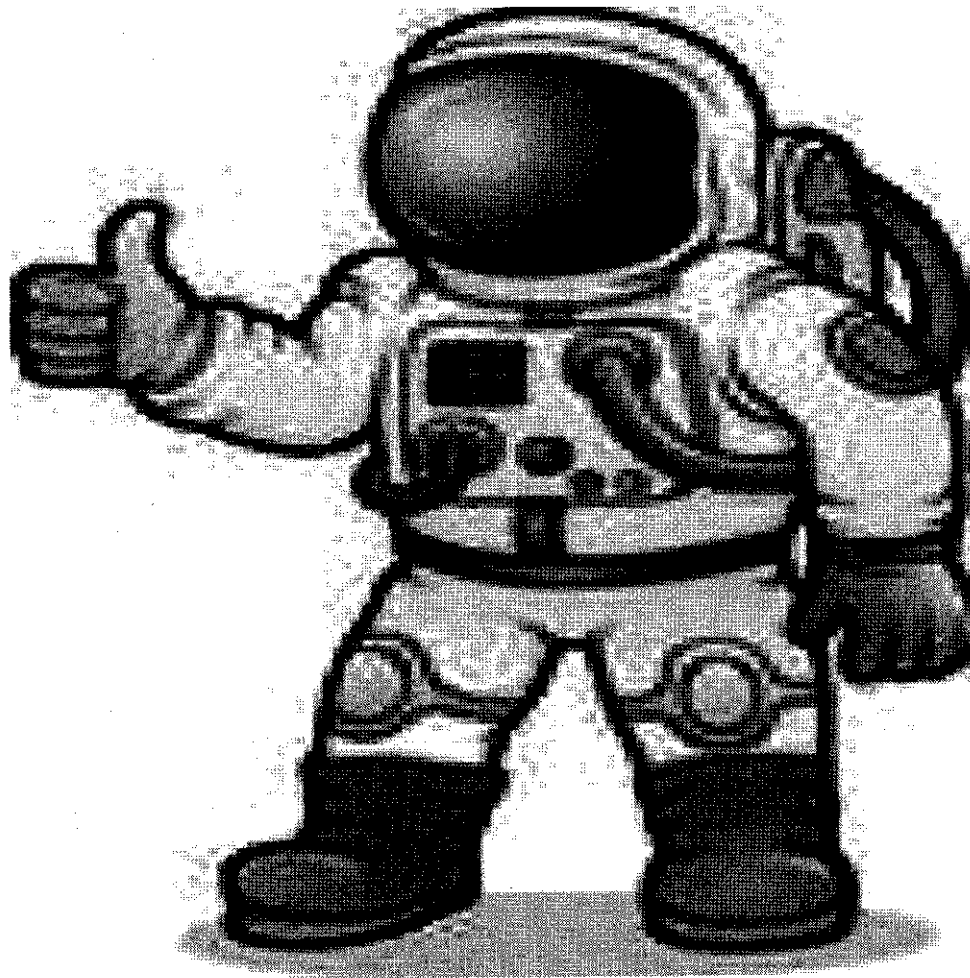
To Proficiency and Beyond!

10 Free Math Learning Websites

- **IXL**
  - https://www.ixl.com/inspiration/family-learning
  - **Math practice on each and every math skill.**

- **Khan Academy**
  - https://www.khanacademy.org/signup?isparent=1
  - **Math practice and interactive videos to help your child learn math.**

- **Eureka Math**
  - https://gm.greatminds.org/en-us/knowledgeonthego
  - **Content videos and student practice on math skills.**

- **Learn Zillion**
  - https://learnzillion.com/resources/73932
  - Interactive learning videos for math!

- **Education.Com**
  - www.education.com
  - **Math practice worksheets and interactive lessons!**

- **Fun Brain**
  - www.funbrain.com
  - **Play games while practicing math and reading skills!**

- **Cool Math**
  - https://www.coolmathgames.com/
  - **Cool math games for learning!**

- **Hooda Math**
  - https://www.hoodamath.com/
  - **Math games by grade level for math learning fun!**

- **Splash Learn**
  - https://www.splashlearn.com/
  - **Math games for kids that make learning fun.**

- **Cool Math 4 Kids**
  - https://www.coolmath4kids.com/
  - Math games with learning.

	MAFS.6.NS.1.1
1	The area of a rectangular patio is $5\frac{5}{8}$ square yards, and its length is $1\frac{1}{2}$ yards. What is the patio's width, in yards? Ⓐ $3\frac{3}{4}$ Ⓑ $4\frac{1}{8}$ Ⓒ $7\frac{1}{8}$ Ⓓ $8\frac{7}{16}$
2	Joanne buys a rectangular rug with an area of $\frac{35}{4}$ square meters. The length of the rug is $\frac{7}{2}$ meters. What is the width, in meters, of the rug? Enter your answer in the space provided. Enter **only** your fraction. | 1	2	3	+	-	×	÷
4	5	6	<	=	>
7	8	9	▯/▯	▯▯	( )
0	.	

3	Carol makes $9\frac{1}{3}$ cups of snack mix. She puts all the snack mix into plastic bags. She puts $\frac{2}{3}$ cup of the snack mix in each bag. How many plastic bags does Carol need? Enter your answer in the box. [ ] plastic bags
4	An expression is shown. $$\frac{3}{5} \div \frac{5}{8}$$ What is the value of the expression?

	MAFS.6.NS.1.1 - FSA PRACTICE
1	Jasmine wants to build a $2\frac{5}{6}$ meter long garden path paved with square stones that measure $\frac{1}{4}$ meter on each side. There will be no spaces between the stones. How many stones will be needed to complete the garden path? Write your answer in the space provided.
2	A container at a juicing plant holds $4\frac{2}{3}$ tons of oranges. The plant can juice $1\frac{2}{3}$ tons of oranges per day. At this rate, how long will it take to empty the container? Write your answer in the space provided.

How many quarter pound burgers can George make out of $3\frac{1}{2}$ pounds of ground beef?

Write your answer in the space provided.

3

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	$\frac{\square}{\square}$	$\square^\square$	( )	
0	.					

An expression is shown.

$$8\frac{1}{10} \div 4\frac{1}{5}$$

What is the value of the expression?

4

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	$\frac{\square}{\square}$	$\square^\square$	( )	
0	.					

	MAFS.6.NS.2.2
1	An expression is shown. $34992 \div 81$ What is the value of the expression?
2	An expression is shown. $1748 \div 76$ What is the value of the expression?

An expression is shown.

$$55290 \div 95$$

What is the value of the expression?

1	2	3	+	-	×	÷
4	5	6	<	=	>
7	8	9	□/□	□□	( )
0	.

3

	MAFS.6.NS.2.2 - FSA PRACTICE
1	An expression is shown. $3157 \div 77$ What is the value of the expression?
2	An expression is shown. $4590 \div 27$ What is the value of the expression?
3	An expression is shown. $11176 \div 22$ What is the value of the expression?

	MAFS.6.NS.2.3
1	An expression is shown. $33.8 \div 32.5$ What is the value of the expression? *(answer box with on-screen calculator keypad)*
2	An expression is shown. 18.3×4.39 What is the value of the expression? *(answer box with on-screen calculator keypad)*
3	What is the sum of 74.835 and 2.67? *(answer box with on-screen calculator keypad)*

An expression is shown.

6.459 − 0.62

What is the value of the expression?

4

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	□/□	□□	( )	
0	.					

	MAFS.6.NS.2.3 – FSA PRACTICE
1	An expression is shown. 11.263 − 11.21 What is the value of the expression?
2	An expression is shown. 57.9 × 0.086 What is the value of the expression?
3	An expression is shown. 1.69 + 0.097 What is the value of the expression?

An expression is shown.

$129.22 \div 24.85$

What is the value of the expression?

4

1	2	3	+	-	×	÷
4	5	6	<	=	>
7	8	9	$\frac{\square}{\square}$	$\square^\square$	( )
0	.

	MAFS.6.NS.2.4
1	What is the greatest common factor of 16 and 48? Enter your answer in the box. [ ]
2	What is the least common multiple of 7 and 8? Enter your answer in the box. [ ]
3	What is the greatest common factor of 54 and 45? Enter your answer in the box. [ ]
4	What is the least common multiple of 6 and 10? Enter your answer in the box. [ ]
5	Which expression is equivalent to 63 + 27? A. $(9 \times 7)(9 \times 3)$ B. $9(7 + 3)$ C. $(9 + 7)(9 + 3)$ D. $9 + (7 \times 3)$

	MAFS.6.NS.2.4 – FSA PRACTICE
1	What is the greatest common factor of 24 and 36? Enter your answer in the box.
2	What is the least common multiple of 8 and 12? Enter your answer in the box.
3	What is the greatest common factor of 36 and 40? Enter your answer in the box.
4	What is the least common multiple of 5 and 7? Enter your answer in the box.
5	Which expression is equivalent to 84 + 48? A. $(12 \times 7)(12 \times 4)$ B. $(12 + 7)(12 + 4)$ C. $12 + (7 \times 4)$ D. $12(7 + 4)$

	MAFS.6.NS.3.5
1	Describe the following scenarios using positive and negative integers. | Scenario	Positive/Negative Integer | |---|---| | a withdrawal of fifty dollars | | | a temperature three degrees below zero | | | an elevation seventy feet above sea level | |
2	What number best represents the temperature in Anchorage, Alaska of below 12 degrees? **Enter your answer in the box.**
3	Karen has a credit of $31.38 at ABC Store. Which number below best represents a Karen's credit? A. -21.38 B. 31.38 C. -31.38 D. 21.38
4	Which of the following best represents an elevation of 0 feet? A. a sea trench B. a mountain top C. a beach D. a roof top

	MAFS.6.NS.3.5 – FSA PRACTICE
1	Which number below best represents a positive charge of 1,350? A. -1,250 B. 1,350 C. -1,350 D. 1,250

The change in position of the ball during each play of a football game is measured in yards. Use the information below to answer questions 2 – 4.

2	What integer best represents a gain of 5 yards? Enter your answer in the box. [ ]
3	What integer best represents a loss of 15 yards? Enter your answer in the box. [ ]
4	What would the number 0 represent in this context? Write your answer in the box. [ ]

	MAFS.6.NS.3.6a, b, c
1	

2

Three values on a number line are labeled *f, g,* and *h.*

$$f = -4$$
$$g = {}^-g$$
$$h = -f$$

Which number line correctly shows the values of *f, g,* and *h?*

Ⓐ

f   *h*   *g*

```
←+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--→
   -5   -4   -3   -2   -1    0    1    2    3    4    5
```

Ⓑ

f   *h*   *g*

```
←+--+--+--+--+--+--+--+•-+--+--+--+--+--+--+--+--+--+--+--→
   -5   -4   -3   -2   -1    0    1    2    3    4    5
```

Ⓒ

f   *g*   *h*

```
←+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--+--→
   -5   -4   -3   -2   -1    0    1    2    3    4    5
```

Ⓓ

                          h
f   ↓*g*

```
←+--+--+--+--+--+--+--+--+↓-+--+--+--+--+--+--+--+--+--→
   -5   -4   -3   -2   -1    0    1    2    3    4    5
```

3
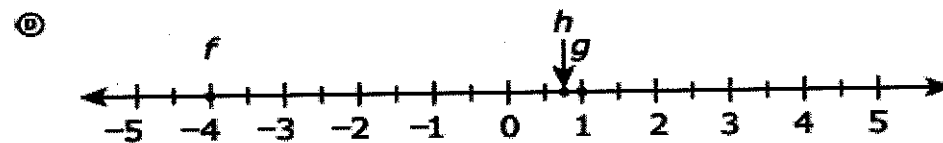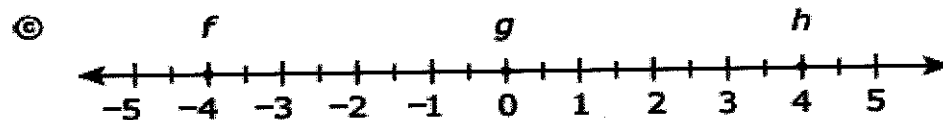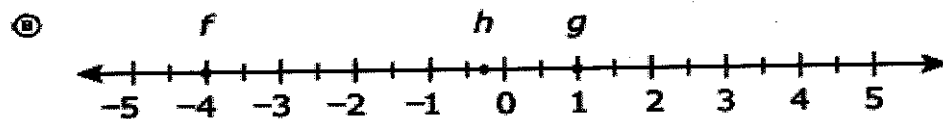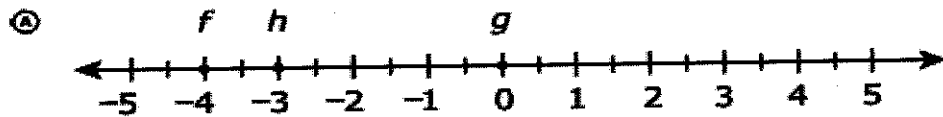
Each mark on the number line represents one unit. Plot a point on the number line that represents the opposite of −5 units.

Select a place on the number line to plot the point.

```
←+--+--+--+--+--+--+--+--+--+--+--+--+--+--→
                        0
```
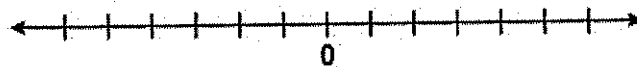
4

Point *Q* is plotted on the coordinate plane.
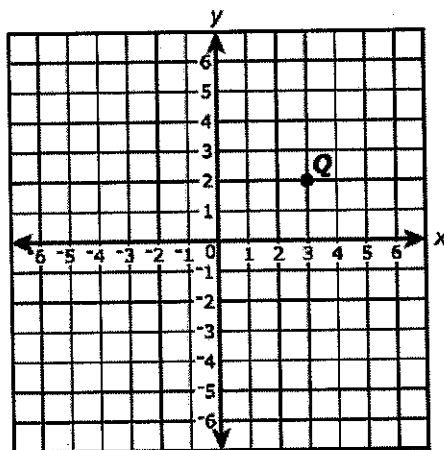
Point Q is reflected across the x-axis.

What are the coordinates of the reflection of point Q?

Enter your answer in the space provided. Enter **only** your answer.

(☐ , ☐)

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	□/□	□□	( )	
0	.					

5

Select the point on the number line located at $-\dfrac{3}{4}$.
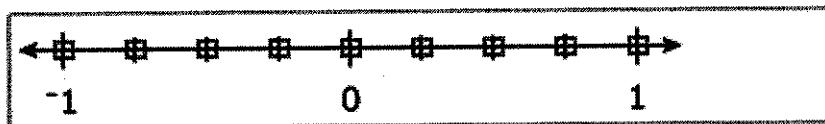
	MAFS.6.NS.3.6a, b, c – FSA PRACTICE
1	Plot and label each point on the graph: $N(-3,-8)$ $P(0,9)$ $Q(-8.5,0)$ $R(4.5,-3)$
2	What is the opposite of -15? Write your answer in the space provided.
3	In what quadrant is the point (5, 4)? Write your answer in the box.
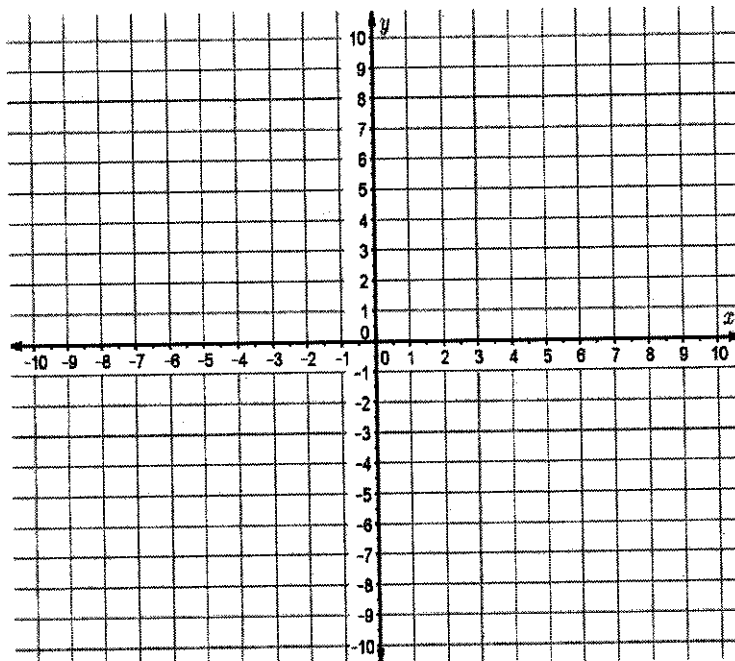
4	What is the opposite of 46? Write your answer in the space provided. [Answer box with on-screen calculator: ← → ↩ ↪ ⌫ / 1 2 3 + − × ÷ / 4 5 6 < = > / 7 8 9 □/□ □^□ ( ) / 0 .]
5	In what quadrant is the point $(-7, -16)$? Write your answer in the box. [Answer box]
6	Write in the given rational numbers into the correct order on the number line from least to greatest. $-\dfrac{2}{3}$ $\dfrac{7}{8}$ $-\dfrac{4}{5}$ $\dfrac{7}{10}$ $-\dfrac{4}{3}$ [Number line from −2 to 2 with boxes to fill in]
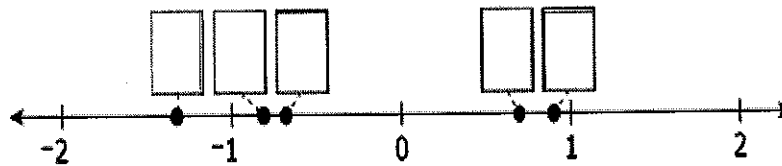
	MAFS.6.NS.3.7a, b, c, d
1	A US Navy submarine, SeaWolf, is 40 feet below sea level while another, Nautilus, is 100 feet below sea level. **Part A** Write integers that describe each submarine's position relative to sea level. | SeaWolf	Nautilus | |---|---| | | | **Part B** Write an inequality that compares these integers.
2	**Part A** Suppose it is 0 °F in Chicago today. Write an inequality that shows the relationship between 0 °F and -54 °F.

Part B

Suppose it is 20 °F in St. Louis. Write an inequality that shows the relationship between 20 °F and −60 °F.

Write your answer in the space provided.

1	2	3	+	−	×	÷
4	5	6	<	=	>
7	8	9	□/□	□□	( )
0	.

3

What value is the furthest from 0 on the number line?

Ⓐ −20

Ⓑ −22

Ⓒ |21.5|

Ⓓ |−22.5|

4

Chicago has a temperature of −8°F. Seattle has a temperature colder than Chicago.

Select all value that could represent the temperature of Seattle.

☐ 13°F

☐ 10°F

☐ −10°F

☐ −13°F

☐ −21°F

Trisha is making a poster about cities in her state. She does not want to include information about cities with an elevation greater than 350 feet below sea level. She researched the following information about five of the cities in her state.

City	Sea Level
Atlantia	450 feet below sea level
Tysonia	225 feet above sea level
Maurian	350 feet below sea level
Los Hanicca	190 feet above sea level
San Bernadane	350 feet above sea level

5

Which cities did she include on her poster?

☐ San Bernadane

☐ Atlantia

☐ Tysonia

☐ Maurian

☐ Los Hanicca

	MAFS.6.NS.3.7a, b, c, d – FSA PRACTICE
1	Express in an inequality that −8.5°C is warmer than −15°C. Write your answer in the space provided.
2	What inequality does the number line show? Write your inequality in the space provided.
3	Reggie's account balance is −$215 dollars. How much money does Reggie owe? Write your answer in the space provided.
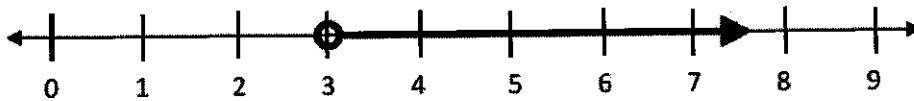
4	Is the absolute value of −36 greater or less than 45? Write your answer in the space provided?
5	Hakeem played a game on the spinner. The game was played by spinning a pointer around the center of the playing field. The player is awarded points according to which number the pointer lands on. Hakeem landed on the point values below. List them in order from least to greatest by writing your answers in the boxes.
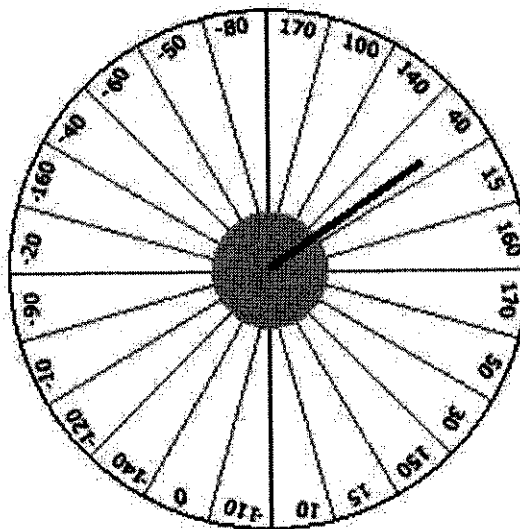
15   -40   170   -120

☐   ☐   ☐   ☐

MAFS.6.NS.3.8

1

City planners are creating a neighborhood map on a coordinate grid. The table shows the locations of the neighborhood library and school on a coordinate grid.

Neighborhood Planning

Building	Location
Library	(-4, -6)
School	(5, -6)

In this coordinate grid, the distance between each gridline represents 1 mile. What is the distance between the library and the school on the grid?

You can use the coordinate grid to help you find the answer by plotting the two points. Be sure to place your final answer in the box.
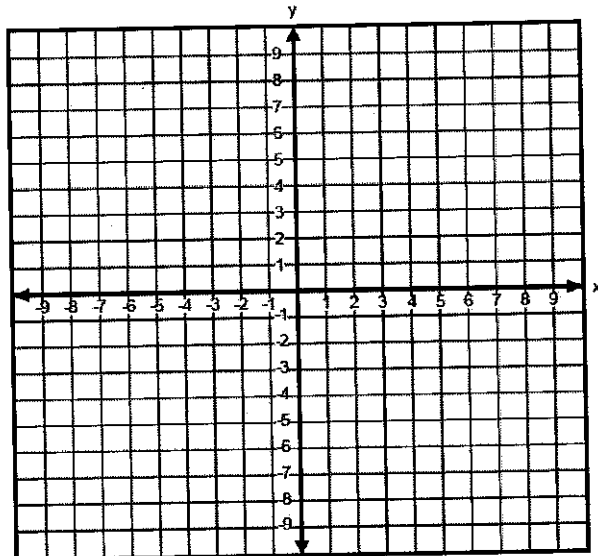
Enter your answer in the box.

[ ] miles

2

What is the distance between the two points located at (3, 8) and (10, 8)?

Write your answer in the space provided?

1	2	3	+	-	×	÷
4	5	6	<	=	>
7	8	9	□/□	□□	( )
0	.

At school, a square area will be fenced in for students to park bicycles. The coordinates of two corners of the fence are (-3, -1) and (-3, -5).

Plot the given points and the points of the two other corners so that the area enclosed is a **SQUARE**.
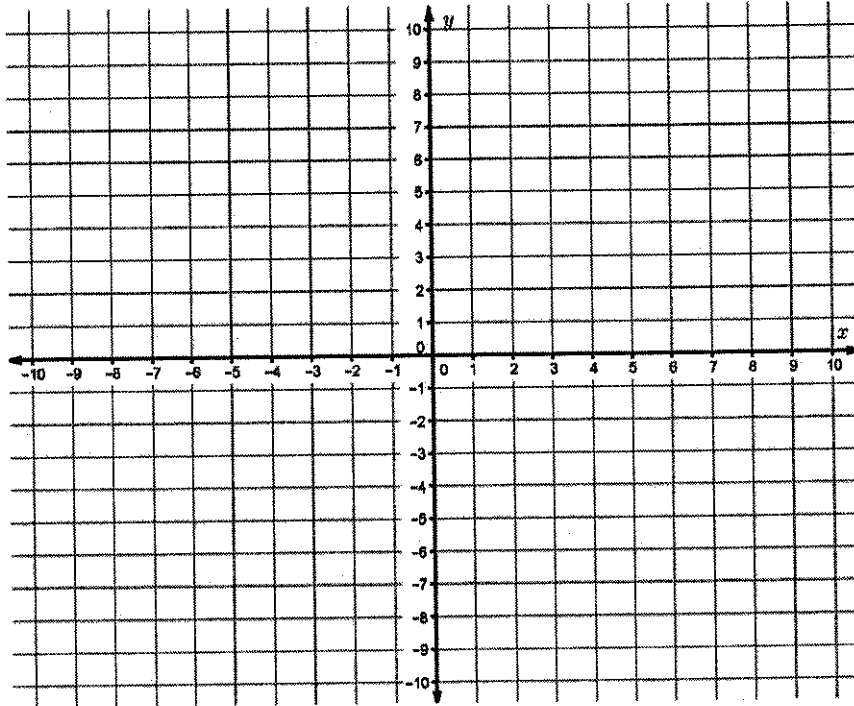
3

MAFS.6.NS.3.8 – FSA PRACTICE

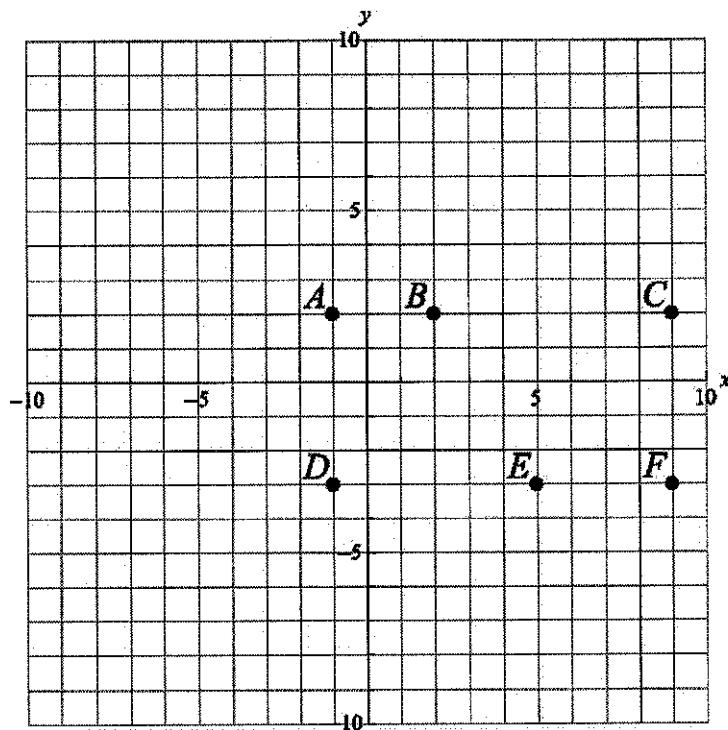Refer to Figure 1 below to answer questions 1 and 2.

Figure 1.

1	Of the labeled points in Figure 1, which is exactly 7 units from $(9, 4)$ and 12 units from $(-3, -3)$? Write your answer in the box.
2	Of the labeled points in Figure 1, which is exactly 3 units from $(5, 2)$ and 9 units from $(2, -7)$? Write your answer in the box.

3	What is the distance between the two points located at (2, 0) and (2, 4)? Write your answer in the space provided?

	MAFS.6.EE.1.1
1	An expression is shown. $7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7$ What is the expression written in exponential form? Enter your expression in the space provided. Enter **only** your expression.
2	Which value is equivalent to the expression 2^4? Write your answer in the space provided.
3	Write an expression that is equivalent to $5 \times 5 \times 5 \times 5 \times 5$. Write your answer in the space provided.

	MAFS.6.EE.1.1 – FSA PRACTICE
1	Write an expression that is equivalent to $3 \times 3 \times 3 \times 3 \times 3 \times 3 \times 3$. Write your answer in the space provided.
2	Which value is equivalent to the expression 4^3? Write your answer in the space provided.
3	Which value is equivalent to the expression $\left(\dfrac{2}{5}\right)^3$? Write your answer in the space provided.

	MAFS.6.EE.1.2a, b, c
1	**Which expression represents "6 more than _x_"?** Enter your answer in the space provided. *[answer entry box with on-screen keypad: 1 2 3 + - × ÷ / 4 5 6 < = > / 7 8 9 fraction exponent ( ) / 0 .]*
2	Write the correct word in the tiles to complete the pairs. Not all tiles will be used. Identify the different parts of the expression below. $$\frac{3p^2}{5} + 8(24 - 2p)$$ difference coefficient product sum quotient $2p$ $\longleftrightarrow$ [ ] $\dfrac{3p^2}{5}$ $\longleftrightarrow$ [ ] $24 - 2p$ $\longleftrightarrow$ [ ] 3 $\longleftrightarrow$ [ ]

3	Which of these expressions represents "the sum of 3 and n "? Select all that apply. ☐ A. $3n$ ☐ B. $n+3$ ☐ C. $3+n$ ☐ D. $n+n+n$ ☐ E. n^3
4	The volume of a cube is given by the expression s^3 and its surface area is given by the expression $6s^2$, where s is the length of the cube's side. What are the volume and surface area of a cube with a side length of 2 inches? Enter your answer in the space provided.

	MAFS.6.EE.1.2a, b, c – FSA PRACTICE
1	Read the statement, and identify the expressions that are equivalent. Select all that apply *the sum of a number times 3 and 15* ☐ $15 + 3 \times n$ ☐ $3 \times 15n$ ☐ $15 + 3n$ ☐ $15 \times n + 3$ ☐ $(n \times 3) + 15$ ☐ $(n + 15) \times 3$
2	In Brad's golf bag, he has 3 times more white golf balls than yellow golf balls. He has 24 white golf balls in his bag. Which equation can be used to find how many yellow golf balls, y, Brad has in his bag? A. $3y = 24$ B. $3 + y = 24$ C. $24y = 3$ D. $24 + y = 3$

Select all of the problem situations that can be solved using the given equation.

$$8x + 15 = 143$$

3

☐ Samantha has a job babysitting. She earns $8 for every hour that she works. This week she earned $143, which included a $15 tip.

☐ Mr. Wilks mows lawns for extra money. Each lawn that he mows, he earns $15. After collecting the money for the lawns he mowed this week, he added the amount to the $8 in his wallet, totaling $143.

☐ Roger works in the meat section of a grocery store. So far this morning, he has cut 8 salmon steaks. In the meat display, there are several rows of 15 salmons steaks. When Roger puts the cut salmon steaks in the meat display, there will be 143 salmon steaks.

☐ Ms. Williams was looking for pencils. She found a box with 15 pencils in the drawer. Then, she found some unopened packages with 8 pencils in each package. After counting all of the pencils, she had 143 pencils.

4

Describe the expression.

$$2 \times 5 + 7(3 + 13)$$

Which of the following describes 7 in the expression above?

A. factor

B. sum

C. quotient

D. product

	MAFS.6.EE.1.3
1	Write an expression that is equivalent to $4(w+3) - 2$. Enter your answer in the space provided.
2	Write an expression that is equivalent to $3(2n+3) + 9$. Enter your answer in the space provided.
3	Write an expression that is equivalent to $4(b+2) - 3b$. Enter your answer in the space provided.

MAFS.6.EE.1.3 – FSA PRACTICE

1	Write an expression that is equivalent to $3(2t + 6) - 4t$. Enter your answer in the space provided.
2	Write an expression that is equivalent to $6(7x - x)$. Enter your answer in the space provided.
3	Write an expression that is equivalent to $z + z + z + z$. Enter your answer in the space provided.

	MAFS.6.EE.1.4
1	Select each expression that is equivalent to $3(n+6)$. Select all that apply. ▣ A. $3n+6$ ▣ B. $3n+18$ ▣ C. $2n+2+n+4$ ▣ D. $4(n+6)-(n+6)$ ▣ E. $4(n+6)-(n-6)$
2	Mark yes or no on all of the expressions below that are equivalent to $6(y + 1)$. <table><tr><th>Expressions</th><th>Yes</th><th>No</th></tr><tr><td>6y + 1</td><td>☐</td><td>☐</td></tr><tr><td>6y + 7</td><td>☐</td><td>☐</td></tr><tr><td>6(y) + 1(y)</td><td>☐</td><td>☐</td></tr><tr><td>6(y) + 6(1)</td><td>☐</td><td>☐</td></tr><tr><td>6y + 6</td><td>☐</td><td>☐</td></tr></table>
3	Which expression is equivalent to $(8x + 14) + (9x - 5)$? A. $22x - 4$ B. $31x - 5$ C. $17x + 19$ D. $17x + 9$

	MAFS.6.EE.1.4 – FSA PRACTICE
1	Write each expression in the correct location on the table. Identify each expression as equivalent to either $2(3x + 7y)$ or $\frac{1}{2}(12x + 14y)$. $6x + 7y$ $6x + 14y$ $(2x + 3y) + 4(x + y)$ $(2x + 4y) + 2(2x + 5y)$ <table><tr><th>Expressions Equivalent to $2(3x + 7y)$</th><th>Expressions Equivalent to $\frac{1}{2}(12x + 14y)$</th></tr><tr><td></td><td></td></tr></table>
2	Which expression is equivalent to $21x + 9 - 3x$? A. $9(2x - 1)$ B. $9(x + 1)$ C. $9(2x + 1)$ D. $18(x + 1)$
3	Which expression is equivalent to $(4x + 11) + 7x$? A. $22x$ B. $(4x + 7x) + 11$ C. $(4x + 11x) + 7$ D. $(4x - 7x) + 11$

	MAFS.6.EE.2.5
1	Let x represent any number in the set of even integers greater than 1. Which inequality is true for all values of x? Ⓐ $x < 0$ Ⓑ $x > 0$ Ⓒ $x < 4$ Ⓓ $x > 4$
2	Mark yes or no if the values can be substituted for the variable to make the equation true. <table><tr><th>Equations</th><th>Yes</th><th>No</th></tr><tr><td>$5a - 1 = 14$ true for $a = 3$</td><td>☐</td><td>☐</td></tr><tr><td>$100 - b^2 = 80$ true for $b = 10$</td><td>☐</td><td>☐</td></tr><tr><td>$32 = 16f$ true for $f = 2$</td><td>☐</td><td>☐</td></tr></table>
3	From the set {1, 3, 6}, which of the values can be substituted for x to make the equation true. $$27 - 2x = 15$$ A. 3 B. 1 C. 6 D. none of these

	MAFS.6.EE.2.5 - FSA PRACTICE
1	Solve each of the equations above and select the numbers that represent solutions to more than one of the six equations. Select all that apply. $$4x - 3 = 17 \qquad 8(x + 1) = 24$$ $$5(x - 2) = 20 \qquad 34 - 7x = 20$$ $$31 - x = 29 \qquad 3x + 6 = 21$$ ☐ $x = 1$ ☐ $x = 2$ ☐ $x = 3$ ☐ $x = 4$ ☐ $x = 5$ ☐ $x = 6$
2	From the set {7, 15, 18}, which of the values can be substituted for c to make the equation true. $90 - 2c = 60$ A. 7 B. 18 C. none of these D. 15
3	From the set {5, 15, 23}, which of the values can be substituted for m to make the equation true. $4 + m < 19$ A. 15 B. none of these C. 23 D. 5

	MAFS.6.EE.2.6
1	**Marshall took \$36.75 to a fair. Each ticket into the fair costs *x* dollars. Marshall bought 3 tickets. Which expression represents the amount of money, in dollars, that Marshall had after he bought the tickets?** Ⓐ $36.75 - (3 + x)$ Ⓑ $36.75x - 3$ Ⓒ $36.75(3) - x$ Ⓓ $36.75 - 3x$
2	Marshall took \$36.75 to the state fair. Each ticket into the fair costs *x* dollars. Marshall bought 3 tickers. Write an expression that represents the amount of money, in dollars, that Marshall had after he bought the tickets. Enter your expression in the box. Enter **only** your expression.
3	During a sale, all pillows are $\frac{1}{4}$ off the regular price. Write an expression that represents the amount of money saved on a pillow that had a regular price of *d* dollars. Enter your expression in the box. Enter **only** your expression.

4	Each student at Madison High School owns three spiral notebooks. Ms. Turner wants to calculate the total number of notebooks in the middle school. What variable is needed to calculate the total? A. r, the number of students with red notebooks B. t, the number of teachers who have notebooks C. n, the number of spiral notebooks per student D. s, the number of students at the school

	MAFS.6.EE.2.6 – FSA PRACTICE
1	It takes Allison ten minutes to fill a dozen water balloons. She wants to calculate how long it will take her to fill all the water balloons if each friend at her party gets a dozen balloons. What variable is needed to calculate the time it will take to fill all the balloons? A. *b*, the number of bags of water balloons Alisa bought B. *f*, the number of friends attending Alisa's party C. *d*, the amount of time it takes Alisa to fill a dozen balloons D. *s*, the number of students in Alisa's math class
2	Gavin has ten identical U.S. coins in his pocket. The total value of the coins in cents is represented by 10x. What does the variable x represent? Write your answer in the box.
3	Regina wanted an increase in her weekly allowance from \$5 to \$10, but her parents did her one better. Instead, Regina rolls a fair, six-sided die every week, and her allowance for that week will be the number she rolls multiplied by 2. Write and expression where n represents the number on the die that Regina rolls that week. Write your answer in the box.
4	Nadine scored five points more than Mark. Write an expression to represent the number of points Nadine scored. Write your answer in the box.

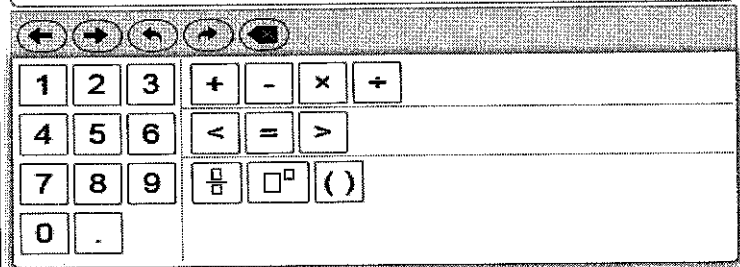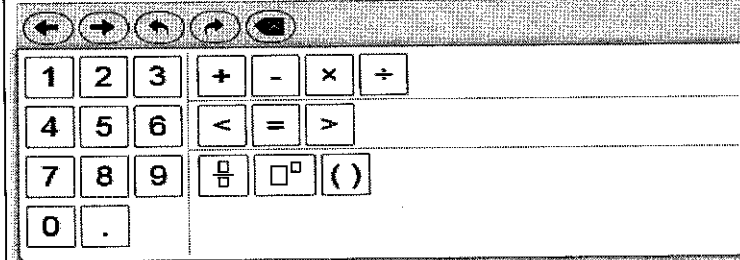|	MAFS.6.EE.2.7
1	Kellie bought 8 towels and spent $39.60. Each towel costs the same amount. **Part A** Use the drop-down menus to create an equation that can be used to determine t, the price, in dollars, of 1 towel. t [Choose... / + / − / × / ÷] [Choose... / 8 / 39.60] = [Choose... / 8 / 39.60] **Part B** What is the price, in dollars, of 1 towel? Write your answer in the box. [answer box with on-screen keypad: 1 2 3 + − × ÷ / 4 5 6 < = > / 7 8 9 □/□ □□ ( ) / 0 .]
2	An equation is shown. $n + 5 = 23$ What is the value for n that makes the equation true? Write your answer in the box. [answer box with on-screen keypad: 1 2 3 + − × ÷ / 4 5 6 < = > / 7 8 9 □/□ □□ ( ) / 0 .]

3

Tanner is planning a trip to his uncle's house out of town. It usually takes him $2\frac{1}{2}$ hours to drive to his uncle's house, but due to road construction, it will take him an additional h hours driving to complete the trip in 5 hours. Write the equation and find the value of h that will make the equation true.

Write your answer in the box.

4

An equation is shown.

$$\frac{1}{6}x = \frac{2}{3}$$

What is the value for x that makes the equation true?

	MAFS.6.EE.2.7 – FSA PRACTICE
1	An equation is shown. $4t = 50$ What is the value for t that makes the equation true? Write your answer in the box.
2	A small university has six identical parking lots that hold a total of 1110 cars. Write an equation to find the number of cars each parking lot can hold. Solve the equation. Write your answer in the box.
3	A solar panel generates $\frac{3}{5}$ of a kilowatt of power. A warehouse wants to generate 24 kilowatts of power. Write an equation to find how many solar panels the warehouse will need on its roof to generate 24 kilowatts of power. Solve the equation. Write your answer in the box.

An equation is shown.

$$\frac{1}{8}r = \frac{1}{4}$$

What is the value for x that makes the equation true?

4

1	2	3	+	−	×	÷
4	5	6	<	=	>
7	8	9	$\frac{\square}{\square}$	$\square^{\square}$	( )
0	.

	MAFS.6.EE.2.8
1	Cirrus clouds form more than 6,000 meters above Earth. Write an inequality to represent h, the height, in meters, or cirrus clouds. Write your answer in the box below. ![keypad with digits 1-9, 0, ., +, -, ×, ÷, <, =, >, fraction, exponent, parentheses]
2	Translate the following sentence to an inequality. It's colder than $-2°F$ outside right now. Write your answer in the box below. ![keypad with digits 1-9, 0, ., +, -, ×, ÷, <, =, >, fraction, exponent, parentheses]
3	According to Interstate Highway Standards, U.S. and state highway traffic lanes must be at least 12 feet wide. Write an inequality to represent the widths that traffic lanes can be. Write your answer in the box below.

Draw a number line to represent the inequality $m < 0$.

4

```
—————|————|————|————|————|—————
     -10  -5   0    5    10
```